

Gambia, The - Multiple Indicator Cluster Survey 2005-2006

Bureau of Statistics

Report generated on: March 13, 2019

Visit our data catalog at: <http://microdata.worldbank.org>

Sampling

Sampling Procedure

The sample for the Gambia's Multiple Indicator Cluster Survey (MICS) was designed to provide estimates on a large number of indicators on the situation of children and women at the national level, for urban and rural areas, and for 8 Local Government Areas (LGA): Banjul, Kanifing, Brikama, Mansakonko, Kerewan, Kuntaur, Janjanbureh and Basse. The LGAs were identified as the main sampling domains and the sample was selected in two stages. Within each LGA, at least 14 and at most 99 census enumeration areas were selected with probability proportional to size. After a household listing was carried out within the selected enumeration areas, a systematic sample of 6,175 households was drawn. The sample was stratified by LGA and urban and rural areas, it is not self-weighting. For reporting national level results, sample weights are used. A more detailed description of the sample design can be found in Appendix A of the final report and among the technical documents in the archive.

Deviations from Sample Design

No major deviations from the original sample design were made. All sample enumeration areas were accessed and successfully interviewed with good response rates.

Response Rate

Of the 6,175 households selected for the sample, 6,171 were found to be occupied. Of these, 6,071 were successfully interviewed for a household response rate of 98.4 per cent. In the interviewed households, 10,252 women aged 15-49 were identified. Of these, 9,982 were successfully interviewed, yielding a response rate of 97.4 per cent. In addition, 6,641 under-5 children were listed in the household questionnaire. Copies of the questionnaires were completed for 6,543 of these children. This corresponds to a response rate of 98.5 per cent. Overall response rates of 95.8 per cent and 96.9 per cent are calculated for the women's and under-5's interviews respectively.

Weighting

Weights were used for the three datasets. The weighting variables are hhweight for the household datasets, wmweight for the women aged 15-49 years dataset and chweight for the children under five dataset.

Sample weights for the household data were computed as the inverse of the probability of selection of the household, computed at the sampling domain level (urban/rural within each region). The household weights were adjusted for non-response at the domain level, and were then normalized by a constant factor so that the total weighted number of households equals the total unweighted number of households. The household weight variable is called HHWEIGHT and is used with the HH data and the HL data.

Sample weights for the women's data used the un-normalized household weights, adjusted for non-response for the women's questionnaire, and were then normalized by a constant factor so that the total weighted number of women's cases equals the total unweighted number of women's cases.

Sample weights for the children's data followed the same approach as the women's and used the un-normalized household weights, adjusted for non-response for the children's questionnaire, and were then normalized by a constant factor so that the total weighted number of children's cases equals the total unweighted number of children's cases.

Questionnaires

Overview

The questionnaires are based on the MICS III model questionnaire. Although translated versions of the questionnaires could not be produced for the survey, an attempt was made during the training of data collection personnel to translate all the questions into Mandinka, Fula and Wollof to ensure that there was a common approach to administering the questions to respondents in the local languages. All the questionnaires were pre-tested. Based on the results of the pre-test, modifications were made to the wording of some questions and translation problems identified and suitable alternatives discussed.

Data Collection

Data Collection Dates

Start	End	Cycle
2005-11-15	2006-02-10	N/A

Data Collection Mode

Face-to-face [f2f]

DATA COLLECTION NOTES

The number of teams of enumerators was 7. Each team had 6 enumerators and a supervisor. One of the teams was responsible for the Banjul and Kanifing LGA and the remaining 6 teams were posted to the remaining 6 LGS. The average duration of an interview was 60 minutes. The field work was planned to last 45 days but due to certain reasons such as a larger work load than expected, call backs and other unavoidable delays, the field work was completed approximately 10 days later than scheduled.

SUPERVISION

Supervisor's names: 1. Mr. Gorghi Fye 2. Mr. Alieu Bahoum 3. Mr. Alieu Saho 4. Mr. Baba Suwareh 5. Mr. Baboucarr Samba 6. Mr. Amadou Chorr 7. Mr. Baboucarr Daffeh Seven supervisors were appointed to supervise in the 8 local government areas of the Gambia. Their supervision included regular spot checks and detailed review of questionnaires.

Data Processing

Data Editing

The Census and Survey program (CSpro3.1) was used for the data entry application. Eighteen main data entry clerks and 18 verifiers were appointed, and they completed the entry and verification in about 2 and a half months. The coders appointed were 20 in number and they completed coding in about one and a half month. Before the analysis started the datasets were free from all structural and inconsistency errors.

Data editing took place at a number of stages throughout the processing including:

- a) Office editing and coding
- b) During data entry
- c) Structure checking and completeness
- d) Secondary editing
- e) Structural checking of SPSS data files

Detailed documentation of the editing of data can be found in the data processing guidelines in the MICS manual <http://www.childinfo.org/mics/mics3/manual.php>.

Data processing and coding manuals were prepared. The data processing manual has detailed editing instructions in addition to instructions on how to use the data entry applications. Intensive trainings were given to the data entry clerks, coders and editors.

Other Processing

Data were processed in clusters, with each cluster being processed as a complete unit through each stage of data processing. Each cluster goes through the following steps:

- 1) Questionnaire reception
- 2) Office editing and coding
- 3) Data entry
- 4) Structure and completeness checking
- 5) Verification entry
- 6) Comparison of verification data
- 7) Back up of raw data
- 8) Secondary editing
- 9) Edited data back up

After all clusters are processed, all data is concatenated together and then the following steps are completed for all data files:

- 10) Export to SPSS in 4 files (hh - household, hl - household members, wm - women, ch - children under 5)
- 11) Recoding of variables needed for analysis
- 12) Adding of sample weights
- 13) Calculation of wealth quintiles and merging into data
- 14) Structural checking of SPSS files
- 15) Data quality tabulations
- 16) Production of analysis tabulations

Details of each of these steps can be found in the data processing documentation, data editing guidelines, data processing programs in CSPro and SPSS, and tabulation guidelines in the MICS manual <http://www.childinfo.org/mics/mics3/manual.php>

Data Appraisal

Estimates of Sampling Error

Estimates from a sample survey are affected by two types of errors: 1) non-sampling errors and 2) sampling errors. Non-sampling errors are the results of mistakes made in the implementation of data collection and data processing. Numerous efforts were made during implementation of the MICS - 3 to minimize this type of error, however, non-sampling errors are impossible to avoid and difficult to evaluate statistically.

Sampling errors can be evaluated statistically. The sample of respondents to the MICS - 3 is only one of many possible samples that could have been selected from the same population, using the same design and expected size. Each of these samples would yield results that different somewhat from the results of the actual sample selected. Sampling errors are a measure of the variability in the results of the survey between all possible samples, and, although, the degree of variability is not known exactly, it can be estimated from the survey results. The sampling errors are measured in terms of the standard error for a particular statistic (mean or percentage), which is the square root of the variance. Confidence intervals are calculated for each statistic within which the true value for the population can be assumed to fall. Plus or minus two standard errors of the statistic is used for key statistics presented in MICS, equivalent to a 95 percent confidence interval.

If the sample of respondents had been a simple random sample, it would have been possible to use straightforward formulae for calculating sampling errors. However, the MICS - 3 sample is the result of a two-stage stratified design, and consequently needs to use more complex formulae. The SPSS complex samples module has been used to calculate sampling errors for the MICS - 3. This module uses the Taylor linearization method of variance estimation for survey estimates that are means or proportions. This method is documented in the SPSS file CSDescriptives.pdf found under the Help, Algorithms options in SPSS.

Sampling errors have been calculated for a select set of statistics (all of which are proportions due to the limitations of the Taylor linearization method) for the national sample, urban and rural areas, and for each of the five regions. For each statistic, the estimate, its standard error, the coefficient of variation (or relative error -- the ratio between the standard error and the estimate), the design effect, and the square root design effect (DEFT -- the ratio between the standard error using the given sample design and the standard error that would result if a simple random sample had been used), as well as the 95 percent confidence intervals (+/-2 standard errors).

Other forms of Data Appraisal

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

- Age distribution of the household population
- Age distribution of eligible women and interviewed women
- Age distribution of eligible children and children for whom the mother or caretaker was interviewed
- Age distribution of children under age 5 by 3 month groups
- Age and period ratios at boundaries of eligibility
- Percent of observations with missing information on selected variables
- Presence of mother in the household and person interviewed for the under 5 questionnaire
- School attendance by single year age
- Sex ratio at birth among children ever born, surviving and dead by age of respondent
- Distribution of women by time since last birth
- Population pyramid

The results of each of these data quality tables are shown in the appendix of the final report.

The general rule for presentation of missing data in the final report tabulations is that a column is presented for missing data if the percentage of cases with missing data is 1% or more. Cases with missing data on the background characteristics (e.g. education) are included in the tables, but the missing data rows are suppressed and noted at the bottom of the tables in the report (not in the SPSS output, however).

File Description

Variable List

hh

Content	Data collected at the household level (MICS Household questionnaire: modules Household information panel, Water and sanitation, Household characteristics, Household use of insecticide treated nets, Salt iodization, Security of Tenure)
Cases	0
Variable(s)	161
Structure	Type: relational Keys: hh1(Cluster number), hh2(Household number)
Version	Dataset version used for preparation of final report tabulations
Producer	Dataset produced by The Gambia Bureau of Statistics
Missing Data	Various codes are used to describe missing data and special values. The general strategy is as follows: Any question that is skipped due to the flow of the questionnaire (not applicable) is coded as a blank in the dataset. Any question that should have been answered according to the flow of the questionnaire, but no response was recorded on the questionnaire (missing) is coded with a field full of 9s for a numeric field, or with a field full of question marks for an alphabetic field. Other special codes are used in a standard manner throughout the file. The codes used are recorded with a field full of 9s, but with the final digit being one of the following below: Don't know 8 Inconsistent 7 Other 6 For example, if the month of birth was unknown, as the field requires two digits, the value would be 98. For alphabetic fields, the following codes were used: Don't know Z None/no one Y Other X In summary 1 digit 2 digits 3 digits 4 digits Alpha fields Not applicable b b b b Missing 9 99 999 9999 ? Don't know 8 98 998 9998 Z Inconsistent 7 97 997 9997 None/no one 0 00 000 0000 Y Other 6 96 996 9996 X Special responses 95,94... 995,994... 9995,9994... W where b indicates a blank space. Fields requiring more than 5 values (excluding special values above) and less than 96 values are given at two digits with leading zeros for codes below 10. All fields requiring more than 95 values and less than 995 values are given 3 digits with leading zeros for codes below 100.

Variables

ID	Name	Label	Type	Format	Question
V1	hh1	Cluster number	contin	numeric	
V2	hh2	Household number	contin	numeric	
V3	hh3	Interviewer number	contin	numeric	
V4	hh4	Supervisor Number	contin	numeric	
V5	hh5d	Day of interview	contin	numeric	
V6	hh5m	Month of interview	contin	numeric	
V7	hh5y	Year of interview	contin	numeric	
V8	hh6	Area	discrete	numeric	
V9	hh7	Region	discrete	numeric	
V10	hh7new	Regions	contin	numeric	
V11	hh7a	District	contin	numeric	
V12	hh7b	Village	contin	numeric	
V13	hh7c	Phc/Non Phc	contin	numeric	
V14	hh9	Result of HH interview	discrete	numeric	
V15	hh10	Respondent HH questionnaire	discrete	numeric	
V16	hh11	Number of household members	contin	numeric	
V17	hh12	Total eligible women	contin	numeric	
V18	hh13	Women interviews completed	contin	numeric	
V19	hh14	Total children under 5	contin	numeric	

ID	Name	Label	Type	Format	Question
V20	hh15	Child interviews completed	contin	numeric	
V21	hh16	Data entry clerk	contin	numeric	
V22	tohl6	Total number of Women 15-49	contin	numeric	
V23	tohl7	Total number of Children 5-14	contin	numeric	
V24	tohl8	Total number of Children Under 5 years	contin	numeric	
V25	tohl8a	Total adults very sick	contin	numeric	
V26	tohl9	Total mothers dead	contin	numeric	
V27	tohl10a	Total mothers very sick	contin	numeric	
V28	tohl11	Total fathers dead	contin	numeric	
V29	tohl12a	Total fathers very sick	contin	numeric	
V30	ws1	Main source of drinking water	discrete	numeric	What is the main source of drinking water for members of your household?
V31	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?
V32	ws3	Time to get water and come back	discrete	numeric	How long does it take to go there, get water, and come back?
V33	ws4	Person fetching water	discrete	numeric	Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex?
V34	ws5	Treat water to make safer for drinking	discrete	numeric	Do you treat your water in any way to make it safer to drink?
V35	ws6a	Boil	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V36	ws6b	Add bleach/chlorine	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V37	ws6c	Strain it through a cloth	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V38	ws6d	Use water filter	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V39	ws6e	Solar disinfection	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V40	ws6f	Let it stand and settle	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V41	ws6x	Other	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V42	ws6z	DK	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V43	ws7	Kind of toilet facility	discrete	numeric	What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to?
V44	ws7aa	Facility located within dwelling or yard	contin	numeric	Is this facility located within your dwelling, or yard or compound?
V45	ws7bb	How far is house from nearest toilet facility	contin	numeric	How far is your house/residence from the nearest toilet facility?
V46	ws7cc	How far is your house from nearest refuse disposal site	contin	numeric	How far is your house/residence from the nearest refuse disposal site?
V47	ws7dd	How far is your kitchen from nearest toilet facility	contin	numeric	How far is your kitchen/cooking place from the nearest toilet facility?

ID	Name	Label	Type	Format	Question
V48	ws7ee	How far is kitchen from nearest disposal side	contin	numeric	How far is your kitchen/cooking place from the nearest disposal site?
V49	ws7ff	What happen with stools of young children	contin	numeric	What happens with the stools of young children (0-3 years) when they do not use the latrine or toilet facility?
V50	ws7gg	Do you use soap after toilet	contin	numeric	DO you use soap after toilet or WHEN YOU remove waste/faeces from children?
V51	ws8	Toilet facility shared	discrete	numeric	Do you share this facility with other households?
V52	ws9	Households using this toilet facility	contin	numeric	How many households in total use this toilet facility?
V53	hc1a	Religion	discrete	numeric	What is the religion of the head of this household?
V54	hc1b	Mother tongue	discrete	numeric	What is the mother tongue/native language of the head of this household?
V55	hc1c	Ethnicity	discrete	numeric	To what ethnic group does the head of this household belong?
V56	hc2	Number of rooms for sleeping	contin	numeric	How many rooms in this household are used for sleeping?
V57	hc3	Main material of floor	discrete	numeric	
V58	hc4	Main material of roof	discrete	numeric	
V59	hc5	Main material of wall	discrete	numeric	
V60	hc6	Type of fuel using for cooking	discrete	numeric	What type of fuel does your household mainly use for cooking?
V61	hc7	Food cooked on stove or open fire	discrete	numeric	In this household, is food cooked on an open fire, an open stove or a closed stove?
V62	hc7a	Does the fire stove have a chimney or a hood	discrete	numeric	Does the fire/stove have a chimney or a hood?
V63	hc8	Cooking location	discrete	numeric	Is the cooking usually done in the house, in a separate building, or outdoors?
V64	hc9a	Electricity	discrete	numeric	Does your household have:
V65	hc9b	Radio	discrete	numeric	Does your household have:
V66	hc9c	Television	discrete	numeric	Does your household have:
V67	hc9d	Mobile phone	discrete	numeric	Does your household have:
V68	hc9e	Non-mobile phone	discrete	numeric	Does your household have:
V69	hc9f	Refrigerator	discrete	numeric	Does your household have:
V70	hc9g	Electrical Generator	contin	numeric	Does your household have:
V71	hc9h	Video	contin	numeric	Does your household have:
V72	hc9i	Fan	contin	numeric	Does your household have:
V73	hc9j	Cassette or Video Player	contin	numeric	Does your household have:
V74	hc9k	Sofa	contin	numeric	Does your household have:
V75	hc9l	Cupboard	contin	numeric	Does your household have:
V76	hc9m	Air Conditioner	contin	numeric	Does your household have:
V77	hc10a	Watch	discrete	numeric	Does any member of your household own:
V78	hc10b	Bicycle	discrete	numeric	Does any member of your household own:
V79	hc10c	Motorcycle or scooter	discrete	numeric	Does any member of your household own:
V80	hc10d	Animal-drawn cart	discrete	numeric	Does any member of your household own:

ID	Name	Label	Type	Format	Question
V81	hc10e	Car or truck	discrete	numeric	Does any member of your household own:
V82	hc10f	Boat with a motor	discrete	numeric	Does any member of your household own:
V83	hc11	Does any member of your household own any land for agricultu	discrete	numeric	Does any member of this household own any land that can be used for agriculture?
V84	hc12	How many hectares of agriculture	contin	numeric	How many hectares of agricultural land do members of this household own?
V85	hc13	Does this household own any livestock, heds, or animals	discrete	numeric	Does this household own any livestock, herds, or farm animals?
V86	hc14a	Number of cattle	contin	numeric	How many of the following animals does this household have?
V87	hc14b	Number of milk cows or bulls	contin	numeric	How many of the following animals does this household have?
V88	hc14c	Number of horses donkeys, or mules	contin	numeric	How many of the following animals does this household have?
V89	hc14d	Number of goats	contin	numeric	How many of the following animals does this household have?
V90	hc14e	Number of sheep	contin	numeric	How many of the following animals does this household have?
V91	hc14f	Number of chickens	contin	numeric	How many of the following animals does this household have?
V92	hc15a	Own or rent	discrete	numeric	
V93	hc15b	Have title deed	discrete	numeric	
V94	hc15ca	Certificate of occupation	discrete	character	
V95	hc15cb	Property tax certification	discrete	character	
V96	hc15cc	Utility bills	discrete	character	
V97	hc15cx	Other	discrete	character	
V98	hc15cy	None/no document	discrete	character	
V99	hc15d	Written rental contract	contin	numeric	
V100	hc15ea	Informal agreement (written)	discrete	character	
V101	hc15eb	Verbal agreement (no document)	discrete	character	
V102	hc15ec	Occupied rent free with knowledge of owner	discrete	character	
V103	hc15ed	Occupied rent free without knowledge of owner	discrete	character	
V104	hc15ex	Other	discrete	character	
V105	hc15ey	None/no document	discrete	character	
V106	hc15f	Feel secure from eviction	discrete	numeric	
V107	hc15g	Evicted during past 5 years	discrete	numeric	
V108	hc15ha	Landslide area	discrete	character	Dwelling located in or near:
V109	hc15hb	Flood-prone area	discrete	character	Dwelling located in or near:
V110	hc15hc	River bank	discrete	character	Dwelling located in or near:
V111	hc15hd	Steep hill	discrete	character	Dwelling located in or near:
V112	hc15he	Garbage mountain/pile	discrete	character	Dwelling located in or near:
V113	hc15hf	Industrial pollution area	discrete	character	Dwelling located in or near:
V114	hc15hg	Railroad	discrete	character	Dwelling located in or near:

ID	Name	Label	Type	Format	Question
V115	hc15hh	Power plant	discrete	character	Dwelling located in or near:
V116	hc15hi	Flyover	discrete	character	Dwelling located in or near:
V117	hc15hy	None of the above	discrete	character	Dwelling located in or near:
V118	hc15ia	Cracks/openings in the wall	discrete	character	
V119	hc15ib	No windows	discrete	character	
V120	hc15ic	Windows with broken glass/no glass	discrete	character	
V121	hc15id	Visible holes in the roof	discrete	character	
V122	hc15ie	Incomplete roof	discrete	character	
V123	hc15if	Insecure door	discrete	character	
V124	hc15iy	None of the above	discrete	character	
V125	hc15ja	Narrow passages	discrete	character	
V126	hc15jb	Too many power cables	discrete	character	
V127	hc15jy	None of the above	discrete	character	
V128	tn1	Household has mosquito nets	discrete	numeric	Does your household have any mosquito nets that can be used while sleeping?
V129	tn2	Number of mosquito nets	contin	numeric	How many mosquito nets does your household have?
V130	tn2aa	How many beds do you have in the household	contin	numeric	How many beds do you have in the household?
V131	tn2bb	How many of this beds have nets	contin	numeric	How many of these beds have nets?
V132	tn2cc	Do you sleep under a treated net	contin	numeric	Do you sleep under a treated net?
V133	tn3	Type of net	contin	numeric	Is the net (are any of the nets) any of the following TYPES?
V134	tn3a	Where did you get the mosquito net	discrete	numeric	Where did you get the (name of net highest in the list of nets available in the household, in TN3) mosquito net?
V135	tn3b	How much did you pay for this mosquito net	contin	numeric	How much did you pay for the (name of net highest in the list of nets available in the household, in TN3) mosquito net?
V136	tn5	Net was pre-treated	discrete	numeric	When you got the (most recent) net, was it already treated with an insecticide to kill or repel mosquitoes?
V137	tn6	Months ago net obtained	contin	numeric	How many months ago was the (most recent) net obtained?
V138	tn7	Net soaked or dipped since obtained	discrete	numeric	Since you got the net(s) has it (have any of these nets) ever been soaked or dipped in a liquid to kill/repel mosquitoes?
V139	tn8	Months ago net soaked or dipped	contin	numeric	How long ago was the most recent soaking/dipping done?
V140	cd7	Total children aged 2-14 years	contin	numeric	
V141	cd9	Rank number of child (from response box)	contin	numeric	
V142	cd11	Child line number	contin	numeric	
V143	cd12a	Took away privileges	discrete	numeric	Took away privileges, forbade something (name) liked or did not allow him/her to leave house).
V144	cd12b	Explained why something was wrong	discrete	numeric	Explained why something (the behavior) was wrong.
V145	cd12c	Shook him/her	discrete	numeric	Shook him/her.

ID	Name	Label	Type	Format	Question
V146	cd12d	Shouted yelled at or screamed at him/her	discrete	numeric	Shouted, yelled at or screamed at him/her.
V147	cd12e	Gave him/her something else to do	discrete	numeric	Gave him/her something else to do.
V148	cd12f	Spanked, hit or slapped him/her with bare hand	discrete	numeric	Spanked, hit or slapped him/her on the bottom with bare hand.
V149	cd12g	Hit him/her on the bottom with or elsewhere with a belt	discrete	numeric	Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.
V150	cd12h	Called him/her dumb, lazy	discrete	numeric	Called him/her dumb, lazy, or another name like that.
V151	cd12i	Hit or slapped him/her on the face	discrete	numeric	Hit or slapped him/her on the face, head or ears.
V152	cd12j	Hit or slapped him/her on the hand	discrete	numeric	Hit or slapped him/her on the hand, arm, or leg.
V153	cd12k	Beat him/her up with an implement	discrete	numeric	Beat him/her up with an implement (hit over and over as hard as one could).
V154	cd13	Do you believe to bring up you need to punish him/her	discrete	numeric	Do you believe that in order to bring up (raise, educate) (name) properly, you need to physically punish him/her?
V155	si1	Salt iodization test outcome	discrete	numeric	We would like to check whether the salt used in your household is iodized. May I see a sample of the salt used to cook the main meal eaten by members of your household last night?
V156	hl1	Line number	contin	numeric	
V157	hhsex	Sex of household head	discrete	numeric	
V158	helevel	Education of household head	discrete	numeric	
V159	wlthscor	Wealth index score	contin	numeric	
V160	wlthind5	Wealth index quintiles	discrete	numeric	
V161	hhweight	Household sample weight	contin	numeric	

hl

Content	Data collected at the household member's level (MICS Household questionnaire: modules Household listing, Child labour, Child Discipline)
Cases	0
Variable(s)	174
Structure	Type: relational Keys: hh1(Cluster number), hh2(Household number), hl1(Line number)
Version	Dataset version used for preparation of final report tabulations
Producer	Dataset produced by The Gambia Bureau of Statistics
Missing Data	Various codes are used to describe missing data and special values. The general strategy is as follows: Any question that is skipped due to the flow of the questionnaire (not applicable) is coded as a blank in the dataset. Any question that should have been answered according to the flow of the questionnaire, but no response was recorded on the questionnaire (missing) is coded with a field full of 9s for a numeric field, or with a field full of question marks for an alphabetic field. Other special codes are used in a standard manner throughout the file. The codes used are recorded with a field full of 9s, but with the final digit being one of the following below: Don't know 8 Inconsistent 7 Other 6 For example, if the month of birth was unknown, as the field requires two digits, the value would be 98. For alphabetic fields, the following codes were used: Don't know Z None/no one Y Other X In summary 1 digit 2 digits 3 digits 4 digits Alpha fields Not applicable b b b b Missing 9 99 999 9999 ? Don't know 8 98 998 9998 Z Inconsistent 7 97 997 9997 None/no one 0 00 000 0000 Y Other 6 96 996 9996 X Special responses 95,94... 995,994... 9995,9994... W where b indicates a blank space. Fields requiring more than 5 values (excluding special values above) and less than 96 values are given at two digits with leading zeros for codes below 10. All fields requiring more than 95 values and less than 995 values are given 3 digits with leading zeros for codes below 100.

Variables

ID	Name	Label	Type	Format	Question
V162	hh1	Cluster number	contin	numeric	
V163	hh2	Household number	contin	numeric	
V164	hl1	Line number	contin	numeric	
V165	hl3	Relationship to the head	discrete	numeric	What is the relationship of (name) to the head of the household?
V166	hl4	Sex	discrete	numeric	
V167	hl5	Age	contin	numeric	How old is (name)? How old was (name) on his/her last birthday?
V168	hl6	Line number of eligible women	contin	numeric	
V169	hl7	Line number of mother/caretaker for child labor module	contin	numeric	Who is the mother or primary caretaker of this child?
V170	hl8	Line number of mother/caretaker for child health module	contin	numeric	Who is the mother or primary caretaker of this child?
V171	hl8a	Sick for 3 months	discrete	numeric	Has (name) been very sick for at least 3 months during the past 12 months?
V172	hl9	Mother alive	discrete	numeric	Is (name's) natural mother alive?
V173	hl10	Mother line number in HH	contin	numeric	Does (name's) natural mother live in this household?
V174	hl10a	Mother sick for 3 months	discrete	numeric	Has (name's) mother been very sick for at least 3 months in the past 12 months?
V175	hl10aa	Alternative caretaker	contin	numeric	
V176	hl11	Father alive	discrete	numeric	Is (name's) natural father alive?
V177	hl12	Father line number in HH	contin	numeric	Does (name's) natural father live in this household?

ID	Name	Label	Type	Format	Question
V178	hl12a	Father sick for 3 months	discrete	numeric	Has (name's) father been very sick for at least 3 months in the past 12 months?
V179	toh16	Total number of Women 15-49	contin	numeric	
V180	toh17	Total number of Children 5-14	contin	numeric	
V181	toh18	Total number of Children Under 5 years	contin	numeric	
V182	toh18a	Total adults very sick	contin	numeric	
V183	toh19	Total mothers dead	contin	numeric	
V184	toh10a	Total mothers very sick	contin	numeric	
V185	toh111	Total fathers dead	contin	numeric	
V186	toh12a	Total fathers very sick	contin	numeric	
V187	ed1	Line number	contin	numeric	
V188	ed2	Ever attended school	discrete	numeric	Has (name) ever attended school or preschool?
V189	ed3a	Highest level of school attended	discrete	numeric	What is the highest level of school (name) attended?
V190	ed3b	Highest grade at level	discrete	numeric	What is the highest grade (name) completed at this level?
V191	ed3aa	Currently attending School	contin	numeric	
V192	ed4	Currently attending school during the school year (2004-2005)	discrete	numeric	During the (2004-2005) school year, did (name) attend school or preschool at any time?
V193	ed5	Days attended school in last week	contin	numeric	Since last (day of the week), how many days did (name) attend school?
V194	ed6a	Level of education attended	discrete	numeric	During this/that school year, which level and grade is/was (name) attending?
V195	ed6b	Grade of education attended	contin	numeric	During this/that school year, which level and grade is/was (name) attending?
V196	ed7	Attended school last year (2003-2004)	discrete	numeric	Did (name) attend school or preschool at any time during the previous school year, that is (2003-2004)?
V197	ed8a	Level of education attended last year	discrete	numeric	During that previous school year, which level and grade did (name) attend?
V198	ed8b	Grade of education attended last year	contin	numeric	During that previous school year, which level and grade did (name) attend?
V199	ed9	Reason for not attending presch	contin	numeric	What was the reason for (name) not attending school preschool previous school year?
V200	cl1	Line number	contin	numeric	
V201	cl3	Worked in past week	discrete	numeric	During the past week, did (name) do any kind of work for someone who is not a member of this household? If yes: For pay in cash or kind?
V202	cl3aa	What type of work	contin	numeric	
V203	cl3bb	Why is child working	contin	numeric	
V204	cl4	Hours worked in past week	contin	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?
V205	cl5	Worked in past year	discrete	numeric	At any time during the past year, did (name) do any kind of work for someone who is not a member of this household? If yes: For pay in cash or kind?

ID	Name	Label	Type	Format	Question
V206	cl6	Helped with household chores in past week	discrete	numeric	During the past week, did (name) help with household chores such as shopping, collecting firewood, cleaning, fetching water, or caring for children?
V207	cl7	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?
V208	cl8	Did other family work in past week	discrete	numeric	During the past week, did (name) do any other family work (on the farm or in a business or selling goods in the street?)
V209	cl9	Hours worked on other family work	contin	numeric	Since last (day of the week), about how many hours did he/she do this work?
V210	hh3	Interviewer number	contin	numeric	
V211	hh4	Supervisor Number	contin	numeric	
V212	hh5d	Day of interview	contin	numeric	
V213	hh5m	Month of interview	contin	numeric	
V214	hh5y	Year of interview	contin	numeric	
V215	hh6	Area	discrete	numeric	
V216	hh7	Region	discrete	numeric	
V217	nhh7	Lga old	contin	numeric	
V218	hh7a	District	contin	numeric	
V219	hh7b	Village	contin	numeric	
V220	hh7c	Phc/Non Phc	contin	numeric	
V221	hh9	Result of HH interview	contin	numeric	
V222	hh10	Respondent HH questionnaire	contin	numeric	
V223	hh11	Number of household members	contin	numeric	
V224	hh12	Total eligible women	contin	numeric	
V225	hh13	Women interviews completed	contin	numeric	
V226	hh14	Total children under 5	contin	numeric	
V227	hh15	Child interviews completed	contin	numeric	
V228	hh16	Data entry clerk	contin	numeric	
V229	ws1	Main source of drinking water	discrete	numeric	What is the main source of drinking water for members of your household?
V230	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?
V231	ws3	Time to get water and come back	contin	numeric	How long does it take to go there, get water, and come back?
V232	ws4	Person fetching water	discrete	numeric	Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex?
V233	ws5	Treat water to make safer for drinking	discrete	numeric	Do you treat your water in any way to make it safer to drink?
V234	ws6a	Boil	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V235	ws6b	Add bleach/chlorine	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V236	ws6c	Strain it through a cloth	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?

ID	Name	Label	Type	Format	Question
V237	ws6d	Use water filter	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V238	ws6e	Solar disinfection	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V239	ws6f	Let it stand and settle	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V240	ws6x	Other	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V241	ws6z	DK	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V242	ws7	Kind of toilet facility	discrete	numeric	What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to?
V243	ws7aa	Facility located within dwelling or yard	contin	numeric	Is this facility located within your dwelling, or yard or compound?
V244	ws7bb	How far is house from nearest toilet facility	contin	numeric	How far is your house/residence from the nearest toilet facility?
V245	ws7cc	How far is your house from nearest refuse disposal site	contin	numeric	How far is your house/residence from the nearest refuse disposal site?
V246	ws7dd	How far is your kitchen from nearest toilet facility	contin	numeric	How far is your kitchen/cooking place from the nearest toilet facility?
V247	ws7ee	How far is kitchen from nearest disposal site	contin	numeric	How far is your kitchen/cooking place from the nearest disposal site?
V248	ws7ff	What happen with stools of young children	contin	numeric	What happens with the stools of young children (0-3 years) when they do not use the latrine or toilet facility?
V249	ws7gg	Do you use soap after toilet	contin	numeric	DO you use soap after toilet or WHEN YOU remove waste/faeces from children?
V250	ws8	Toilet facility shared	discrete	numeric	Do you share this facility with other households?
V251	ws9	Households using this toilet facility	contin	numeric	How many households in total use this toilet facility?
V252	hc1a	Religion	discrete	numeric	What is the religion of the head of this household?
V253	hc1b	Mother tongue	discrete	numeric	What is the mother tongue/native language of the head of this household?
V254	hc1c	Ethnicity	discrete	numeric	To what ethnic group does the head of this household belong?
V255	hc2	Number of rooms for sleeping	contin	numeric	How many rooms in this household are used for sleeping?
V256	hc3	Main material of floor	discrete	numeric	
V257	hc4	Main material of roof	discrete	numeric	
V258	hc5	Main material of wall	discrete	numeric	
V259	hc6	Type of fuel using for cooking	discrete	numeric	What type of fuel does your household mainly use for cooking?
V260	hc7	Food cooked on stove or open fire	discrete	numeric	In this household, is food cooked on an open fire, an open stove or a closed stove?
V261	hc7a	Does the fire stove have a chimney or a hood	discrete	numeric	Does the fire/stove have a chimney or a hood?
V262	hc8	Cooking location	discrete	numeric	Is the cooking usually done in the house, in a separate building, or outdoors?
V263	hc9a	Electricity	discrete	numeric	Does your household have:

ID	Name	Label	Type	Format	Question
V264	hc9b	Radio	discrete	numeric	Does your household have:
V265	hc9c	Television	discrete	numeric	Does your household have:
V266	hc9d	Mobile phone	discrete	numeric	Does your household have:
V267	hc9e	Non-mobile phone	discrete	numeric	Does your household have:
V268	hc9f	Refrigerator	discrete	numeric	Does your household have:
V269	hc9g	Electrical Generator	contin	numeric	Does your household have:
V270	hc9h	Video	contin	numeric	Does your household have:
V271	hc9i	Fan	contin	numeric	Does your household have:
V272	hc9j	Cassette or Video Player	contin	numeric	Does your household have:
V273	hc9k	Sofa	contin	numeric	Does your household have:
V274	hc9l	Cupboard	contin	numeric	Does your household have:
V275	hc9m	Air Conditioner	contin	numeric	Does your household have:
V276	hc10a	Watch	discrete	numeric	Does any member of your household own:
V277	hc10b	Bicycle	discrete	numeric	Does any member of your household own:
V278	hc10c	Motorcycle or scooter	discrete	numeric	Does any member of your household own:
V279	hc10d	Animal-drawn cart	discrete	numeric	Does any member of your household own:
V280	hc10e	Car or truck	discrete	numeric	Does any member of your household own:
V281	hc10f	Boat with a motor	discrete	numeric	Does any member of your household own:
V282	hc11	Does any member of your household own any land for agricultu	discrete	numeric	Does any member of this household own any land that can be used for agriculture?
V283	hc12	How many hectares of agriculture	contin	numeric	How many hectares of agricultural land do members of this household own?
V284	hc13	Does this household own any livestock, heds, or animals	discrete	numeric	Does this household own any livestock, herds, or farm animals?
V285	hc14a	Number of cattle	contin	numeric	How many of the following animals does this household have?
V286	hc14b	Number of milk cows or bulls	contin	numeric	How many of the following animals does this household have?
V287	hc14c	Number of horses donkeys, or mules	contin	numeric	How many of the following animals does this household have?
V288	hc14d	Number of goats	contin	numeric	How many of the following animals does this household have?
V289	hc14e	Number of sheep	contin	numeric	How many of the following animals does this household have?
V290	hc14f	Number of chickens	contin	numeric	How many of the following animals does this household have?
V291	hc15a	Own or rent	discrete	numeric	
V292	hc15b	Have title deed	discrete	numeric	
V293	hc15ca	Certificate of occupation	discrete	character	
V294	hc15cb	Property tax certification	discrete	character	
V295	hc15cc	Utility bills	discrete	character	
V296	hc15cx	Other	discrete	character	
V297	hc15cy	None/no document	discrete	character	
V298	hc15d	Written rental contract	contin	numeric	

ID	Name	Label	Type	Format	Question
V299	hc15ea	Informal agreement (written)	discrete	character	
V300	hc15eb	Verbal agreement (no document)	discrete	character	
V301	hc15ec	Occupied rent free with knowledge of owner	discrete	character	
V302	hc15ed	Occupied rent free without knowledge of owner	discrete	character	
V303	hc15ex	Other	discrete	character	
V304	hc15ey	None/no document	discrete	character	
V305	hc15f	Feel secure from eviction	discrete	numeric	
V306	hc15g	Evicted during past 5 years	discrete	numeric	
V307	hc15ha	Landslide area	discrete	character	Dwelling located in or near:
V308	hc15hb	Flood-prone area	discrete	character	Dwelling located in or near:
V309	hc15hc	River bank	discrete	character	Dwelling located in or near:
V310	hc15hd	Steep hill	discrete	character	Dwelling located in or near:
V311	hc15he	Garbage mountain/pile	discrete	character	Dwelling located in or near:
V312	hc15hf	Industrial pollution area	discrete	character	Dwelling located in or near:
V313	hc15hg	Railroad	discrete	character	Dwelling located in or near:
V314	hc15hh	Power plant	discrete	character	Dwelling located in or near:
V315	hc15hi	Flyover	discrete	character	Dwelling located in or near:
V316	hc15hy	None of the above	discrete	character	Dwelling located in or near:
V317	hc15ia	Cracks/openings in the wall	discrete	character	
V318	hc15ib	No windows	discrete	character	
V319	hc15ic	Windows with broken glass/no glass	discrete	character	
V320	hc15id	Visible holes in the roof	discrete	character	
V321	hc15ie	Incomplete roof	discrete	character	
V322	hc15if	Insecure door	discrete	character	
V323	hc15iy	None of the above	discrete	character	
V324	hc15ja	Narrow passages	discrete	character	
V325	hc15jb	Too many power cables	discrete	character	
V326	hc15jy	None of the above	discrete	character	
V327	hh7new	Regions	contin	numeric	
V328	mline	Mother's line number	contin	numeric	
V329	melevel	Mother's education	discrete	numeric	
V330	fline	Father's line number	contin	numeric	
V331	felevel	Father's education	discrete	numeric	
V332	helevel	Education of household head	discrete	numeric	
V333	wlthscor	Wealth index score	contin	numeric	
V334	wlthind5	Wealth index quintiles	discrete	numeric	
V335	hhweight	Household sample weight	contin	numeric	

wm

Content	Data collected at the women's level (MICS Women's questionnaire: modules Women's Information Panel, Child mortality, Tetanus toxoid, Maternal and newborn health, Marriage/union, HIV/AIDS, Female genital mutilation/cutting, Attitudes towards domestic violence)
Cases	0
Variable(s)	294
Structure	Type: relational Keys: hh1(Cluster number), hh2(Household number), hl1(Line number)
Version	Dataset version used for preparation of final report tabulations
Producer	Dataset produced by The Gambia Bureau of Statistics
Missing Data	Various codes are used to describe missing data and special values. The general strategy is as follows: Any question that is skipped due to the flow of the questionnaire (not applicable) is coded as a blank in the dataset. Any question that should have been answered according to the flow of the questionnaire, but no response was recorded on the questionnaire (missing) is coded with a field full of 9s for a numeric field, or with a field full of question marks for an alphabetic field. Other special codes are used in a standard manner throughout the file. The codes used are recorded with a field full of 9s, but with the final digit being one of the following below: Don't know 8 Inconsistent 7 Other 6 For example, if the month of birth was unknown, as the field requires two digits, the value would be 98. For alphabetic fields, the following codes were used: Don't know Z None/no one Y Other X In summary 1 digit 2 digits 3 digits 4 digits Alpha fields Not applicable b b b b Missing 9 99 999 9999 ? Don't know 8 98 998 9998 Z Inconsistent 7 97 997 9997 None/no one 0 00 000 0000 Y Other 6 96 996 9996 X Special responses 95,94... 995,994... 9995,9994... W where b indicates a blank space. Fields requiring more than 5 values (excluding special values above) and less than 96 values are given at two digits with leading zeros for codes below 10. All fields requiring more than 95 values and less than 995 values are given 3 digits with leading zeros for codes below 100.

Variables

ID	Name	Label	Type	Format	Question
V336	hh1	Cluster number	contin	numeric	
V337	hh2	Household number	contin	numeric	
V338	hl1	Line number	contin	numeric	
V339	wm1	Cluster number	contin	numeric	
V340	wm2	Household number	contin	numeric	
V341	wm4	Woman's line number	contin	numeric	
V342	wm5	Interviewer number	contin	numeric	
V343	wm6d	Day of interview	contin	numeric	
V344	wm6m	Month of interview	contin	numeric	
V345	wm6y	Year of interview	contin	numeric	
V346	wm7	Result of women 's interview	discrete	numeric	
V347	wm8m	Month of birth of woman	contin	numeric	In what month and year were you born?
V348	wm8y	Year of birth of woman	contin	numeric	In what month and year were you born?
V349	wm9	Age of woman	contin	numeric	How old were you at your last birthday?
V350	wm10	Have you ever attended school	discrete	numeric	Have you ever attended school?
V351	wm10aa	What type of school did you attend	contin	numeric	What type of school did you attend?
V352	wm11	What is the highest level of school you attended	discrete	numeric	What is the highest level of school you attended: primary, secondary, or higher?
V353	wm12	What is the highest grade completed at that level	discrete	numeric	What is the highest grade you completed at that level?

ID	Name	Label	Type	Format	Question
V354	wm14	Can read part of the sentence	discrete	numeric	Now I would like you to read this sentence to me. Show sentences to respondent. If respondent cannot read whole sentence, probe: Can you read part of the sentence to me?
V355	rs1aa	Ever seen ORS Packet before	contin	numeric	HAVE YOU EVER SEEN THIS ORS PACKET BEFORE?
V356	rs2aa	Can you tell me its preparation	contin	numeric	IF YES to previous question, CAN YOU TELL ME ITS PREPARATION?
V357	rs3aa	Available when you needed it	contin	numeric	WAS ORS AVAILABLE WHEN YOU NEEDED IT?
V358	rs4aa	Where usually get it	contin	numeric	WHERE DID YOU USUALLY GET IT?
V359	rs5aa	Tell me how to prepare SSS	contin	numeric	TELL ME HOW TO PREPARE SSS?
V360	rs6aa	Use/benefit of ORS/SSS	contin	numeric	WHAT DO YOU THINK IS THE USE/BENEFIT OF ORS/SSS?
V361	cm1	Ever given birth	discrete	numeric	Now i would like to ask about all the births you have had during your life. Have you ever given birth? If "No" probe by asking: I mean, to a child who ever breathed or cried or showed other signs of life - even if he or she lived only a few minutes or hours?
V362	cm2ad	Day of first birth	contin	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.
V363	cm2am	Month of first birth	contin	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.
V364	cm2ay	Year of first birth	contin	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.
V365	cm2b	Years since first birth	contin	numeric	How many years ago did you have your first birth?
V366	cm3	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?
V367	cm4a	Sons living with you	contin	numeric	How many sons live with you?
V368	cm4b	Daughters living with you	contin	numeric	How many daughters live with you?
V369	cm5	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?
V370	cm6a	Sons living not with you	contin	numeric	How many sons are alive but do not live with you?
V371	cm6b	Daughters not living with you	contin	numeric	How many daughters are alive but do not live with you?
V372	cm7	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?
V373	cm8a	Boys dead	contin	numeric	How many boys have died?
V374	cm8b	Girls dead	contin	numeric	How many girls have died?
V375	cm9	Children ever born	discrete	numeric	
V376	cm11d	Day of last birth	contin	numeric	Of these (total number) births you have had, when did you deliver the last one (even if he or she has died)?
V377	cm11m	Month of last birth	contin	numeric	Of these (total number) births you have had, when did you deliver the last one (even if he or she has died)?
V378	cm11y	Year of last birth	contin	numeric	Of these (total number) births you have had, when did you deliver the last one (even if he or she has died)?
V379	cm12	Live birth in last 2 years	discrete	character	

ID	Name	Label	Type	Format	Question
V380	cm13	Wanted last child	discrete	numeric	At the time you became pregnant with (name), did you want to become pregnant then, did you want to wait until later, or did you want no (more) children at all?
V381	tt1	Tetanus toxoid card	discrete	numeric	Do you have a card or other document with your own immunizations listed?
V382	tt2	Tetanus toxoid given in pregnancy	discrete	numeric	When you were pregnant with your last child, did you receive any injection to prevent him or her from getting tetanus, that is convulsions after birth (an anti-tetanus shot, an injection at the top of the arm or shoulder)?
V383	tt3	Times given tetanus toxoid in pregnancy	discrete	numeric	If yes: How many times did you receive this anti-tetanus injection during your last pregnancy?
V384	tt5	Given tetanus toxoid before pregnancy	contin	numeric	Did you receive any tetanus toxoid injection at any time before your last pregnancy?
V385	tt6	Times given tetanus toxoid before pregnancy	contin	numeric	How many times did you receive it?
V386	tt7m	Month last given tetanus toxoid before pregnancy	contin	numeric	In what month and year did you receive the last anti-tetanus injection before that last pregnancy?
V387	tt7y	Year last given tetanus toxoid before pregnancy	contin	numeric	In what month and year did you receive the last anti-tetanus injection before that last pregnancy?
V388	tt8	Years ago last received tetanus toxoid before pregnancy	contin	numeric	How many years ago did you receive the last anti-tetanus injection before that last pregnancy?
V389	mn1	Vitamin A dose after last birth	discrete	numeric	In the first two months after your last birth [the birth of name], did you receive a Vitamin A dose like this?
V390	mn2a	Antenatal care: Doctor	discrete	character	Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?
V391	mn2b	Antenatal care: Nurse/midwife	discrete	character	Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?
V392	mn2c	Antenatal care: Auxiliary midwife	discrete	character	Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?
V393	mn2f	Antenatal care: Traditional birth attendant	discrete	character	Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?
V394	mn2g	Antenatal care: Community health worker	discrete	character	Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?
V395	mn2h	Antenatal care: Relative/friend	discrete	character	Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?
V396	mn2x	Antenatal care: Other	discrete	character	Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?
V397	mn2y	Antenatal care: No one	discrete	character	Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?
V398	mn2aa	Number of Antenatal care during Pregnancy	contin	numeric	how many times did you receive antenatal care during this pregnancy?
V399	mn3a	Weighed	discrete	numeric	As part of your antenatal care, were any of the following done at least once? Were you weighed?
V400	mn3b	Blood pressure measured	discrete	numeric	As part of your antenatal care, were any of the following done at least once? Was your blood pressure measured?
V401	mn3c	Urine sample	discrete	numeric	As part of your antenatal care, were any of the following done at least once? Did you give a urine sample?
V402	mn3d	Blood sample	discrete	numeric	As part of your antenatal care, were any of the following done at least once? Did you give a blood sample?

ID	Name	Label	Type	Format	Question
V403	mn3aa	Received Iron Tables or Syrup during pregnancy	contin	numeric	during this pregnancy, were you given any iron tablets or iron syrup?
V404	mn3bb	Number of days taken tablet or syrup during pregnancy	contin	numeric	during the whole pregnancy for how many days did you take the tablet or syrup?
V405	mn4	Counseled about AIDS or the AIDS virus	discrete	numeric	During any of the antenatal visits for the pregnancy, were you given any information or counseled about AIDS or the AIDS virus?
V406	mn5	Tested for HIV/AIDS	discrete	numeric	I don't want to know the results, but were you tested for HIV/AIDS as part of your antenatal care?
V407	mn6	Received result of HIV test	discrete	numeric	I don't want to know the results, but did you get the results of the test?
V408	mn6a	Took medicine to prevent malaria	discrete	numeric	During this pregnancy, did you take any medicine in order to prevent you from getting malaria?
V409	mn6ba	SP/Fansidar	discrete	character	Which medicines did you take to prevent malaria?
V410	mn6bb	Chloroquine	discrete	character	Which medicines did you take to prevent malaria?
V411	mn6bx	Other	discrete	character	Which medicines did you take to prevent malaria?
V412	mn6bz	Don't know	discrete	character	Which medicines did you take to prevent malaria?
V413	mn6d	Times took SP/Fansidar	contin	numeric	How many times did you take SP/fansidar during this pregnancy to prevent malaria?
V414	mn6e	During your last pregnancy did you sleep on mosquito net	contin	numeric	DURING YOUR LAST PREGNANCY DID YOU SLEEP UNDER A MOSQUITO NET
V415	mn6f	Use of mosquito net	contin	numeric	HOW OFTEN DID YOU USE THE MOSQUITO NET?
V416	mn6g	Types of net	contin	numeric	WAS THE NET ONE OF THE FOLLOWING TYPES?
V417	mn7a	Assistance at delivery: Doctor	discrete	character	Who assisted with the delivery of your last child (name)? Anyone else?
V418	mn7b	Assistance at delivery: Nurse/midwife	discrete	character	Who assisted with the delivery of your last child (name)? Anyone else?
V419	mn7c	Assistance at delivery: Auxiliary midwife	discrete	character	Who assisted with the delivery of your last child (name)? Anyone else?
V420	mn7f	Assistance at delivery: Traditional birth attendant	discrete	character	Who assisted with the delivery of your last child (name)? Anyone else?
V421	mn7g	Assistance at delivery: Community health worker	discrete	character	Who assisted with the delivery of your last child (name)? Anyone else?
V422	mn7h	Assistance at delivery: Relative/friend	discrete	character	Who assisted with the delivery of your last child (name)? Anyone else?
V423	mn7x	Assistance at delivery: Other	discrete	character	Who assisted with the delivery of your last child (name)? Anyone else?
V424	mn7y	Assistance at delivery: No one	discrete	character	Who assisted with the delivery of your last child (name)? Anyone else?
V425	mn8	Place of delivery	discrete	numeric	Where did you give birth to (NAME)?
V426	mn9	Size of child at birth	discrete	numeric	When your last child (name) was born, was he/she very large, larger than average, average, smaller than average, or very small?
V427	mn10	Child weighed at birth	discrete	numeric	Was (name) weighed at birth?
V428	mn11a	Weight from card or recall	discrete	numeric	How much did (name) weigh?
V429	mn11	Weight at birth	contin	numeric	How much did (name) weigh?
V430	mn12	Ever breastfeed	discrete	numeric	Did you ever breastfeed (name)?
V431	mn13u	Time baby put to breast (unit)	contin	numeric	How long after birth did you first put (name) to the breast?

ID	Name	Label	Type	Format	Question
V432	mn13n	Time baby put to breast (number)	contin	numeric	How long after birth did you first put (name) to the breast?
V433	mn13aa	Length of exclusive breast feeding	contin	numeric	For how long did you feed (name) with only breast milk?
V434	ma1	Currently married or living with a man	discrete	numeric	Are you currently married or living together with a man as if married?
V435	ma2	Age of husband/partner	contin	numeric	How old was your husband/partner on his last birthday?
V436	ma2a	Husband has other partners	discrete	numeric	Besides yourself, does your husband/partner have any other wives?
V437	ma2b	Number of other partners	contin	numeric	How many other wives does he have?
V438	ma3	Ever married or lived with a man	discrete	numeric	Have you ever been married or lived together with a man?
V439	ma4	Marital status	discrete	numeric	What is your marital status now: are you widowed, divorced or separated?
V440	ma5	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?
V441	ma6m	Month of first union	contin	numeric	In what month and year did you first marry or start living with a man as if married?
V442	ma6y	Year of first union	contin	numeric	In what month and year did you first marry or start living with a man as if married?
V443	ma8	Age at first union	contin	numeric	How old were you when you started living with your first husband/partner?
V444	fg1	Ever heard of Female circumcision	discrete	numeric	Have you ever heard of female circumcision?
V445	fg2	Ever heard of FGC	discrete	numeric	In a number of countries, there is a practice in which a girl may have part of her genitals cut. Have you ever heard about this practice?
V446	fg3	Ever been circumcised	discrete	numeric	Have you yourself ever been circumcised?
V447	fg7	Who performed circumcision	discrete	numeric	Who circumcised you?
V448	fg9	Any daughters circumcised	contin	numeric	Have any of your daughters been circumcised? If yes, how many?
V449	fg15	Daughter - who performed circumcision	discrete	numeric	Who did the circumcision?
V450	fg16	Circumcision should continue	discrete	numeric	Do you think this practice should be continued or should it be discontinued?
V451	fg16aa	Females circumcise in hholds	contin	numeric	In this household how many females have been circumcised?
V452	fg16bb	Like daughter to be circumcised	contin	numeric	WOULD YOU LIKE YOUR DAUGHTER TO BE CIRCUMCISED?
V453	dv1a	If she goes out with out telling him	discrete	numeric	If she goes out with out telling him?
V454	dv1b	If she neglects the children	discrete	numeric	If she neglects the children?
V455	dv1c	If she argues with him	discrete	numeric	If she argues with him?
V456	dv1d	If she refuses sex with him	discrete	numeric	If she refuses sex with him?
V457	dv1e	If she burns the food	discrete	numeric	If she burns the food?
V458	dv2aa	Beaten by husband	contin	numeric	Have you ever been hit or beaten by your husband/partner for any of the reasons above?
V459	dv3aa	Number of times beaten	contin	numeric	How many times have you been hit or beaten by your husband/PARTNER IN the last 12 months?

ID	Name	Label	Type	Format	Question
V460	sb1	Age at first sex	contin	numeric	Now I need to ask you some questions about sexual activity in order to gain a better understanding of some family life issues. The information you supply will remain strictly confidential. How old were you when you first had sexual intercourse (if ever)?
V461	sb2u	Time since last sex (units)	contin	numeric	When was the last time you had sexual intercourse?
V462	sb2n	Time since last sex (number)	contin	numeric	When was the last time you had sexual intercourse?
V463	sb3	Used condom at last sex	discrete	numeric	The last time you had sexual intercourse was a condom used?
V464	sb4	Relationship to last partner	discrete	numeric	What is your relationship to the man with whom you last had sexual intercourse? If man is 'boyfriend' or 'fiance', ask: Was your boyfriend/fiance living with you when you last had sex?
V465	sb5	Age of last partner	contin	numeric	How old is this person? If response is DK, probe: About how old is this person?
V466	sb6	Had sex with other man in last year	discrete	numeric	Have you had sex with any other man in the last 12 months?
V467	sb7	Used condom with prior partner	discrete	numeric	The last time you had sexual intercourse with this other man, was a condom used?
V468	sb8	Relationship to prior partner	discrete	numeric	What is your relationship to this man? If man is 'boyfriend' or 'fiance', ask: Was your boyfriend/fiance living with you when you last had sex?
V469	sb9	Age of prior partner	contin	numeric	How old is this person? If response is DK, probe: About how old is this person?
V470	sb10	Other partners in past year	discrete	numeric	Other than these two men, have you had sex with any other man in the last 12 months?
V471	sb11	Total number of partners in past year	contin	numeric	In total, with how many different men have you had sex in the last 12 months?
V472	ha1	Ever heard of HIV or AIDS	discrete	numeric	Have you ever heard of the virus HIV or an illness called AIDS?
V473	ha2	Can avoid AIDS by having one uninfected partner	discrete	numeric	Can people protect themselves from getting infected with the AIDS virus by having one sex partner who is not infected and also has no other partners?
V474	ha3	Can get AIDS through supernatural means	discrete	numeric	Can people get infected with the AIDS virus because of witchcraft or other supernatural means?
V475	ha4	Can avoid AIDS 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?
V476	ha5	Can get AIDS from mosquito bites	discrete	numeric	Can people get the AIDS virus from mosquito bites?
V477	ha6	Can avoid AIDS by not having sex at all	discrete	numeric	Can people reduce their chance of getting infected with the AIDS virus by not having sex at all?
V478	ha7	Can get AIDS by sharing food with person with AIDS virus	discrete	numeric	Can people get the AIDS virus by sharing food with a person who has AIDS?
V479	ha7a	Can get AIDS by injection with needle already used by someone	discrete	numeric	Can people get the AIDS virus by getting injections with a needle that was already used by someone else?
V480	ha8	Healthy-looking person can have AIDS	discrete	numeric	Is it possible for a healthy-looking person to have the AIDS virus?
V481	ha9a	AIDS from mother to child during pregnancy	discrete	numeric	Can the AIDS virus be transmitted from a mother to a baby? During pregnancy?
V482	ha9b	AIDS from mother to child at delivery	discrete	numeric	Can the AIDS virus be transmitted from a mother to a baby? During delivery?
V483	ha9c	AIDS from mother to child through breastmilk	discrete	numeric	Can the AIDS virus be transmitted from a mother to a baby? By breastfeeding?

ID	Name	Label	Type	Format	Question
V484	ha10	Should female teacher with HIV/AIDS be allowed to teach in school	discrete	numeric	If a female teacher has the AIDS virus but is not sick, should she be allowed to continue teaching in school?
V485	ha10aa	Partner use condom last sex	contin	numeric	Did your partner use a condom when you last had sex?
V486	ha10bb1	Three ways of HIV transmission bb1	discrete	numeric	Name three ways of HIV prevention
V487	ha10bb2	Three ways of HIV transmission bb2	discrete	numeric	Name three ways of HIV prevention
V488	ha10bb3	Three ways of HIV transmission	discrete	numeric	Name three ways of HIV prevention
V489	ha10cc1	Three ways to prevent HIV cc1	discrete	numeric	Name three ways of HIV transmission
V490	ha10cc2	Three ways to prevent HIV cc2	discrete	numeric	Name three ways of HIV transmission
V491	ha10cc3	Three ways to prevent HIV cc3	discrete	numeric	Name three ways of HIV transmission
V492	ha11	Would buy fresh vegetables from shopseller with HIV/AIDS	discrete	numeric	Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had the AIDS virus?
V493	ha12	If a member became infected with the virus, would you want i	discrete	numeric	If a member of your family became infected with the AIDS virus, would you want it to remain a secret?
V494	ha13	Willing to care for person with AIDS in household	discrete	numeric	If a member of your family became sick with the AIDS virus, would you be willing to care for him or her in your household?
V495	ha15	Ever had HIV test	discrete	numeric	I do not want to know the results, but have you ever been tested to see if you have HIV, the virus that causes AIDS?
V496	ha16	Received results of HIV test	discrete	numeric	I do not want you to tell me the results of the test, but have you been told the results?
V497	ha17	Asked for HIV test or was it offered to you	discrete	numeric	Did you, yourself, ask for the test, was it offered to you and you accepted, or was it required?
V498	ha18	Know a place to get HIV test	discrete	numeric	At this time, do you know of a place where you can go to get such a test to see if you have the AIDS virus? A. If tested for HIV during antenatal care: Other than at the antenatal clinic, do you know of a place where you can go to get a test to see if you have the AIDS virus?
V499	ha18a	Knowledge of place to test for hiv	contin	numeric	Other than at the antenatal clinic, do you know of a place where you can go to get a test to see if you have the AIDS virus?
V500	hh3	Interviewer number	contin	numeric	
V501	hh4	Supervisor Number	contin	numeric	
V502	hh5d	Day of interview	contin	numeric	
V503	hh5m	Month of interview	contin	numeric	
V504	hh5y	Year of interview	contin	numeric	
V505	hh6	Area	discrete	numeric	
V506	hh7new	Regions	contin	numeric	
V507	hh7	Region	discrete	numeric	
V508	hh7a	District	contin	numeric	
V509	hh7b	Village	contin	numeric	
V510	hh7c	Phc/Non Phc	contin	numeric	
V511	hh9	Result of HH interview	discrete	numeric	
V512	hh10	Respondent HH questionnaire	contin	numeric	
V513	hh11	Number of household members	contin	numeric	

ID	Name	Label	Type	Format	Question
V514	hh12	Total eligible women	contin	numeric	
V515	hh13	Women interviews completed	contin	numeric	
V516	hh14	Total children under 5	contin	numeric	
V517	hh15	Child interviews completed	contin	numeric	
V518	hh16	Data entry clerk	contin	numeric	
V519	ws1	Main source of drinking water	discrete	numeric	What is the main source of drinking water for members of your household?
V520	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?
V521	ws3	Time to get water and come back	contin	numeric	How long does it take to go there, get water, and come back?
V522	ws4	Person fetching water	discrete	numeric	Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex?
V523	ws5	Treat water to make safer for drinking	discrete	numeric	Do you treat your water in any way to make it safer to drink?
V524	ws6a	Boil	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V525	ws6b	Add bleach/chlorine	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V526	ws6c	Strain it through a cloth	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V527	ws6d	Use water filter	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V528	ws6e	Solar disinfection	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V529	ws6f	Let it stand and settle	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V530	ws6x	Other	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V531	ws6z	DK	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V532	ws7	Kind of toilet facility	discrete	numeric	What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to?
V533	ws7aa	Facility located within dwelling or yard	contin	numeric	Is this facility located within your dwelling, or yard or compound?
V534	ws7bb	How far is house from nearest toilet facility	contin	numeric	How far is your house/residence from the nearest toilet facility?
V535	ws7cc	How far is your house from nearest refuse disposal site	contin	numeric	How far is your house/residence from the nearest refuse disposal site?
V536	ws7dd	How far is your kitchen from nearest toilet facility	contin	numeric	How far is your kitchen/cooking place from the nearest toilet facility?
V537	ws7ee	How far is kitchen from nearest disposal site	contin	numeric	How far is your kitchen/cooking place from the nearest disposal site?
V538	ws7ff	What happen with stools of young children	contin	numeric	What happens with the stools of young children (0-3 years) when they do not use the latrine or toilet facility?
V539	ws7gg	Do you use soap after toilet	contin	numeric	DO you use soap after toilet or WHEN YOU remove waste/faeces from children?

ID	Name	Label	Type	Format	Question
V540	ws8	Toilet facility shared	contin	numeric	Do you share this facility with other households?
V541	ws9	Households using this toilet facility	contin	numeric	How many households in total use this toilet facility?
V542	hc1a	Religion	discrete	numeric	What is the religion of the head of this household?
V543	hc1b	Mother tongue	discrete	numeric	What is the mother tongue/native language of the head of this household?
V544	hc1c	Ethnicity	discrete	numeric	To what ethnic group does the head of this household belong?
V545	hc2	Number of rooms for sleeping	contin	numeric	How many rooms in this household are used for sleeping?
V546	hc3	Main material of floor	discrete	numeric	
V547	hc4	Main material of roof	discrete	numeric	
V548	hc5	Main material of wall	discrete	numeric	
V549	hc6	Type of fuel using for cooking	discrete	numeric	What type of fuel does your household mainly use for cooking?
V550	hc7	Food cooked on stove or open fire	discrete	numeric	In this household, is food cooked on an open fire, an open stove or a closed stove?
V551	hc7a	Does the fire stove have a chimney or a hood	discrete	numeric	Does the fire/stove have a chimney or a hood?
V552	hc8	Cooking location	discrete	numeric	Is the cooking usually done in the house, in a separate building, or outdoors?
V553	hc9a	Electricity	discrete	numeric	Does your household have:
V554	hc9b	Radio	discrete	numeric	Does your household have:
V555	hc9c	Television	discrete	numeric	Does your household have:
V556	hc9d	Mobile phone	discrete	numeric	Does your household have:
V557	hc9e	Non-mobile phone	discrete	numeric	Does your household have:
V558	hc9f	Refrigerator	discrete	numeric	Does your household have:
V559	hc9g	Electrical Generator	contin	numeric	Does your household have:
V560	hc9h	Video	contin	numeric	Does your household have:
V561	hc9i	Fan	contin	numeric	Does your household have:
V562	hc9j	Cassette or Video Player	contin	numeric	Does your household have:
V563	hc9k	Sofa	contin	numeric	Does your household have:
V564	hc9l	Cupboard	contin	numeric	Does your household have:
V565	hc9m	Air Conditioner	contin	numeric	Does your household have:
V566	hc10a	Watch	discrete	numeric	Does any member of your household own:
V567	hc10b	Bicycle	discrete	numeric	Does any member of your household own:
V568	hc10c	Motorcycle or scooter	discrete	numeric	Does any member of your household own:
V569	hc10d	Animal-drawn cart	discrete	numeric	Does any member of your household own:
V570	hc10e	Car or truck	discrete	numeric	Does any member of your household own:
V571	hc10f	Boat with a motor	discrete	numeric	Does any member of your household own:
V572	hc11	Does any member of your household own any land for agriculture	discrete	numeric	Does any member of this household own any land that can be used for agriculture?
V573	hc12	How many hectares of agriculture	contin	numeric	How many hectares of agricultural land do members of this household own?

ID	Name	Label	Type	Format	Question
V574	hc13	Does this household own any livestock, heds, or animals	discrete	numeric	Does this household own any livestock, herds, or farm animals?
V575	hc14a	Number of cattle	contin	numeric	How many of the following animals does this household have?
V576	hc14b	Number of milk cows or bulls	contin	numeric	How many of the following animals does this household have?
V577	hc14c	Number of horses donkeys, or mules	contin	numeric	How many of the following animals does this household have?
V578	hc14d	Number of goats	contin	numeric	How many of the following animals does this household have?
V579	hc14e	Number of sheep	contin	numeric	How many of the following animals does this household have?
V580	hc14f	Number of chickens	contin	numeric	How many of the following animals does this household have?
V581	hc15a	Do you or someone in this household own or rent this dwellin	contin	numeric	
V582	hc15b	Do you or someone in this household have a title deed for th	contin	numeric	
V583	hc15ca	Certificate of occupation (or adjudication certificate)	discrete	character	
V584	hc15cb	Property tax certification	discrete	character	
V585	hc15cc	Utility bills	discrete	character	
V586	hc15cx	Other 15cx	discrete	character	
V587	hc15cy	None/No document 15cy	discrete	character	
V588	hc15d	Do you have a written rental contract for this dwelling	contin	numeric	
V589	hc15ea	Informal agreement (written)	discrete	character	
V590	hc15eb	Verbal agreement (no document)	discrete	character	
V591	hc15ec	Occupied rent free with knowledge of the owner	discrete	character	
V592	hc15ed	Occupied rent free without knowledge of the owner	discrete	character	
V593	hc15ex	Other 15ex	discrete	character	
V594	hc15ey	None/No document 15ey	discrete	character	
V595	hc15f	Do you feel secure from eviction fromthis dwelling	contin	numeric	
V596	hc15g	Have you been evicted from your home in the 5 past years	contin	numeric	
V597	hc15ha	Landslide area	discrete	character	Dwelling located in or near:
V598	hc15hb	Flood-prone area	discrete	character	Dwelling located in or near:
V599	hc15hc	River bank	discrete	character	Dwelling located in or near:
V600	hc15hd	Steep hill	discrete	character	Dwelling located in or near:
V601	hc15he	Garbage mountain/pile	discrete	character	Dwelling located in or near:
V602	hc15hf	Industrial pollution area	discrete	character	Dwelling located in or near:
V603	hc15hg	Railroad	discrete	character	Dwelling located in or near:
V604	hc15hh	Power plant	discrete	character	Dwelling located in or near:
V605	hc15hi	Flyover	discrete	character	Dwelling located in or near:

ID	Name	Label	Type	Format	Question
V606	hc15hy	None of the above 15hy	discrete	character	Dwelling located in or near:
V607	hc15ia	Cracks/openings in walls	discrete	character	
V608	hc15ib	No windows	discrete	character	
V609	hc15ic	Windows with broken glass/no glass	discrete	character	
V610	hc15id	Visible holes in the roof	discrete	character	
V611	hc15ie	Incomplete roof	discrete	character	
V612	hc15if	Insecure door	discrete	character	
V613	hc15iy	None of the above 15iy	discrete	character	
V614	hc15ja	Very narrow passage between house instead of road	discrete	character	
V615	hc15jb	Too many power cables connecting to neighborhood's	discrete	character	
V616	hc15jy	None of the above 15jy	discrete	character	
V617	cmcdow	Date of interview women (CMC)	contin	numeric	
V618	wdob	Date of birth (CMC)	contin	numeric	
V619	wage	Age	contin	numeric	
V620	wdom	Women date of marriage	contin	numeric	
V621	agem	Age at first marriage/union	contin	numeric	
V622	mstatus	Marital/Union status	discrete	numeric	
V623	ceb	Children ever born	contin	numeric	
V624	deadkids	Dead children	contin	numeric	
V625	surviv	Surviving children	contin	numeric	
V626	melevel	Education	discrete	numeric	
V627	wmweight	Women's sample weight	contin	numeric	
V628	wlthscor	Wealth index score	contin	numeric	
V629	wlthind5	Wealth index quintiles	discrete	numeric	

ch

Content	Data collected at the children's level (MICS Under Five Children's questionnaire: modules Under Five Child Information Panel, Birth registration and early learning, Vitamin A, Breastfeeding, Care of Illness, Immunization, Anthropometry)
Cases	0
Variable(s)	387
Structure	Type: relational Keys: hh1(Cluster number), hh2(Household number), hl1(Line number)
Version	Dataset version used for preparation of final report tabulations
Producer	Dataset produced by The Gambia Bureau of Statistics
Missing Data	Various codes are used to describe missing data and special values. The general strategy is as follows: Any question that is skipped due to the flow of the questionnaire (not applicable) is coded as a blank in the dataset. Any question that should have been answered according to the flow of the questionnaire, but no response was recorded on the questionnaire (missing) is coded with a field full of 9s for a numeric field, or with a field full of question marks for an alphabetic field. Other special codes are used in a standard manner throughout the file. The codes used are recorded with a field full of 9s, but with the final digit being one of the following below: Don't know 8 Inconsistent 7 Other 6 For example, if the month of birth was unknown, as the field requires two digits, the value would be 98. For alphabetic fields, the following codes were used: Don't know Z None/no one Y Other X In summary 1 digit 2 digits 3 digits 4 digits Alpha fields Not applicable b b b b Missing 9 99 999 9999 ? Don't know 8 98 998 9998 Z Inconsistent 7 97 997 9997 None/no one 0 00 000 0000 Y Other 6 96 996 9996 X Special responses 95,94... 995,994... 9995,9994... W where b indicates a blank space. Fields requiring more than 5 values (excluding special values above) and less than 96 values are given at two digits with leading zeros for codes below 10. All fields requiring more than 95 values and less than 995 values are given 3 digits with leading zeros for codes below 100.

Variables

ID	Name	Label	Type	Format	Question
V630	hh1	Cluster number	contin	numeric	
V631	hh2	Household number	contin	numeric	
V632	hl1	Line number	contin	numeric	
V633	uf1	Cluster number	contin	numeric	
V634	uf2	Household number	contin	numeric	
V635	uf4	Child's line number	contin	numeric	
V636	uf6	Caretaker's line number	contin	numeric	
V637	uf7	Interviewer number	contin	numeric	
V638	uf8d	Day of interview	contin	numeric	
V639	uf8m	Month of interview	contin	numeric	
V640	uf8y	Year of interview	contin	numeric	
V641	uf9	Result of interview for children under 5	discrete	numeric	
V642	uf10d	Day of birth of child	contin	numeric	Now I would like to ask you some questions about the health of each child under the age of 5 in your care, who lives with you now. Now I want to ask you about (NAME). In what month and year was (NAME) born? Probe: What is his/her birthday?

ID	Name	Label	Type	Format	Question
V643	uf10m	Month of birth of child	contin	numeric	Now I would like to ask you some questions about the health of each child under the age of 5 in your care, who lives with you now. Now I want to ask you about (NAME). In what month and year was (NAME) born? Probe: What is his/her birthday?
V644	uf10y	Year of birth of child	contin	numeric	Now I would like to ask you some questions about the health of each child under the age of 5 in your care, who lives with you now. Now I want to ask you about (NAME). In what month and year was (NAME) born? Probe: What is his/her birthday?
V645	uf11	Age of child	contin	numeric	How old was (NAME) at his/her last birthday?
V646	br1	Child has birth certificate	discrete	numeric	Does (name) have a birth certificate? May I see it?
V647	br2	Child registered	discrete	numeric	Has (name's) birth been registered with the civil authorities?
V648	br3	Reason birth not registered	discrete	numeric	Why is (name's) birth not registered?
V649	br3old	Reason birth not registered	contin	numeric	
V650	br4	Know how to register birth	discrete	numeric	Do you know how to register your child's birth?
V651	br4aa	Know where to register	contin	numeric	do you KNOW WHERE to register your child?
V652	br4bb	Place of registration	contin	numeric	Where was (name) REGISTERED?
V653	br6	Child 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?
V654	br7	Hours attended education in last 7 days	discrete	numeric	Within the last seven days, about how many hours did (name) attend?
V655	br8am	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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Read books or look at picture books with (name)?
V656	br8af	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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Read books or look at picture books with (name)?
V657	br8ao	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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Read books or look at picture books with (name)?

ID	Name	Label	Type	Format	Question
V658	br8an	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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Read books or look at picture books with (name)?
V659	br8bm	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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Tell stories to (name)?
V660	br8bf	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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Tell stories to (name)?
V661	br8bo	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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Tell stories to (name)?
V662	br8bn	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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Tell stories to (name)?
V663	br8cm	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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Sing songs with (name)?
V664	br8cf	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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Sing songs with (name)?
V665	br8co	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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Sing songs with (name)?

ID	Name	Label	Type	Format	Question
V666	br8cn	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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Sing songs with (name)?
V667	br8dm	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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Take (name) outside the home, compound, yard or enclosure?
V668	br8df	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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Take (name) outside the home, compound, yard or enclosure?
V669	br8do	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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Take (name) outside the home, compound, yard or enclosure?
V670	br8dn	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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Take (name) outside the home, compound, yard or enclosure?
V671	br8em	Play-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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Play with (name)?
V672	br8ef	Play-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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Play with (name)?

ID	Name	Label	Type	Format	Question
V673	br8eo	Play-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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Play with (name)?
V674	br8en	Play-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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Play with (name)?
V675	br8fm	Naming-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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Spend time with (name) naming, counting, and/or drawing things?
V676	br8ff	Naming-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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Spend time with (name) naming, counting, and/or drawing things?
V677	br8fo	Naming-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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Spend time with (name) naming, counting, and/or drawing things?
V678	br8fn	Naming-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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Spend time with (name) naming, counting, and/or drawing things?
V679	ce3a	Bowls, plate, cups ,pots	discrete	character	I am interested in learning about the things that (NAME) plays with when he/she is at home. What does (NAME) play with? Does he/she play with household objects, such as bowls, plates, cups or pots?
V680	ce3b	Sticks , rocks, animals shells, leaves	discrete	character	I am interested in learning about the things that (NAME) plays with when he/she is at home. What does (NAME) play with? Does he/she play with objects and materials found outside the living quarters, such as sticks, rocks, animals, shells, or leaves?

ID	Name	Label	Type	Format	Question
V681	ce3c	Homemade toys	discrete	character	I am interested in learning about the things that (NAME) plays with when he/she is at home. What does (NAME) play with? Does he/she play with homemade toys, such as dolls, cars and other toys made at home?
V682	ce3d	Toys that came from a store	discrete	character	I am interested in learning about the things that (NAME) plays with when he/she is at home. What does (NAME) play with? Does he/she play with toys that came from a store?
V683	ce3y	No playthings mentioned	discrete	character	I am interested in learning about the things that (NAME) plays with when he/she is at home. What does (NAME) play with? Does he/she play with household objects, such as bowls, plates, cups or pots?
V684	ce4	How many time was he/her left in the care of another child	contin	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 with others. since last (day of the week) how many times was (name) left in the care of another child (that is, someone less than 10 years old)?
V685	ce4aa1	Left in the care of other person (> 10 years)	contin	numeric	ce4aa.since last (day of the week) how many times was (name) left in the care of another person more than 10 yrs old, GRAND parent, OR MAID?
V686	ce4aa2	Left in the care of other person (grandparent)	contin	numeric	ce4aa.since last (day of the week) how many times was (name) left in the care of another person more than 10 yrs old, GRAND parent, OR MAID?
V687	ce4aa3	Left in the care of maid	contin	numeric	ce4aa.since last (day of the week) how many times was (name) left in the care of another person more than 10 yrs old, GRAND parent, OR MAID?
V688	ce4bb1	Story telling	discrete	character	CE4bb 1. what do they do with them? Story telling Feeding Riddles Other (Specify)
V689	ce4bb2	Feeding	discrete	character	CE4bb 1. what do they do with them? Story telling Feeding Riddles Other (Specify)
V690	ce4bb3	Riddles	discrete	character	CE4bb 1. what do they do with them? Story telling Feeding Riddles Other (Specify)
V691	ce4bb4	Other specify	discrete	character	CE4bb 1. what do they do with them? Story telling Feeding Riddles Other (Specify)
V692	ce5	How many time he was left alone	contin	numeric	In the past week, how many times was (name) left alone?
V693	va1	Child ever received vitamin A	discrete	numeric	Has (name) ever received a vitamin A capsule (supplement) like this one?
V694	va2	Months ago child took last Vitamin A dose	contin	numeric	How many months ago did (name) take the last dose?
V695	va3	Place child got last Vitamin A dose	discrete	numeric	Where did (name) get this last dose?
V696	va4aa	Child problem seeing day time	contin	numeric	Does your child have any problems seeing in the day time?
V697	va5aa	Problem seeing night time	contin	numeric	Does your child have any problems seeing in the night time?
V698	va6aa	Is this problem different from other children in community	contin	numeric	Is this problem different from other children in your community?
V699	va7aa	Does child have night blindness	contin	numeric	Does your child have night blindness?
V700	bf1	Child ever been breastfed	discrete	numeric	Has (name) ever been breastfed?

ID	Name	Label	Type	Format	Question
V701	bf1aa	Length of breastfeeding	contin	numeric	For how long has (name) been breastfed?
V702	bf1bb	First breast milk given to child	contin	numeric	Did you give (name) the first milk that comes out of the breast (colostrum)?
V703	bf1cc	Breast milk only source of food	contin	numeric	Is the breast milk the only source of food?
V704	bf1dd	Age started other foods (months)	contin	numeric	If no to previous question, when did (name) start other foods?
V705	bf2	Child still being breastfed	discrete	numeric	Is he/she still being breastfed?
V706	bf3a	Child received vitamin, mineral supplements or medicine	discrete	numeric	Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Vitamin, mineral supplements or medicine?
V707	bf3b	Child received plain water	discrete	numeric	Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Plain water?
V708	bf3c	Child received sweetened water or juice	discrete	numeric	Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Sweetened, flavoured water or fruit juice or tea or infusion?
V709	bf3d	Child received oral rehydration solution	discrete	numeric	Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Oral rehydration solution (ORS)?
V710	bf3e	Child received infant formula	discrete	numeric	Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Infant formula?
V711	bf3f	Child received milk	discrete	numeric	Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Tinned, powdered or fresh milk?
V712	bf3g	Child received other liquids	discrete	numeric	Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Any other liquids?
V713	bf3h	Child received solid or mushy food	discrete	numeric	Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Solid or semi-solid (mushy) food?
V714	bf3jj	Reasons for not breast feeding	contin	numeric	
V715	bf5	Time ate solid, semisolid or soft food other than liquids	contin	numeric	Since this time yesterday, how many times did (NAME) eat solid, semisolid, or soft foods other than liquids?
V716	ca1	Child had diarrhoea in last 2 weeks	discrete	numeric	Has (name) had diarrhoea in the last two weeks, that is, since (day of the week) of the week before last?
V717	ca2a	Drank fluid made from special packet (ORS)	discrete	numeric	During this last episode of diarrhoea, did (name) drink any of the following: Read each item aloud and record response before proceeding to the next item. A fluid made from a special packet called (local name for ORS packet solution)?

ID	Name	Label	Type	Format	Question
V718	ca2b	Government-recommended homemade fluid	discrete	numeric	During this last episode of diarrhoea, did (name) drink any of the following: Read each item aloud and record response before proceeding to the next item. Government-recommended homemade fluid?
V719	ca2c	Pre-packaged ORS fluid for diarrhea	discrete	numeric	During this last episode of diarrhoea, did (name) drink any of the following: Read each item aloud and record response before proceeding to the next item. A pre-packaged ORS fluid for diarrhoea?
V720	ca2aa	Do you seek advice or treatment for diarrhoea	contin	numeric	Did you seek advice or treatment for the diarrhoea outside the home?
V721	ca2bb	How long did you seek help after diarrhoea	contin	numeric	How long after the onset of diarrhoea did you seek help?
V722	ca3	Child drank less or more during illness	discrete	numeric	During (name's) illness, did he/she drink much less, about the same, or more than usual?
V723	ca4	Child ate less or more during illness	discrete	numeric	During (name's) illness, did he/she eat less, about the same, or more food than usual? If "less", probe: Much less or a little less?
V724	ca4b	Where did you get the ORS packet	discrete	numeric	Where did you get the (local name for ORS packet from CA2A)?
V725	ca4c	How much did you pay for the ORS	discrete	numeric	How much did you pay for the (local name for ORS packet from CA2A)?
V726	ca5	Child ill with cough in last 2 weeks	discrete	numeric	Has (name) had an illness with a cough at any time in the last two weeks, that is, since (day of the week) of the week before last?
V727	ca6	Difficulty breathing during illness with cough	discrete	numeric	When (name) had an illness with a cough, did he/she breathe faster than usual with short, quick breaths or have difficulty breathing?
V728	ca7	Symptoms due to problem in chest or blocked nose	discrete	numeric	Were the symptoms due to a problem in the chest or a blocked nose?
V729	ca8	Sought advice or treatment for illness	discrete	numeric	Did you seek advice or treatment for the illness outside the home?
V730	ca8aa	When did you seek help	contin	numeric	How long after the onset of illness did you seek help?
V731	ca9a	Place sought care: Govt Hospital	discrete	character	From where did you seek care? Anywhere else?
V732	ca9b	Place sought care: Govt Health centre	discrete	character	From where did you seek care? Anywhere else?
V733	ca9c	Place sought care: Govt Health post	discrete	character	From where did you seek care? Anywhere else?
V734	ca9d	Place sought care: Village health worker	discrete	character	From where did you seek care? Anywhere else?
V735	ca9e	Place sought care: Mobile/outreach clinic	discrete	character	From where did you seek care? Anywhere else?
V736	ca9h	Place sought care: Other public medical center	discrete	character	From where did you seek care? Anywhere else?
V737	ca9i	Place sought care: Private hospital/clinic	discrete	character	From where did you seek care? Anywhere else?
V738	ca9j	Place sought care: Private physician	discrete	character	From where did you seek care? Anywhere else?
V739	ca9k	Place sought care: Private pharmacy	discrete	character	From where did you seek care? Anywhere else?

ID	Name	Label	Type	Format	Question
V740	ca9l	Place sought care: Mobile clinic	discrete	character	From where did you seek care? Anywhere else?
V741	ca9o	Place sought care: Other private medical	discrete	character	From where did you seek care? Anywhere else?
V742	ca9p	Place sought care: Relative or friend	discrete	character	From where did you seek care? Anywhere else?
V743	ca9q	Place sought care: Shop	discrete	character	From where did you seek care? Anywhere else?
V744	ca9r	Place sought care: Traditional practitioner	discrete	character	From where did you seek care? Anywhere else?
V745	ca9x	Place sought care: Other	discrete	character	From where did you seek care? Anywhere else?
V746	ca10	Given medicine to treat this illness	discrete	numeric	Was (name) given medicine to treat this illness?
V747	ca11a	Antibiotic	discrete	character	What medicine was (name) given?
V748	ca11p	Paracetamal/Panadol/Acetaminophen	discrete	character	What medicine was (name) given?
V749	ca11q	Aspirin	discrete	character	What medicine was (name) given?
V750	ca11r	Ibuprofen	discrete	character	What medicine was (name) given?
V751	ca11x	Other	discrete	character	What medicine was (name) given?
V752	ca11z	DK	discrete	character	What medicine was (name) given?
V753	ca11b	Where did you get the antibiotic	discrete	numeric	Where did you get the antibiotic?
V754	ca11c	How much did you pay for the antibiotic	contin	numeric	How much did you pay for the antibiotic?
V755	ca13	What was done to dispose of the stools	discrete	numeric	The last time (name) passed stools, what was done to dispose of the stools?
V756	ca14a	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?
V757	ca14b	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?
V758	ca14c	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?
V759	ca14d	Symptoms: Child has faster 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?
V760	ca14e	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?
V761	ca14f	Symptoms: Child has blood in stool	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
V762	ca14g	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?
V763	ca14h	Symptoms: child not able to drink	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?
V764	ca14i	Symptoms: child vomits when eats	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?
V765	ca14j	Symptoms: child unconscious	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?
V766	ca14k	Symptoms: child has convulsions	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?
V767	ca14x	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?
V768	ca14y	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?
V769	ca14z	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?
V770	ml1	Child ill with fever in last 2 weeks	discrete	numeric	In the last two weeks, that is, since (day of the week) of the week before last, has (name) been ill with a fever?
V771	ml2	Child seen at health facility during illness	discrete	numeric	Was (name) seen at a health facility during this illness?
V772	ml3	Child took medicine prescribed at health facility	discrete	numeric	Did (name) take a medicine for fever or malaria that was provided or prescribed at the health facility?
V773	ml4a	Medicine provided/prescribed: SP/Fansidar	discrete	character	What medicine did (name) take that was provided or prescribed at the health facility?
V774	ml4b	Medicine provided/prescribed: Chloroquine	discrete	character	What medicine did (name) take that was provided or prescribed at the health facility?
V775	ml4c	Medicine provided/prescribed: Amodiaquine	discrete	character	What medicine did (name) take that was provided or prescribed at the health facility?
V776	ml4d	Medicine provided/prescribed: Quinine	discrete	character	What medicine did (name) take that was provided or prescribed at the health facility?
V777	ml4e	Medicine provided/prescribed: Artemisinin-based combinations	discrete	character	What medicine did (name) take that was provided or prescribed at the health facility?

ID	Name	Label	Type	Format	Question
V778	ml4h	Medicine provided/prescribed: Other anti-malaria	discrete	character	What medicine did (name) take that was provided or prescribed at the health facility?
V779	ml4p	Medicine provided/prescribed: Paracetamol/Panadol/Acetaminop	discrete	character	What medicine did (name) take that was provided or prescribed at the health facility?
V780	ml4q	Medicine provided/prescribed: Aspirin	discrete	character	What medicine did (name) take that was provided or prescribed at the health facility?
V781	ml4r	Medicine provided/prescribed: Ibuprofen	discrete	character	What medicine did (name) take that was provided or prescribed at the health facility?
V782	ml4x	Medicine provided/prescribed: Other	discrete	character	What medicine did (name) take that was provided or prescribed at the health facility?
V783	ml4z	Medicine provided/prescribed: DK	discrete	character	What medicine did (name) take that was provided or prescribed at the health facility?
V784	ml5	Child given medicine before visiting health facility	contin	numeric	Was (name) given medicine for the fever or malaria before being taken to the health facility?
V785	ml6	Child given medicine for malaria or fever during illness	contin	numeric	Was (name) given medicine for fever or malaria during this illness?
V786	ml7a	Medicine given: SP/Fansidar	discrete	character	What medicine was (name) given?
V787	ml7b	Medicine given: Chloroquine	discrete	character	What medicine was (name) given?
V788	ml7c	Medicine given: Amodiaquine	discrete	character	What medicine was (name) given?
V789	ml7d	Medicine given: Quinine	discrete	character	What medicine was (name) given?
V790	ml7e	Medicine given: Artemisin-based combination	discrete	character	What medicine was (name) given?
V791	ml7h	Medicine given: Other anti-malaria	discrete	character	What medicine was (name) given?
V792	ml7p	Medicine given: Paracetamol/Panadol/Acetaminophen	discrete	character	What medicine was (name) given?
V793	ml7q	Medicine given: Aspirin	discrete	character	What medicine was (name) given?
V794	ml7r	Medicine given: Ibuprofen	discrete	character	What medicine was (name) given?
V795	ml7x	Medicine given: Other	discrete	character	What medicine was (name) given?
V796	ml7z	Medicine given: DK	discrete	character	What medicine was (name) given?
V797	ml9	Days after fever started took anti-malarial	contin	numeric	How long after the fever started did (name) first take (name of anti-malarial from ML4 or ML7)?
V798	ml9a	Where did you get the anti malaria	discrete	numeric	Where did you get the (name of anti-malarial from ML4 or ML7)?
V799	ml9b	How much did you pay for the anti malaria	contin	numeric	How much did you pay for the (name of anti-malarial from ML4 or ML7)?
V800	ml10	Child slept under bednet last night	discrete	numeric	Did (name) sleep under a mosquito net last night?
V801	ml11	Months ago mosquito net obtained	contin	numeric	How long ago did your household obtain the mosquito net?
V802	ml12	Brand of mosquito net	discrete	numeric	What brand is this net?
V803	ml13	Mosquito net pre-treated	contin	numeric	When you got that net, was it already treated with an insecticide to kill or repel mosquitoes?
V804	ml14	Mosquito net soaked or dipped since obtained	discrete	numeric	Since you got the mosquito net, was it ever soaked or dipped in a liquid to kill/repel mosquitoes or bugs?
V805	ml15	Months ago net soaked or dipped	discrete	numeric	How long ago was the net last soaked or dipped?

ID	Name	Label	Type	Format	Question
V806	im1	Vaccination card for child	discrete	numeric	Is there a vaccination card for (name)?
V807	im2d	Day of BCG immunization	contin	numeric	
V808	im2m	Month of BCG immunization	contin	numeric	
V809	im2y	Year of BCG immunization	contin	numeric	
V810	im3ad	Day of OPV0 immunization	contin	numeric	
V811	im3am	Month of OPV0 immunization	contin	numeric	
V812	im3ay	Year of OPV0 immunization	contin	numeric	
V813	im3bd	Day of OPV1 immunization	contin	numeric	
V814	im3bm	Month of OPV1 immunization	contin	numeric	
V815	im3by	Year of OPV1 immunization	contin	numeric	
V816	im3cd	Day of OPV2 immunization	contin	numeric	
V817	im3cm	Month of OPV2 immunization	contin	numeric	
V818	im3cy	Year of OPV2 immunization	contin	numeric	
V819	im3dd	Day of OPV3 immunization	contin	numeric	
V820	im3dm	Month of OPV3 immunization	contin	numeric	
V821	im3dy	Year of OPV3 immunization	contin	numeric	
V822	im3ed	Day of opv4 immunization	contin	numeric	
V823	im3em	Month of opv4 immunization	contin	numeric	
V824	im3ey	Year of opv4 immunization	contin	numeric	
V825	im3fd	Day of opv5 immunization	contin	numeric	
V826	im3fm	Month of opv5 immunization	contin	numeric	
V827	im3fy	Year of opv5 immunization	contin	numeric	
V828	im4ad	Day of DPT1 immunization	contin	numeric	
V829	im4am	Month of DPT1 immunization	contin	numeric	
V830	im4ay	Year of DPT1 immunization	contin	numeric	
V831	im4bd	Day of DPT2 immunization	contin	numeric	
V832	im4bm	Month of DPT2 immunization	contin	numeric	
V833	im4by	Year of DPT2 immunization	contin	numeric	
V834	im4cd	Day of DPT3 immunization	contin	numeric	
V835	im4cm	Month of DPT3 immunization	contin	numeric	
V836	im4cy	Year of DPT3 immunization	contin	numeric	
V837	im4ed	Day of dpt4 immunization	contin	numeric	
V838	im4em	Month of dpt4 immunization	contin	numeric	
V839	im4ey	Year of dpt4 immunization	contin	numeric	
V840	im5ad	Day of HepB1 or DPTHebB1 immunization	contin	numeric	
V841	im5am	Month of HepB1 or DPTHebB1 immunization	contin	numeric	
V842	im5ay	Year of HepB1 or DPTHebB1 immunization	contin	numeric	
V843	im5bd	Day HepB2 or DPTHebB2 immunization	contin	numeric	
V844	im5bm	Month of HepB2 or DPTHebB2 immunization	contin	numeric	
V845	im5by	Year of HepB2 or DPTHebB2 immunization	contin	numeric	

ID	Name	Label	Type	Format	Question
V846	im5cd	Day of DPTHepB3 or HepB3 immunization	contin	numeric	
V847	im5cm	Month of DPTHepB3 or HepB3 immunization	contin	numeric	
V848	im5cy	Year of DPTHepB3 or HepB3 immunization	contin	numeric	
V849	im6d	Day Measles or MMR immunization	contin	numeric	
V850	im6m	Month Measles or MMR immunization	contin	numeric	
V851	im6y	Year of Measles or MMR immunization	contin	numeric	
V852	im7d	Day of Yellow Fever immunization	contin	numeric	
V853	im7m	Month of Yellow Fever immunization	contin	numeric	
V854	im7y	Year of Yellow Fever immunization	contin	numeric	
V855	im8ad	Day of Vitamin A 1 immunization	contin	numeric	
V856	im8am	Month of Vitamin A 1 immunization	contin	numeric	
V857	im8ay	Year of Vitamin A 1 immunization	contin	numeric	
V858	im8bd	Day of Vitamin A 2 immunization	contin	numeric	
V859	im8bm	Month of vitamin a (2)	contin	numeric	
V860	im8by	Year of Vitamin A 2 immunization	contin	numeric	
V861	im9	Received additional vaccinations	discrete	numeric	In addition to the vaccinations and vitamin A capsules shown on this card, did (name) receive any other vaccinations - including vaccinations received in campaigns or immunization days?
V862	im10	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?
V863	im11	Child ever given BCG vaccination	discrete	numeric	Has (name) ever been given a BCG vaccination against tuberculosis - that is, an injection in the arm or shoulder that caused a scar?
V864	im12	Child ever given Polio vaccination	discrete	numeric	Has (name) ever been given any "vaccination drops in the mouth" to protect him/her from getting diseases - that is, polio?
V865	im13	Polio first given just after birth or later	discrete	numeric	How old was he/she when the first dose was given - just after birth (within two weeks) or later?
V866	im14	Times child given Polio vaccination	contin	numeric	How many times has he/she been given these drops?
V867	im15	Child ever given DPT vaccination	discrete	numeric	Has (name) ever been given "DPT vaccination injections" - that is, an injection in the thigh or buttocks - to prevent him/her from getting tetanus, whooping cough, diphtheria? (sometimes given at the same time as polio)
V868	im16	Times child given DPT vaccination	discrete	numeric	How many times?
V869	im17	Child ever given Measles or MMR vaccination	discrete	numeric	Has (name) ever been given "Measles vaccination injections" or MMR - that is, a shot in the arm at the age of 9 months or older - to prevent him/her from getting measles?

ID	Name	Label	Type	Format	Question
V870	im18	Yellow Fever given	discrete	numeric	Has (NAME) ever been given "Yellow Fever vaccination injections" - that is, a shot in the arm at the age of 9 months or older - to prevent him/her from getting yellow fever? (sometimes given at the same time as measles)
V871	im19a	Child participated in national immunization day A	discrete	numeric	Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: Date/type of campaign A
V872	im19b	Child participated in national immunization day B	discrete	numeric	Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: Date/type of campaign B
V873	im19c	Child participated in national immunization day C	discrete	numeric	Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: Date/type of campaign C
V874	an1	Child's weight (kilograms)	contin	numeric	
V875	an2a	Child measured lying or standing	discrete	numeric	
V876	an2	Child's length or height	contin	numeric	
V877	an3	Measurer's identification code	contin	numeric	
V878	an4	Result of measurement	discrete	numeric	
V879	hap	Height for age percentile	contin	numeric	Is (name) male or female?
V880	haz	Height for age z-score	contin	numeric	Is (name) male or female?
V881	ham	Height for age percent of reference median	contin	numeric	Is (name) male or female?
V882	wap	Weight for age percentile	contin	numeric	Is (name) male or female?
V883	waz	Weight for age z-score	contin	numeric	Is (name) male or female?
V884	wam	Weight for age percent of reference median	contin	numeric	Is (name) male or female?
V885	whp	Weight for height percentile	contin	numeric	Is (name) male or female?
V886	whz	Weight for height z-score	contin	numeric	Is (name) male or female?
V887	whm	Weight for height percent of reference median	contin	numeric	Is (name) male or female?
V888	flag	Flag for anthropometric indicators	discrete	numeric	Is (name) male or female?
V889	hl4	Sex	discrete	numeric	
V890	ed3a	Highest level of school attended	discrete	numeric	What is the highest level of school (name) attended?
V891	hh3	Interviewer number	contin	numeric	
V892	hh4	Supervisor Number	contin	numeric	
V893	hh5d	Day of interview	contin	numeric	
V894	hh5m	Month of interview	contin	numeric	
V895	hh5y	Year of interview	contin	numeric	
V896	hh6	Area	discrete	numeric	
V897	hh7	Region	discrete	numeric	
V898	hh7new	Regions	contin	numeric	
V899	hh7a	District	contin	numeric	
V900	hh7b	Village	contin	numeric	

ID	Name	Label	Type	Format	Question
V901	hh7c	Phc/non phc	contin	numeric	
V902	hh9	Result of HH interview	discrete	numeric	
V903	hh10	Respondent HH questionnaire	contin	numeric	
V904	hh11	Number of household members	contin	numeric	
V905	hh12	Total eligible women	contin	numeric	
V906	hh13	Women interviews completed	contin	numeric	
V907	hh14	Total children under 5	contin	numeric	
V908	hh15	Child interviews completed	contin	numeric	
V909	hh16	Data entry clerk	contin	numeric	
V910	ws1	Main source of drinking water	discrete	numeric	What is the main source of drinking water for members of your household?
V911	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?
V912	ws3	Time to get water and come back	discrete	numeric	How long does it take to go there, get water, and come back?
V913	ws4	Person fetching water	discrete	numeric	Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex?
V914	ws5	Treat water to make safer for drinking	discrete	numeric	Do you treat your water in any way to make it safer to drink?
V915	ws6a	Boil	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V916	ws6b	Add bleach/chlorine	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V917	ws6c	Strain it through a cloth	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V918	ws6d	Use water filter	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V919	ws6e	Solar disinfection	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V920	ws6f	Let it stand and settle	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V921	ws6x	Other	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V922	ws6z	DK	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V923	ws7	Kind of toilet facility	discrete	numeric	What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to?
V924	ws7aa	Facility located within dwelling or yard	contin	numeric	Is this facility located within your dwelling, or yard or compound?
V925	ws7bb	How far is house from nearest toilet facility	contin	numeric	How far is your house/residence from the nearest toilet facility?
V926	ws7cc	How far is your house from nearest refuse disposal side	contin	numeric	How far is your house/residence from the nearest refuse disposal site?
V927	ws7dd	How far is your kitchen from nearest toilet facility	contin	numeric	How far is your kitchen/cooking place from the nearest toilet facility?
V928	ws7ee	How far is kitchen from nearest disposal side	contin	numeric	How far is your kitchen/cooking place from the nearest disposal site?

ID	Name	Label	Type	Format	Question
V929	ws7ff	What happen with stools of young children	contin	numeric	What happens with the stools of young children (0-3 years) when they do not use the latrine or toilet facility?
V930	ws7gg	Do you use soap after toilet	contin	numeric	DO you use soap after toilet or WHEN YOU remove waste/faeces from children?
V931	ws8	Toilet facility shared	discrete	numeric	Do you share this facility with other households?
V932	ws9	Households using this toilet facility	contin	numeric	How many households in total use this toilet facility?
V933	hc1a	Religion	discrete	numeric	What is the religion of the head of this household?
V934	hc1b	Mother tongue	discrete	numeric	What is the mother tongue/native language of the head of this household?
V935	hc1c	Ethnicity	discrete	numeric	To what ethnic group does the head of this household belong?
V936	hc2	Number of rooms for sleeping	contin	numeric	How many rooms in this household are used for sleeping?
V937	hc3	Main material of floor	discrete	numeric	
V938	hc4	Main material of roof	discrete	numeric	
V939	hc5	Main material of wall	discrete	numeric	
V940	hc6	Type of fuel using for cooking	discrete	numeric	What type of fuel does your household mainly use for cooking?
V941	hc7	Food cooked on stove or open fire	discrete	numeric	In this household, is food cooked on an open fire, an open stove or a closed stove?
V942	hc7a	Does the fire stove have a chimney or a hood	discrete	numeric	Does the fire/stove have a chimney or a hood?
V943	hc8	Cooking location	discrete	numeric	Is the cooking usually done in the house, in a separate building, or outdoors?
V944	hc9a	Electricity	discrete	numeric	Does your household have:
V945	hc9b	Radio	discrete	numeric	Does your household have:
V946	hc9c	Television	discrete	numeric	Does your household have:
V947	hc9d	Mobile phone	discrete	numeric	Does your household have:
V948	hc9e	Non-mobile phone	discrete	numeric	Does your household have:
V949	hc9f	Refrigerator	discrete	numeric	Does your household have:
V950	hc9g	Electrical generator	contin	numeric	Does your household have:
V951	hc9h	Video	contin	numeric	Does your household have:
V952	hc9i	Fan	contin	numeric	Does your household have:
V953	hc9j	Cassette or video player	contin	numeric	Does your household have:
V954	hc9k	Sofa	contin	numeric	Does your household have:
V955	hc9l	Cupboard	contin	numeric	Does your household have:
V956	hc9m	Air conditioner	contin	numeric	Does your household have:
V957	hc10a	Watch	discrete	numeric	Does any member of your household own:
V958	hc10b	Bicycle	discrete	numeric	Does any member of your household own:
V959	hc10c	Motorcycle or scooter	discrete	numeric	Does any member of your household own:
V960	hc10d	Animal-drawn cart	discrete	numeric	Does any member of your household own:
V961	hc10e	Car or truck	discrete	numeric	Does any member of your household own:

ID	Name	Label	Type	Format	Question
V962	hc10f	Boat with a motor	discrete	numeric	Does any member of your household own:
V963	hc11	Does any member of your household own any land for agricultu	discrete	numeric	Does any member of this household own any land that can be used for agriculture?
V964	hc12	How many hectares of agriculture	contin	numeric	How many hectares of agricultural land do members of this household own?
V965	hc13	Does this household own any livestock, heds, or animals	discrete	numeric	Does this household own any livestock, herds, or farm animals?
V966	hc14a	Number of cattle	contin	numeric	How many of the following animals does this household have?
V967	hc14b	Number of milk cows or bulls	contin	numeric	How many of the following animals does this household have?
V968	hc14c	Number of horses donkeys, or mules	contin	numeric	How many of the following animals does this household have?
V969	hc14d	Number of goats	contin	numeric	How many of the following animals does this household have?
V970	hc14e	Number of sheep	contin	numeric	How many of the following animals does this household have?
V971	hc14f	Number of chickens	contin	numeric	How many of the following animals does this household have?
V972	hc15a	Do you or someone in this household own or rent this dwellin	contin	numeric	
V973	hc15b	Do you or someone in this household have a title deed for th	contin	numeric	
V974	hc15ca	Certificate of occupation (or adjudication certificate)	discrete	character	
V975	hc15cb	Property tax certification	discrete	character	
V976	hc15cc	Utility bills	discrete	character	
V977	hc15cx	others cx	discrete	character	
V978	hc15cy	None/no document cy	discrete	character	
V979	hc15d	Do you have a written rental contract for this dwelling	contin	numeric	
V980	hc15ea	Informal agreement (written)	discrete	character	
V981	hc15eb	Verbal agreement (no document)	discrete	character	
V982	hc15ec	Occupied rent free with knowledge of the owner	discrete	character	
V983	hc15ed	Occupied rent free without knowledge of the owner	discrete	character	
V984	hc15ex	Other ex	discrete	character	
V985	hc15ey	None/no document ey	discrete	character	
V986	hc15f	Do you feel secure from eviction fromthis dwelling	contin	numeric	
V987	hc15g	Have you been evicted from your home in the 5 past years	contin	numeric	
V988	hc15ha	Landslide area	discrete	character	Dwelling located in or near:
V989	hc15hb	Flood-prone area	discrete	character	Dwelling located in or near:
V990	hc15hc	River bank	discrete	character	Dwelling located in or near:
V991	hc15hd	Steep hill	discrete	character	Dwelling located in or near:
V992	hc15he	Garbage mountain/pile	discrete	character	Dwelling located in or near:

ID	Name	Label	Type	Format	Question
V993	hc15hf	Industrial pollution area	discrete	character	Dwelling located in or near:
V994	hc15hg	Railroad	discrete	character	Dwelling located in or near:
V995	hc15hh	Power plant	discrete	character	Dwelling located in or near:
V996	hc15hi	Flyover	discrete	character	Dwelling located in or near:
V997	hc15hy	None of the above hy	discrete	character	Dwelling located in or near:
V998	hc15ia	Cracks/openings in walls	discrete	character	
V999	hc15ib	No windows	discrete	character	
V1000	hc15ic	Windows with broken glass/no glass	discrete	character	
V1001	hc15id	Visible holes in the roof	discrete	character	
V1002	hc15ie	Incomplete roof	discrete	character	
V1003	hc15if	Insecure door	discrete	character	
V1004	hc15iy	None of the above iy	discrete	character	
V1005	hc15ja	Very narrow passage between house instead of road	discrete	character	
V1006	hc15jb	Too many power cables connecting to neighborhood's	discrete	character	
V1007	hc15jy	None of the above jy	discrete	character	
V1008	cmcdcoic	Date of interview child (CMC)	contin	numeric	
V1009	cdob	Date of birth (CMC)	contin	numeric	
V1010	cage	Age (months)	contin	numeric	
V1011	cage_6	Age	contin	numeric	
V1012	cage_11	Age	contin	numeric	
V1013	chweight	Children's sample weight	contin	numeric	
V1014	melevel	Mother's education	discrete	numeric	
V1015	wlthscor	Wealth index score	contin	numeric	
V1016	wlthind5	Wealth index quintiles	discrete	numeric	

Cluster number (hh1)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-250

Valid cases: 0 (0)
Invalid: 0 (0)

Description

Unique identifier for the cluster in which the household exists

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

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 this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. During this time I would like to speak with the household head and all mothers or others who take care of children in the household. May I start now? If permission is given, begin the interview. Cluster number:

Interviewer instructions

Enter the cluster number as instructed by your supervisor.

Household number (hh2)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-20

Valid cases: 0 (0)
Invalid: 0 (0)

Description

Household number within the cluster

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Household number:

Interviewer instructions

Enter the household number as instructed by your supervisor.

Interviewer number (hh3)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-52

Valid cases: 0 (0)
Invalid: 0 (0)

Interviewer number (hh3)

File: hh

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Interviewer name and number:

Interviewer instructions

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

Supervisor Number (hh4)

File: hh

Overview

Type: Continuous

Format: numeric

Width: 2

Decimals: 0

Range: 1-14

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Supervisor name and number:

Interviewer instructions

Enter your supervisor's name and identification number. You will be provided with your supervisor's identification number as soon as you know who you will be working with.

Day of interview (hh5d)

File: hh

Overview

Type: Continuous

Format: numeric

Width: 2

Decimals: 0

Range: 1-30

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre 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: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 9-10

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre 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: hh

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2005-2005

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre 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: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Area (hh6)

File: hh

Interview information fields completed by interviewer

Pre question

Area:

Interviewer instructions

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

Region (hh7)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Region:

Interviewer instructions

Circle the code for region.

Regions (hh7new)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 8
Decimals: 2
Range: 1-8

Valid cases: 0
Invalid: 0

District (hh7a)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 10-83

Valid cases: 0
Invalid: 0

Village (hh7b)

File: hh

Village (hh7b)

File: hh

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 1-9999

Valid cases: 0
 Invalid: 0

Phc/Non Phc (hh7c)

File: hh

Overview

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

Valid cases: 0
 Invalid: 0

Result of HH interview (hh9)

File: hh

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

After all questionnaires for the household have been completed, fill in the following information: Result of HH interview:

Interviewer instructions

If the Household Questionnaire is completed, circle '1' for 'Completed'. If you have not been able to contact the household after repeated visits, circle '2' for 'Not at home'. If the household refuses to be interviewed, circle '3' for 'Refused'. If you are unable to locate the household or if the dwelling is destroyed, circle '4' for 'HH not found/destroyed'. If you have not been able to complete the Household Questionnaire for another reason, you should circle '6' for 'Other' 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; adult household members were not found at home after repeated visits.

Respondent HH questionnaire (hh10)

File: hh

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Respondent HH questionnaire (hh10)

File: hh

Households

Source of information

Interview information fields completed by interviewer

Pre question

Respondent to HH questionnaire:

Interviewer instructions

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

Number of household members (hh11)

File: hh

Overview

Type: Continuous

Format: numeric

Width: 3

Decimals: 0

Range: 1-25

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Total number of household members:

Interviewer instructions

Count the number of household members recorded in column HL1 of the Household Listing and enter the total here.

Total eligible women (hh12)

File: hh

Overview

Type: Continuous

Format: numeric

Width: 3

Decimals: 0

Range: 0-11

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

No. of women eligible for interview:

Interviewer instructions

Enter the total number of women eligible for interview for the Questionnaire for Individual Women - you will copy this from the row for totals at the bottom of the Household Listing, for HL6.

Women interviews completed (hh13)

File: hh

Women interviews completed (hh13)

File: hh

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 3	
Decimals: 0	
Range: 0-11	

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

No. of women questionnaires completed:

Interviewer instructions

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

Total children under 5 (hh14)

File: hh

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 3	
Decimals: 0	
Range: 0-7	

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

No. of children under age 5:

Interviewer instructions

Enter the total number of children under five eligible for inclusion in the survey from the row for totals at the bottom of the Household Listing, for HL8. You will be using the Questionnaire for Children Under Five to interview the mothers or primary caretakers of these children.

Child interviews completed (hh15)

File: hh

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 3	
Decimals: 0	
Range: 0-7	

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Child interviews completed (hh15)

File: hh

No. of under-5 questionnaires completed:

Interviewer instructions

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

Data entry clerk (hh16)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Data entry clerk:

Interviewer instructions

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

Total number of Women 15-49 (tohl6)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-11

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Control fields completed by interviewer

Pre question

Are there any other persons living here - even if they are not members of your family or do not have parents living in this household? Including children at work or at school? If yes, insert child's name and complete form. Then, complete the totals below.

Total number of Children 5-14 (tohl7)

File: hh

Overview

Total number of Children 5-14 (tohl7)

File: hh

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-9

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Households

Source of information

Control fields completed by interviewer

Total number of Children Under 5 years (tohl8)

File: hh

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-7

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Households

Source of information

Control fields completed by interviewer

Total adults very sick (tohl8a)

File: hh

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-5

Valid cases: 0
 Invalid: 0

Total mothers dead (tohl9)

File: hh

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-5

Valid cases: 0
 Invalid: 0

Total mothers very sick (tohl10a)

File: hh

Overview

Total mothers very sick (tohl10a)

File: hh

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-2

Valid cases: 0
Invalid: 0

Total fathers dead (tohl11)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-7

Valid cases: 0
Invalid: 0

Total fathers very sick (tohl12a)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Main source of drinking water (ws1)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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

Main source of drinking water (ws1)

File: hh

The purpose of the first two questions of this module is to assess the type of household water used for drinking as well as for other purposes, such as cooking and washing hands. Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2): '11' - Piped into dwelling, also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom. '12' - Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house. '13' - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete. '21' - A tube-well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater supplies. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy. '31' - A protected dug well is a dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole. '32' - An unprotected dug well is a dug well for which one or both of the following are true: (1) the well is not protected from run-off water; (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected. '41' - A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a 'spring box' that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution. '42' - An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a 'spring box' (described above). '51' - Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used. '61' - A tanker-truck water source transports and sells water by means of a tanker truck. '71' - Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means. '81' - Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly. '91' - Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles - this should not be coded as bottled water. --- Circle the code for the most usual source. If several sources are mentioned, probe to determine the most usual source. If the source varies by season, record the source for the season of the interview. Note that the next question is only asked if the response to this question is 'Bottled water'. You should skip WS2 if the response to WS1 is other than 'Bottled water'. If the response is 'Piped into dwelling' or 'Piped into yard/plot', circle '11' or '12', respectively, and skip to WS5. Otherwise, skip to WS3.

Main source of water used for other purposes (if bottled wat (ws2)

File: hh

Overview	
Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 11-99	
Universe	
Households	
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	

Main source of water used for other purposes (if bottled wat (ws2)

File: hh

The purpose of the first two questions of this module is to assess the type of household water used for drinking as well as for other purposes, such as cooking and washing hands. Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2): '11' - Piped into dwelling, also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom. '12' - Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house. '13' - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete. '21' - A tube-well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater supplies. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy. '31' - A protected dug well is a dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole. '32' - An unprotected dug well is a dug well for which one or both of the following are true: (1) the well is not protected from run-off water; (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected. '41' - A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a 'spring box' that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution. '42' - An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a 'spring box' (described above). '51' - Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used. '61' - A tanker-truck water source transports and sells water by means of a tanker truck. '71' - Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means. '81' - Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly. '91' - Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles - this should not be coded as bottled water. --- 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' or 'Piped into yard/plot', circle '11' or '12', respectively, and skip to WS5. Otherwise continue to the next question.

Time to get water and come back (ws3)

File: hh

Overview

Type: Discrete
Format: numeric
Width: 3
Decimals: 0
Range: 1-994
Invalid: 995-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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

This question is used to find out how convenient the source of water is to the dwelling. Note that the question is asked for water sources coded as '13-81' and '96' in WS1, or water sources coded as '13-96' in WS2. 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 water source is on the dwelling premises or if water is delivered to the dwelling by a vendor, circle '995' for 'Water on premises' and skip to WS5. If the respondent does not know how long it takes, circle '998' and continue on to the next question.

Person fetching water (ws4)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex?

Post question

Circle code that best describes this person.

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 IS THIS PERSON?" 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.

Treat water to make safer for drinking (ws5)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Do you treat your water in any way to make it safer to drink?

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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 WS7.

Boil (ws6a)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Boil (ws6a)

File: hh

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Add bleach/chlorine (ws6b)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

Add bleach/chlorine (ws6b)

File: hh

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Strain it through a cloth (ws6c)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Use water filter (ws6d)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Solar disinfection (ws6e)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

Solar disinfection (ws6e)

File: hh

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Let it stand and settle (ws6f)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Other (ws6x)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

DK (ws6z)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

DK (ws6z)

File: hh

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Kind of toilet facility (ws7)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to?

Post question

If necessary, ask permission to observe the facility.

Interviewer instructions

Kind of toilet facility (ws7)

File: hh

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- The purpose of this question is to obtain a measure of the cleanliness 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. . '14' - A flush/pour flush to somewhere else refers to excreta being deposited in or nearby the household environment (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 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 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 or hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly. '95' - No facilities or bush or 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).

Facility located within dwelling or yard (ws7aa)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Is this facility located within your dwelling, or yard or compound?

Interviewer instructions

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

How far is house from nearest toilet facility (ws7bb)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How far is house from nearest toilet facility (ws7bb)

File: hh

How far is your house/residence from the nearest toilet facility?

Interviewer instructions

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

How far is your house from nearest refuse disposal side (ws7cc)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How far is your house/residence from the nearest refuse disposal site?

Interviewer instructions

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

How far is your kitchen from nearest toilet facility (ws7dd)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How far is your kitchen/cooking place from the nearest toilet facility?

Interviewer instructions

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

How far is kitchen from nearest disposal side (ws7ee)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How far is your kitchen/cooking place from the nearest disposal site?

Interviewer instructions

How far is kitchen from nearest disposal side (ws7ee)

File: hh

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

What happen with stools of young children (ws7ff)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Literal question

What happens with the stools of young children (0-3 years) when they do not use the latrine or toilet facility?

Do you use soap after toilet (ws7gg)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Literal question

DO you use soap after toilet or WHEN YOU remove waste/faeces from children?

Toilet facility shared (ws8)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Do you share this facility with other households?

Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- 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. --- Circle the code corresponding to the response given. If 'No', go to the next module.

Households using this toilet facility (ws9)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-10
Invalid: 11-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many households in total use this toilet facility?

Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- 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. --- 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 this household that uses the facility; if that is the case, you should go back to WS8 and correct the response there). Circle '98' for 'DK' ('Doesn't know').

Religion (hc1a)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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.

Mother tongue (hc1b)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Mother tongue (hc1b)

File: hh

Households

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

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

Ethnicity (hc1c)

File: hh

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 1-9

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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.

Number of rooms for sleeping (hc2)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-98
Invalid: 99-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Pre question

Main material of the dwelling floor:

Post question

Record observation.

Interviewer instructions

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, record the main flooring material (the material that covers the largest amount of floor space).

Main material of roof (hc4)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Pre question

Main material of the roof.

Post question

Record observation.

Interviewer instructions

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).

Main material of wall (hc5)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Main material of wall (hc5)

File: hh

Universe

Households

Source of information

Head of household or other responsible household member

Pre question

Main material of the walls.

Post question

Record observation.

Interviewer instructions

Circle the correct code for the material of the dwelling 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, 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
Format: numeric
Width: 2
Decimals: 0
Range: 1-99

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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, or biogas is mainly used, circle '01', '02', '03', or '04', respectively, 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.

Food cooked on stove or open fire (hc7)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Food cooked on stove or open fire (hc7)

File: hh

Literal question

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

Post question

Probe for type.

Interviewer instructions

Probe for type of stove and circle the code corresponding to the response given. If a response is given other than the pre-coded ones, circle '96' and specify the type of stove on the line provided. For 'Closed stove', skip the next question and ask HC8.

Does the fire stove have a chimney or a hood (hc7a)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does the fire/stove have a chimney or a hood?

Interviewer instructions

Circle the appropriate response.

Cooking location (hc8)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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?

Interviewer instructions

Circle the code corresponding to the response given. If a response is given other than the pre-coded ones, circle '6' and specify on the line provided.

Electricity (hc9a)

File: hh

Electricity (hc9a)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Radio (hc9b)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Television (hc9c)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Television (hc9c)

File: hh

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Mobile phone (hc9d)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Non-mobile phone (hc9e)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

Interviewer instructions

Non-mobile phone (hc9e)

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Refrigerator (hc9f)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Electrical Generator (hc9g)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Video (hc9h)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Fan (hc9i)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Cassette or Video Player (hc9j)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Sofa (hc9k)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Cupboard (hc9l)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Air Conditioner (hc9m)

File: hh

Air Conditioner (hc9m)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Watch (hc10a)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Bicycle (hc10b)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

Interviewer instructions

Bicycle (hc10b)

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Motorcycle or scooter (hc10c)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Animal-drawn cart (hc10d)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Car or truck (hc10e)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Boat with a motor (hc10f)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Does any member of your household own any land for agriculture (hc11)

File: hh

Overview

Does any member of your household own any land for agriculture (hc11)

File: hh

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

Circle the code corresponding to the response given. If 'No', skip to HC13.

How many hectares of agriculture (hc12)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

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

Post question

If more than 97, record '97'. If unknown, record '98'.

Interviewer instructions

Record the total number of hectares of land owned by all members of the household that can be used for agriculture. If 97 or more hectares (or other units) are owned, record '97'. If unknown, record '98'.

Does this household own any livestock, heds, or animals (hc13)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does this household own any livestock, heds, or animals (hc13)

File: hh

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

Interviewer instructions

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

Number of cattle (hc14a)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of milk cows or bulls (hc14b)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of horses donkeys, or mules (hc14c)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of goats (hc14d)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 96-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of sheep (hc14e)

File: hh

Overview

Number of sheep (hc14e)

File: hh

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 96-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of chickens (hc14f)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 96-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Own or rent (hc15a)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Have title deed (hc15b)

File: hh

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Certificate of occupation (hc15ca)

File: hh

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Property tax certification (hc15cb)

File: hh

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Utility bills (hc15cc)

File: hh

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Other (hc15cx)

File: hh

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

None/no document (hc15cy)

File: hh

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Written rental contract (hc15d)

File: hh

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Informal agreement (written) (hc15ea)

File: hh

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Verbal agreement (no document) (hc15eb)

File: hh

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Occupied rent free with knowledge of owner (hc15ec)

File: hh

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Occupied rent free without knowledge of owner (hc15ed)

File: hh

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Other (hc15ex)

File: hh

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

None/no document (hc15ey)

File: hh

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Feel secure from eviction (hc15f)

File: hh

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Evicted during past 5 years (hc15g)

File: hh

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Landslide area (hc15ha)

File: hh

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Literal question

Dwelling located in or near:

Flood-prone area (hc15hb)

File: hh

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Literal question

Dwelling located in or near:

River bank (hc15hc)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Literal question

Dwelling located in or near:

Steep hill (hc15hd)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Literal question

Dwelling located in or near:

Garbage mountain/pile (hc15he)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Literal question

Dwelling located in or near:

Industrial pollution area (hc15hf)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Literal question

Dwelling located in or near:

Railroad (hc15hg)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Literal question

Dwelling located in or near:

Power plant (hc15hh)

File: hh

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Literal question

Dwelling located in or near:

Flyover (hc15hi)

File: hh

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Literal question

Dwelling located in or near:

None of the above (hc15hy)

File: hh

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Literal question

Dwelling located in or near:

Cracks/openings in the wall (hc15ia)

File: hh

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

No windows (hc15ib)

File: hh

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Windows with broken glass/no glass (hc15ic)

File: hh

Windows with broken glass/no glass (hc15ic)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Visible holes in the roof (hc15id)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Incomplete roof (hc15ie)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Insecure door (hc15if)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

None of the above (hc15iy)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Narrow passages (hc15ja)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Too many power cables (hc15jb)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

None of the above (hc15jy)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Household has mosquito nets (tn1)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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

It is recognized that consistent use of insecticide-treated mosquito nets (ITN) decreases the incidence of clinical malaria and malaria-related deaths, especially in very young children. Consequently, many countries are now instituting programmes that promote the use of ITNs. There are various types and brands of mosquito nets. Some require regular treatment with insecticide. Others are factory-treated and do not require re-treatment for 6 to 12 months (pre-treated) or 36 months (permanent type). By observing the mosquito nets yourself, you should be able to identify what brands or types of mosquito nets households own, but respondents may not always permit you to enter the sleeping areas where the nets are found. Your supervisor may provide you with photographs to help you to distinguish different brands of mosquito nets. In order to assess the effectiveness of mosquito net use in preventing malaria, we need to gather accurate information on the type of nets, whether and when they were last treated with insecticide and whether household members use the nets when they sleep at night. Note that 'cake covers' or baby nets that are used to keep flies off infants, usually during the daytime, are not considered mosquito nets. These nets cannot be treated with insecticide. Window screens are also not considered mosquito nets. --- Circle the code corresponding to the response given. If 'No', skip to the next module.

Number of mosquito nets (tn2)

File: hh

Overview

Number of mosquito nets (tn2)

File: hh

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-7
Invalid: 8-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many mosquito nets does your household have?

Post question

If 7 or more nets, record '7'.

Interviewer instructions

Enter the number of mosquito nets that the household has. If the household has seven or more nets, record '7'.

How many beds do you have in the household (tn2aa)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How many beds do you have in the household?

How many of this beds have nets (tn2bb)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How many of these beds have nets?

Do you sleep under a treated net (tn2cc)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Do you sleep under a treated net (tn2cc)

File: hh

Literal question

Do you sleep under a treated net?

Type of net (tn3)

File: hh

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Is the net (are any of the nets) any of the following TYPES?

Interviewer instructions

If the respondent does not know the type of the net, explain to him/her the type of nets available.

Where did you get the mosquito net (tn3a)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Where did you get the (name of net highest in the list of nets available in the household, in TN3) mosquito net?

Post question

Ask question in relation to the most effective mosquito net available in the household (Check TN3). If there is more than one net in the same category, ask question referring to the most recently obtained net.

Interviewer instructions

Before you ask the question, you should check the responses in TN3. The question should be phrased to refer to the most effective mosquito net in the household - in other words, the first net listed in TN3 that is circled '1'. If there is only one net in the household, the question should obviously refer to this net. The intent of this question is to identify where the first mosquito net listed in TN3 was obtained. Circle the code corresponding to the answer given. Probe to identify the type of source. If the household obtained the net from a medical sector source, ask whether the place is in the public (run by 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 (specify)' and circle '16'. Similarly, if the place where the net was obtained 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 (specify)' circle '26'. If the respondent answers that the mosquito net was obtained from another place not listed, write the description of the place in the space provided for 'Other' and circle '96'. Then notify 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. Circle '98' if the respondent does not know where the mosquito net was obtained.

How much did you pay for this mosquito net (tn3b)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2-9995
Invalid: 9996-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How much did you pay for the (name of net highest in the list of nets available in the household, in TN3) mosquito net?

Post question

Ask question in relation to the most effective mosquito net available in the household (Check TN3). If there is more than one net in the same category, ask question referring to the most recently obtained net.

Interviewer instructions

Record how much was paid in the local currency for the mosquito net identified in TN3. If the mosquito net was free, circle '9996'. Circle '9998' if the respondent does not know how much was paid for the mosquito net.

Net was pre-treated (tn5)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Pre question

Check TN3 for brand of net(s). Go through the above list in order until one box is checked and follow instructions: 1. Long-lasting treated net (brand A or brand B) mentioned? Go to Next Module 2. Pre-treated net (brand C or brand D) mentioned? Go to TN6 3. Other net (brand E, brand F or any other net, or an unknown brand) mentioned? Continue with TN5

Literal question

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

Interviewer instructions

Go through the list in TN3 in order, and stop when you are able to check one of the three boxes in TN4. Follow the instructions below for the first box checked. Only one of the following three boxes should be checked. If a long-lasting treated net (brand A or brand B) was mentioned, check box 1 and skip to the next module. This means that the household has at least one long-lasting net. If either of the pre-treated nets (brand C or brand D) was mentioned, check box 2 and skip to TN6. This means that the household does not have a long-lasting net, but has at least one pre-treated net. If another brand of net (brand E or brand F), any other net, or an unknown brand was mentioned, check box 3 and continue with TN5 to learn more about the net. --- 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. Note that the question should refer to the net most recently obtained. If the household has only one net, you do not need to specify (MOST RECENT) when asking the question.

Months ago net obtained (tn6)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-94
Invalid: 95-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many months ago was the (most recent) net obtained?

Post question

If less than 1 month ago, record '00'. If answer is "12 months" or "1 year", probe to determine if net was obtained exactly 12 months ago or earlier or later.

Interviewer instructions

This question is only asked about pre-treated (not permanently treated) nets - that is, brand C or brand D, and all other nets. If the household owns more than one of these types of nets, we are interested in the net that was acquired most recently. If it was obtained within the last 2 years (24 months), calculate the number of months from the respondent's answer and record the number of months in the space provided. If the net was obtained within the last month, enter '00' in the space provided. For example, if the respondent says, "We bought the net a year and a half ago, during the planting season," the first step is to add 12 months for each year mentioned (1 year = 12 months). The season mentioned by the respondent was the 'planting season'. Using this memory cue, ask the respondent to be more precise about which month the net was purchased, that is, "at the beginning, middle or end of planting season?" or which planting season if there is more than one. If the respondent says that he/she bought it "at the beginning of the planting season in April," and it is October at the time of the interview, count the number of months between April and October, not counting the month of purchase (May, June, July, August, September, October = 6 months. Then add the sums, 12 months + 6 months = 18 months, and record '18' in the space provided). If the net was obtained more than 2 years ago, circle '95'. If the respondent does not know the exact number of months, probe to obtain the best estimate. If the respondent says 'a year ago', probe to try to determine if the net was obtained exactly 12 months ago, or earlier or later. Circle '98' for 'Not sure' only if the respondent cannot even estimate how long ago the net was obtained.

Net soaked or dipped since obtained (tn7)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Since you got the net(s) has it (have any of these nets) ever been soaked or dipped in a liquid to kill/repel mosquitoes?

Interviewer instructions

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. Circle the code corresponding to the answer given. If 'No' or 'DK' ('Doesn't know'), skip to the next module.

Months ago net soaked or dipped (tn8)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-94
Invalid: 95-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How long ago was the most recent soaking/dipping done?

Post question

If less than 1 month, record '00'. If answer is "12 months" or "1 year", probe to determine if net was treated exactly 12 months ago or earlier or later

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 2 years ago, circle '95'. If the respondent does not know the number of months, probe to obtain his/her best estimate. Circle '98' for 'Not sure' only if the respondent cannot even estimate when the net was last soaked or dipped.

Total children aged 2-14 years (cd7)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-11

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Control fields completed by interviewer

Pre question

Review the household listing and list each of the children aged 2-14 years below in order according to their line number (HL1). Do not include other household members outside of the age range 2-14 years. Record the line number, name, sex, age, and the line number of the mother or caretaker for each child. Then record the total number of children aged 2-14 in the box provided (CD7). Total children aged 2-14 years

Interviewer instructions

Total children aged 2-14 years (cd7)

File: hh

The purpose of this module is to obtain information on the use of physical and verbal means of disciplining children. The module aims to measure a range of discipline and punishment responses, from non-violent approaches to psychological aggression to moderate and severe forms of physical punishment. The module has a unique structure and approach. You will use the first part to select, randomly, the child for whom you will be asking the questions CD11-CD13. These questions are placed in the second part of the module, and are designed to collect information about disciplinary methods used by the mother or primary caretaker for the selected child. TABLE 1 is used to list all CHILDREN AGED 2-14 YEARS ELIGIBLE FOR CHILD DISCIPLINE QUESTIONS. As described in the module itself, you will review the Household Listing and list each of the children aged 2-14 years (including children age 2 and age 14) in the table in order according to their line number (HL1). You should not include other household members outside of the age range of 2-14 years. One by one, record the line number (HL1), name (CD3), sex (HL4), age (HL5) and line number of mother or primary caretaker, from HL7 or HL8, as described below. Then record the total number of children aged 2-14 years in the box provided (CD7). CD1. Rank number This is the number used to identify the one child randomly chosen for this module. You do not need to fill in or do anything in this column since the numbers are already provided. CD2. Line number This is the number used to identify each child from the household list who is eligible for this module. Go to the Household Listing and list below each of the children aged 2-14 years (including those age 2 and those age 14) in order according to their line number (HL1). Do not include other household members outside of the age range of 2 to 14 years. It is very important that you list all eligible children in order according to their line number. Failure to do so may result in failure to select a child randomly and may introduce bias in the selection process. CD3. Name: Insert the name of each eligible child in this column next to his/her line number, copying from the Household Listing, column HL2. CD4. Sex: Record the child's sex from HL4. CD5. Age: Record the child's age from HL5. CD6. Line no. of mother/ caretaker: Record the line number of the child's mother or primary caretaker, from HL7 or HL8. CD7. Total children 2-14: 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 CD9; write down the rank number of the child and continue with CD11 to administer the questions on child discipline to the mother or the primary caretaker of the child. If there is more than one eligible child on the list, go on to fill in Table 2.

Rank number of child (from response box) (cd9)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-7

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Control fields completed by interviewer

Pre question

Use this table to select one child between the ages of 2 and 14 years, if there is more than one child in that age range in the household. Look for the last digit of the household number from the cover page. This is the number of the row you should go to in the table below. Check the total number of eligible children (2-14) in CD7 above. This is the number of the column you should go to. Find the box where the row and the column meet and circle the number that appears in the box. This is the rank number of the child about whom the questions will be asked. Record the rank number in CD9 below. Finally, record the line number and name of the selected child in CD11 on the next page. Then, find the mother or primary caretaker of that child, and ask the questions, beginning with CD12. Record the rank number of the selected child from table 2 above

Interviewer instructions

TABLE 2 is used for THE SELECTION OF A RANDOM CHILD FOR CHILD DISCIPLINE QUESTIONS. The table is used if there is more than one child aged 2-14 years in the household. Go to the cover page of this questionnaire and find the last digit of the household number (HH2). Find the row with that digit in CD8. Check the total number of eligible children (aged 2-14 years) in CD7. Find the column with that digit in CD8. Find the box where this row and this column meet and circle the number that appears in that box. Record the number you have circled in CD9. This is the rank number of the child selected for the child discipline questions. After you have completed these tables and found the rank number of the selected child, continue:

Child line number (cd11)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 2-997

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

One selected child per household aged 2-14

Source of information

Mother or caretaker of the selected child

Pre question

Identify eligible child aged 2 to 14 in the household using the tables on the preceding page, according to your instructions. Ask to interview the mother or primary caretaker of the selected child (identified by the line number in CD6). Write name and line no. of the child selected for the module from CD3 and CD2, based on the rank number in CD9.

Interviewer instructions

Now go back to Table 1 and find this rank number (CD9) in the list in column CD1. Record the line number and name of this selected child from Table 1 in CD11 on the next page.

Took away privileges (cd12a)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

One selected child per household aged 2-14

Source of information

Mother or caretaker of the selected child

Pre question

All adults use certain ways to teach children the right behaviour or to address a behaviour 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.

Literal question

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

Interviewer instructions

The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned. First, start with the introductory sentence in CD12. --- Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey. When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K. --- 'Privileges' means a right or a benefit that is not available to everyone. As children get older, parents/caretakers often extend privileges not available to a very young child. If you must explain what this question means, first try by asking each prompting question separately. If you need to give examples, try to phrase these questions appropriately for the child's age. "Did you (or someone else in the household) forbid (name) from leaving the house or from going outside for a time? Did you (or someone else in the household) prohibit (name) from doing something he/she usually does, such as playing with friends or watching TV?" For a young child, you might include such things as 'forbidding him/her to have sweets', etc.

Explained why something was wrong (cd12b)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

One selected child per household aged 2-14

Source of information

Mother or caretaker of the selected child

Pre question

All adults use certain ways to teach children the right behaviour or to address a behaviour 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.

Literal question

Explained why something (the behavior) was wrong.

Interviewer instructions

The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned. First, start with the introductory sentence in CD12. --- Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey. When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K. --- 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 him/her (cd12c)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

One selected child per household aged 2-14

Source of information

Mother or caretaker of the selected child

Pre question

All adults use certain ways to teach children the right behaviour or to address a behaviour 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.

Literal question

Shook him/her.

Interviewer instructions

Shook him/her (cd12c)

File: hh

The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned. First, start with the introductory sentence in CD12. --- Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey. When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K. --- 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 at or screamed at him/her (cd12d)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

One selected child per household aged 2-14

Source of information

Mother or caretaker of the selected child

Pre question

All adults use certain ways to teach children the right behaviour or to address a behaviour 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.

Literal question

Shouted, yelled at or screamed at him/her.

Interviewer instructions

The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned. First, start with the introductory sentence in CD12. --- Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey. When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K. --- Parents/caretakers may raise their voice when a child does something they consider wrong.

Gave him/her something else to do (cd12e)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Gave him/her something else to do (cd12e)

File: hh

One selected child per household aged 2-14

Source of information

Mother or caretaker of the selected child

Pre question

All adults use certain ways to teach children the right behaviour or to address a behaviour 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.

Literal question

Gave him/her something else to do.

Interviewer instructions

The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned. First, start with the introductory sentence in CD12. --- Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey. When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K. --- This item 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 him/her with bare hand (cd12f)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

One selected child per household aged 2-14

Source of information

Mother or caretaker of the selected child

Pre question

All adults use certain ways to teach children the right behaviour or to address a behaviour 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.

Literal question

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

Interviewer instructions

The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned. First, start with the introductory sentence in CD12. --- Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey. When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K. --- Spanking a child on the bottom with a bare hand is a form of physical punishment used by some parents/caretakers.

Hit him/her on the bottom with or elsewhere with a belt (cd12g)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

One selected child per household aged 2-14

Source of information

Mother or caretaker of the selected child

Pre question

All adults use certain ways to teach children the right behaviour or to address a behaviour 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.

Literal question

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

Interviewer instructions

The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned. First, start with the introductory sentence in CD12. --- Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey. When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K. --- 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 him/her dumb, lazy (cd12h)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

One selected child per household aged 2-14

Source of information

Mother or caretaker of the selected child

Pre question

All adults use certain ways to teach children the right behaviour or to address a behaviour 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.

Literal question

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

Interviewer instructions

Called him/her dumb, lazy (cd12h)

File: hh

The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned. First, start with the introductory sentence in CD12. --- Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey. When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K. --- Some parents/caretakers use verbal abuse to teach a child not to engage in a bad behaviour.

Hit or slapped him/her on the face (cd12i)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

One selected child per household aged 2-14

Source of information

Mother or caretaker of the selected child

Pre question

All adults use certain ways to teach children the right behaviour or to address a behaviour 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.

Literal question

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

Interviewer instructions

The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned. First, start with the introductory sentence in CD12. --- Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey. When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K. --- 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 CD12J.

Hit or slapped him/her on the hand (cd12j)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Hit or slapped him/her on the hand (cd12j)

File: hh

One selected child per household aged 2-14

Source of information

Mother or caretaker of the selected child

Pre question

All adults use certain ways to teach children the right behaviour or to address a behaviour 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.

Literal question

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

Interviewer instructions

The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned. First, start with the introductory sentence in CD12. --- Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey. When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K. --- This question is different from the previous question (CD12I) because it asks whether the child was slapped or hit with a bare hand on the extremities - hand or hands, arm(s) or leg(s).

Beat him/her up with an implement (cd12k)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

One selected child per household aged 2-14

Source of information

Mother or caretaker of the selected child

Pre question

All adults use certain ways to teach children the right behaviour or to address a behaviour 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.

Literal question

Beat him/her up with an implement (hit over and over as hard as one could).

Interviewer instructions

The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned. First, start with the introductory sentence in CD12. --- Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey. When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K. --- This is the most severe form of physical punishment we ask about in this module. This question refers to punishment using a soft or hard object such as a stick, belt, cane or other object to beat the child repeatedly.

Do you believe to bring up you nedd to punish him/her (cd13)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

One selected child per household aged 2-14

Source of information

Mother or caretaker of the selected child

Literal question

Do you believe that in order to bring up (raise, educate) (name) properly, you need to physically punish him/her?

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 parent/caretaker for her/his own opinion of whether it is necessary to use physical punishment when teaching the child to behave properly. Do not be surprised if a mother or a caretaker 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'.

Salt iodization test outcome (si1)

File: hh

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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 see a sample of the salt used to cook the main meal eaten by members of your household last night?

Post question

Once you have examined the salt, circle number that corresponds to test outcome.

Interviewer instructions

After you have completed all modules of the Household Questionnaire, administer the module on Salt Iodization. Note that in this module, you will most probably perform a test on a sample of salt provided by the respondent. This item is used to record the type of salt used to prepare the family's main meal the day before the questionnaire is administered, and the outcome of the test for salt iodization. Once you have a sample of salt, perform the test 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 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. If the respondent indicates that no salt was used to cook the main meal last night, or that no meal was cooked, ask for a sample of the salt usually used for cooking in the household, and perform the test on this sample of salt.

Line number (hl1)

File: hh

Overview

Line number (hl1)

File: hh

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

Valid cases: 0
 Invalid: 0

Sex of household head (hhsex)

File: hh

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-9

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member.

Pre question

Recoded variable

Education of household head (helevel)

File: hh

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-9

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

De jure household members (usual residents)

Source of information

Head of household or other responsible household member

Pre question

Recoded variable

Wealth index score (wlthscor)

File: hh

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 5
 Range: -2.52999196552133-2.23273965290285

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Wealth index score (wlthscor)

File: hh

Constructed variables used for analysis

Pre question

Recoded variable

Wealth index quintiles (wlthind5)

File: hh

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Household sample weight (hhweight)

File: hh

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 6
 Range: 0-1.20324

Valid cases: 0
 Invalid: 0

Universe

De jure household members (usual residents)

Source of information

Sample is not self weighting. Variables constructed for analysis

Pre question

Recoded variable

Cluster number (hh1)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-250

Valid cases: 0 (0)
Invalid: 0 (0)

Description

Unique identifier for the cluster in which the household exists

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

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 this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. During this time I would like to speak with the household head and all mothers or others who take care of children in the household. May I start now? If permission is given, begin the interview. Cluster number:

Interviewer instructions

Enter the cluster number as instructed by your supervisor.

Household number (hh2)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-20

Valid cases: 0 (0)
Invalid: 0 (0)

Description

Household number within the cluster

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Household number:

Interviewer instructions

Enter the household number as instructed by your supervisor.

Line number (hl1)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-25

Valid cases: 0 (0)
Invalid: 0 (0)

Relationship to the head (hl3)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

De jure household members (usual residents)

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

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. 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 or sister-in-law'), not as '08' ('Brother or 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 '14' ('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 '15' ('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
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Head of household or other responsible household member

Age (hl5)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-97
Invalid: 98-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

De jure household members (usual residents)

Source of information

Age (hl5)

File: hl

Head of household or other responsible household member

Literal question

How old is (name)? How old was (name) on his/her last birthday?

Post question

Record in completed years 98=DK* * See instructions: to be used only for elderly household members (code meaning "do not know/over age 50").

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 solar years since birth'. With this definition, since a 6-month-old baby has not completed a full solar 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. If you have difficulty obtaining the ages of very 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.

Line number of eligible women (hl6)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-22

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

De jure household members (usual residents)

Source of information

Head of household or other responsible household member

Pre question

Circle Line no. if woman is age 15-49

Interviewer instructions

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

Line number of mother/caretaker for child labor module (hl7)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-22

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

De jure household members (usual residents)

Source of information

Head of household or other responsible household member

Pre question

For each child age 5-14:

Literal question

Who is the mother or primary caretaker of this child?

Post question

Line number of mother/caretaker for child labor module (hl7)

File: hl

Record Line no. of mother/caretaker

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 child health module (hl8)

File: hl

Overview

Type: Continuous

Valid cases: 0 (0)

Format: numeric

Invalid: 0 (0)

Width: 3

Decimals: 0

Range: 0-20

Universe

De jure household members (usual residents)

Source of information

Head of household or other responsible household member

Pre question

For each child under 5:

Literal question

Who is the mother or primary caretaker of this child?

Post question

Record Line no. of mother/caretaker

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.

Sick for 3 months (hl8a)

File: hl

Overview

Type: Discrete

Valid cases: 0 (0)

Format: numeric

Invalid: 0 (0)

Width: 1

Decimals: 0

Range: 1-9

Universe

De jure household members (usual residents)

Source of information

Head of household or other responsible household member

Pre question

If age 18-59 years

Literal question

Has (name) been very sick for at least 3 months during the past 12 months?

Interviewer instructions

Sick for 3 months (hl8a)

File: hl

By chronically ill we mean that the person was too sick to perform his/her normal activities at work or at home, such as cooking, cleaning, driving or participating in activities. Also, we are asking whether the person was sick for a substantial amount of time, specifically for 3 months or longer during the previous 12 months. The episodes of illness do not need to be consecutive.

Mother alive (hl9)

File: hl

Overview	
Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 1	
Decimals: 0	
Range: 1-9	
Universe	
De jure household members (usual residents) aged 0-17 (under 18)	
Source of information	
Head of household or other responsible household member	
Pre question	
For children age 0-17 years ask HL9-HL12	
Literal question	
Is (name's) natural mother alive?	
Interviewer instructions	
For all children under age 18, we want to know whether either of their own (natural) parents is listed in the Household Listing, 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, HL9-12 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 HL11. Otherwise, continue to the question in the next column.	

Mother line number in HH (hl10)

File: hl

Overview	
Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 3	
Decimals: 0	
Range: 0-99	
Universe	
De jure household members (usual residents) aged 0-17 (under 18)	
Source of information	
Head of household or other responsible household member	
Pre question	
For children age 0-17 years ask HL9-HL12 If alive:	
Literal question	
Does (name's) natural mother live in this household?	
Post question	
Record Line no. of mother or 00 for 'No'	

Mother line number in HH (hl10)

File: hl

Interviewer instructions

For all children under age 18, we want to know whether either of their own (natural) parents is listed in the Household Listing, 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, HL9-12 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 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), record '00'.

Mother sick for 3 months (hl10a)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

De jure household members (usual residents) aged 0-17 (under 18)

Source of information

Head of household or other responsible household member

Pre question

For children age 0-17 years ask HL9-HL12A If mother does not live in household:

Literal question

Has (name's) mother been very sick for at least 3 months in the past 12 months?

Interviewer instructions

Use the definition of 'very sick' from HL8A. Circle the code corresponding to the answer given. The question should be left blank if the mother lives in the household (See HL10).

Alternative caretaker (hl10aa)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Father alive (hl11)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

De jure household members (usual residents) aged 0-17 (under 18)

Father alive (hl11)

File: hl

Source of information

Head of household or other responsible household member

Pre question

For children age 0-17 years ask HL9-HL12 If alive:

Literal question

Is (name's) natural father alive?

Interviewer instructions

For all children under age 18, we want to know whether either of their own (natural) parents is listed in the Household Listing, 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, HL9-12 will be left blank. --- Fill in these questions in exactly the same way as HL9 and HL10. 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 now known by the respondent, move to the next person on the list.

Father line number in HH (hl12)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-99

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

De jure household members (usual residents) aged 0-17 (under 18)

Source of information

Head of household or other responsible household member

Pre question

For children age 0-17 years ask HL9-HL12

Literal question

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

Post question

Record Line no. of father or 00 for 'No'

Interviewer instructions

Father line number in HH (hl12)

File: hl

For all children under age 18, we want to know whether either of their own (natural) parents is listed in the Household Listing, 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, HL9-12 will be left blank. --- Fill in these questions in exactly the same way as HL9 and HL10. 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 now known by the respondent, move to the next person on the list. --- When you have completed the listing of all household members and all questions in the Household Listing, probe to see if there are any other household members you have not included in the list: "ARE THERE ANY OTHER PERSONS LIVING HERE - EVEN IF THEY ARE NOT MEMBERS OF YOUR FAMILY OR DO NOT HAVE PARENTS LIVING IN THIS HOUSEHOLD? INCLUDING CHILDREN AT WORK OR AT SCHOOL?" If yes, insert child's name and complete the form. After you have made sure that there are no other household members to be included in the list, complete the row at the bottom of the household list, 'Totals'. Calculate the number of eligible women in the household and record the number under 'Women 15-49', calculate the number of children aged 5-14 years in the household and record the number under 'Children 5-14' and, finally, calculate the number of children under five, and record the number under 'Under-5s'. The numbers recorded here for the women 15-49 and under-5s will indicate to you the number of individual women's and under-five questionnaires you should have in the household (see below). You will also record these numbers in HH12 and HH14 in the Household Information Panel. When you have completed the Household Listing Form for all household members, prepare the individual questionnaire forms for this household: . For each woman age 15-49 years, write her name and line number in the spaces provided (WM3 and WM4) at the top of her Questionnaire for Individual Women. . For each child under age five, write his/her name and line number and the name and line number of his/her mother or caretaker in the spaces provided (UF3-6) at the top of the Questionnaire for Children Under Five. You should now have a separate questionnaire for each eligible woman and child under five in the household, ready for use when you administer the questionnaires later on.

Father sick for 3 months (hl12a)

File: hl

Overview

Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 1	
Decimals: 0	
Range: 1-9	

Universe

De jure household members (usual residents) aged 0-17 (under 18)

Source of information

Head of household or other responsible household member

Pre question

For children age 0-17 years ask HL9-HL12A If father does not live in household:

Literal question

Has (name's) father been very sick for at least 3 months in the past 12 months?

Interviewer instructions

Use the definition of 'very sick' as in HL8A. Circle the code corresponding to the answer given. This question should be left blank if the father lives in the household (See HL12).

Total number of Women 15-49 (tohl6)

File: hl

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 3	
Decimals: 0	
Range: 0-11	

Universe

Total number of Women 15-49 (tohl6)

File: hl

Households

Source of information

Control fields completed by interviewer

Pre question

Are there any other persons living here - even if they are not members of your family or do not have parents living in this household? Including children at work or at school? If yes, insert child's name and complete form. Then, complete the totals below.

Total number of Children 5-14 (tohl7)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-9

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Control fields completed by interviewer

Total number of Children Under 5 years (tohl8)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-7

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Control fields completed by interviewer

Total adults very sick (tohl8a)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-5

Valid cases: 0
Invalid: 0

Total mothers dead (tohl9)

File: hl

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-5

Valid cases: 0
 Invalid: 0

Total mothers very sick (tohl10a)

File: hl

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-2

Valid cases: 0
 Invalid: 0

Total fathers dead (tohl11)

File: hl

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-7

Valid cases: 0
 Invalid: 0

Total fathers very sick (tohl12a)

File: hl

Overview

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

Valid cases: 0
 Invalid: 0

Line number (ed1)

File: hl

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 1-25

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

De jure household members (usual residents)

Source of information

Line number (ed1)

File: hl

Head of household or other responsible household member

Pre question

For household members age 5 and above

Interviewer instructions

Continue line by line, asking the questions for each household member who is eligible (age five or older), as you did when completing the Household Listing Form. Note that the lines corresponding to household members under five should remain blank. 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. Copy the names of each person age five and older from the Household Listing Form (HL2) to their corresponding line numbers.

Ever attended school (ed2)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

De jure household members (usual residents)

Source of information

Head of household or other responsible household member

Pre question

For household members age 5 and above

Literal question

Has (name) ever attended school or preschool?

Interviewer instructions

For each household member age five or older, ask ED2 and ED3. These questions ask about educational attainment for all household members in this age group. (If children younger than five attend school or pre-school, this information will be recorded in the Questionnaire for Children Under Five.) Any adult member of the household may provide this information for those not present. --- Circle '1' if the answer is 'Yes'. 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 are also included here. Ensure that respondents understand what is meant by 'non-standard curriculum'. 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 school. 'Pre-school' is listed for children who do not attend grade 1 at age 5, 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 school attended (ed3a)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Highest level of school attended (ed3a)

File: hl

Children aged 0-4

Source of information

Head of household or other responsible household member

Literal question

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

Highest grade at level (ed3b)

File: hl

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

De jure household members (usual residents)

Source of information

Head of household or other responsible household member

Pre question

For household members age 5 and above

Literal question

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

Interviewer instructions

For each household member age five or older, ask ED2 and ED3. These questions ask about educational attainment for all household members in this age group. (If children younger than five attend school or pre-school, this information will be recorded in the Questionnaire for Children Under Five.) Any adult member of the household may provide this information for those not present. --- 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'. Then ask, "WHAT IS THE HIGHEST GRADE (name) COMPLETED AT THIS LEVEL?" 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', and the grade will be entered as '00'. 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 '4', since this person has not yet completed grade 5.

Currently attending School (ed3aa)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Currently attending school during the school year (2004-2005 (ed4)

File: hl

Currently attending school during the school year (2004-2005 (ed4)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

De jure household members (usual residents) aged 5-24

Source of information

Head of household or other responsible household member

Pre question

For household members age 5-24 years

Literal question

During the (2004-2005) school year, did (name) attend school or preschool at any time?

Interviewer instructions

For each household member 5-24 years of age (this includes those age 5 and age 24), ask questions ED4-ED8, which inquire about school attendance. While the ideal respondent for these questions would be the mother or primary caretaker, any adult member of the household may provide the information. Since questions from ED4 to ED8 refer to school attendance, they will have to be adapted to the situation at the time of the interview. All questions should be retained. However, the wording and coding will have to be changed. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled. --- 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 2005 (between school years), then the question should refer to the 2004-2005 school year; if the interview is carried out in October 2005 (during the new school year), then the question should refer to the 2005-2006 school year.

Days attended school in last week (ed5)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

De jure household members (usual residents) aged 5-24

Source of information

Head of household or other responsible household member

Pre question

For household members age 5-24 years

Literal question

Since last (day of the week), how many days did (name) attend school?

Post question

Insert number of days in space below.

Interviewer instructions

Days attended school in last week (ed5)

File: hl

For each household member 5-24 years of age (this includes those age 5 and age 24), ask questions ED4-ED8, which inquire about school attendance. While the ideal respondent for these questions would be the mother or primary caretaker, any adult member of the household may provide the information. Since questions from ED4 to ED8 refer to school attendance, they will have to be adapted to the situation at the time of the interview. All questions should be retained. However, the wording and coding will have to be changed. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled. --- When asking this question, insert the name of the day of the interview. For example, if the interview is taking place on a Tuesday, ask: "SINCE LAST TUESDAY, HOW MANY DAYS DID (name) ATTEND SCHOOL?" Note that the maximum number to be entered here should be '7' and not '8'.

Level of education attended (ed6a)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

De jure household members (usual residents) aged 5-24

Source of information

Head of household or other responsible household member

Pre question

For household members age 5-24 years

Literal question

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

Interviewer instructions

For each household member 5-24 years of age (this includes those age 5 and age 24), ask questions ED4-ED8, which inquire about school attendance. While the ideal respondent for these questions would be the mother or primary caretaker, any adult member of the household may provide the information. Since questions from ED4 to ED8 refer to school attendance, they will have to be adapted to the situation at the time of the interview. All questions should be retained. However, the wording and coding will have to be changed. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled. --- 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'). Probe to determine the type of school, particularly to make sure if it is a standard or non-standard curriculum. Then enter the highest grade number completed using '01', '02', etc. If a child is in pre-school or kindergarten, and grades are not used, omit the grade. If less than one grade was completed, enter '00'. Enter '98' for 'DK'. 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. Questions ED4, ED5 and ED6 collect information on the school attendance of household members during the current school year (if the interview is conducted when schools are open) or the last school year that has ended (if the interview is conducted between school years). Questions ED7 and ED8 collect information on the school attendance of household members during the previous school year.

Grade of education attended (ed6b)

File: hl

Overview

Grade of education attended (ed6b)

File: hl

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

De jure household members (usual residents) aged 5-24

Source of information

Head of household or other responsible household member

Pre question

For household members age 5-24 years

Literal question

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

Interviewer instructions

For each household member 5-24 years of age (this includes those age 5 and age 24), ask questions ED4-ED8, which inquire about school attendance. While the ideal respondent for these questions would be the mother or primary caretaker, any adult member of the household may provide the information. Since questions from ED4 to ED8 refer to school attendance, they will have to be adapted to the situation at the time of the interview. All questions should be retained. However, the wording and coding will have to be changed. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled. --- 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'). Probe to determine the type of school, particularly to make sure if it is a standard or non-standard curriculum. Then enter the highest grade number completed using '01', '02', etc. If a child is in pre-school or kindergarten, and grades are not used, omit the grade. If less than one grade was completed, enter '00'. Enter '98' for 'DK'. 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. Questions ED4, ED5 and ED6 collect information on the school attendance of household members during the current school year (if the interview is conducted when schools are open) or the last school year that has ended (if the interview is conducted between school years). Questions ED7 and ED8 collect information on the school attendance of household members during the previous school year.

Attended school last year (2003-2004) (ed7)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

De jure household members (usual residents) aged 5-24

Source of information

Head of household or other responsible household member

Pre question

For household members age 5-24 years

Literal question

Did (name) attend school or preschool at any time during the previous school year, that is (2003-2004)?

Interviewer instructions

Attended school last year (2003-2004) (ed7)

File: hl

For each household member 5-24 years of age (this includes those age 5 and age 24), ask questions ED4-ED8, which inquire about school attendance. While the ideal respondent for these questions would be the mother or primary caretaker, any adult member of the household may provide the information. Since questions from ED4 to ED8 refer to school attendance, they will have to be adapted to the situation at the time of the interview. All questions should be retained. However, the wording and coding will have to be changed. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled. --- 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 last year (ed8a)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

De jure household members (usual residents) aged 5-24

Source of information

Head of household or other responsible household member

Pre question

For household members age 5-24 years

Literal question

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

Interviewer instructions

For each household member 5-24 years of age (this includes those age 5 and age 24), ask questions ED4-ED8, which inquire about school attendance. While the ideal respondent for these questions would be the mother or primary caretaker, any adult member of the household may provide the information. Since questions from ED4 to ED8 refer to school attendance, they will have to be adapted to the situation at the time of the interview. All questions should be retained. However, the wording and coding will have to be changed. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled. --- Circle the code for the level of school attended and fill in the child's grade or enter '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 pre-school or kindergarten, and grades are not used, omit the grade.

Grade of education attended last year (ed8b)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

De jure household members (usual residents) aged 5-24

Source of information

Head of household or other responsible household member

Pre question

For household members age 5-24 years

Literal question

Grade of education attended last year (ed8b)

File: hl

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

Interviewer instructions

For each household member 5-24 years of age (this includes those age 5 and age 24), ask questions ED4-ED8, which inquire about school attendance. While the ideal respondent for these questions would be the mother or primary caretaker, any adult member of the household may provide the information. Since questions from ED4 to ED8 refer to school attendance, they will have to be adapted to the situation at the time of the interview. All questions should be retained. However, the wording and coding will have to be changed. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled. --- Circle the code for the level of school attended and fill in the child's grade or enter '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 pre-school or kindergarten, and grades are not used, omit the grade.

Reason for not attending presch (ed9)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Literal question

What was the reason for (name) not attending school preschool previous school year?

Line number (cl1)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-25

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 5-14

Source of information

Mother or caretaker of the child

Pre question

To be administered to mother/caretaker of each child in the household age 5 through 14 years. For household members below age 5 or above age 14, leave rows blank. Now I would like to ask about any work children in this household may do.

Interviewer instructions

This module is to be administered to the mother or primary caretaker of each child resident in the household aged 5 through 14 years (this includes those age 5 and age 14). For household members younger than five or older than 14, rows should be left blank. --- 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. Explain, "NOW I WOULD LIKE TO ASK ABOUT ANY WORK CHILDREN IN THIS HOUSEHOLD MAY DO." Insert the child's name, copying from the Household Listing, column HL2. This is done to prevent confusion during the interview.

Worked in past week (cl3)

File: hl

Worked in past week (cl3)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 5-14

Source of information

Mother or caretaker of the child

Literal question

During the past week, did (name) do any kind of work for someone who is not a member of this household? If yes: For pay in cash or kind?

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. 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.

What type of work (cl3aa)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 412-999

Valid cases: 0
Invalid: 0

Why is child working (cl3bb)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Hours worked in past week (cl4)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-97
Invalid: 98-

Valid cases: 0 (0)
Invalid: 0 (0)

Hours worked in past week (cl4)

File: hl

Universe

Children aged 5-14

Source of information

Mother or caretaker of the child

Pre question

If yes:

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?

Post question

If more than one job, include all hours at all jobs.

Interviewer instructions

Record the estimated number of hours the child spent doing work in the past 7 days and skip to CL6. Make sure the mother or primary caretaker 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 year (cl5)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 5-14

Source of information

Mother or caretaker of the child

Literal question

At any time during the past year, did (name) do any kind of work for someone who is not a member of this household? If yes: For pay in cash or kind?

Interviewer instructions

CL5 is essentially the same question as CL3; this time the reference period is 1 year rather than the last 1 week. Continue with the next question after you have circled the response to this question.

Helped with household chores in past week (cl6)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 5-14

Source of information

Mother or caretaker of the child

Helped with household chores in past week (cl6)

File: hl

Literal question

During the past week, did (name) help with household chores such as shopping, collecting firewood, cleaning, fetching water, or caring for children?

Interviewer instructions

As was explained in CL3, 'the past week' refers to the 7 days preceding the interview day. Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to CL8.

Hours spent on chores in past week (cl7)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 5-14

Source of information

Mother or caretaker of the child

Pre question

If yes:

Literal question

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

Interviewer instructions

Insert the estimated number of hours the child spent doing household chores in the past 7 days. Make sure the mother/primary caretaker understands what you mean by 'since last (day of the week)' - specify the name of today's weekday, just as you did for CL4.

Did other family work in past week (cl8)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 5-14

Source of information

Mother or caretaker of the child

Literal question

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

Interviewer instructions

As was explained in CL6, 'the past week' refers to the 7 days preceding the interview day. 'Other family work' means any work done other than household chores/housekeeping to help with family income generation or subsistence production. This may include raising livestock belonging to the household or working in a family business. Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and go to the next line, corresponding to the next eligible child aged 5-14 years.

Hours worked on other family work (cl9)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 5-14

Source of information

Mother or caretaker of the child

Pre question

If yes:

Literal question

Since last (day of the week), about how many hours did he/she do this work?

Interviewer instructions

Insert the estimated number of hours worked. Again, make sure the mother/primary caretaker understands what you mean by 'since last (day of the week)' - specify the name of today's weekday, just as you did for CL4 and CL7.

Interviewer number (hh3)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-52

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Interviewer name and number:

Interviewer instructions

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

Supervisor Number (hh4)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-14

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Supervisor Number (hh4)

File: hl

Supervisor name and number:

Interviewer instructions

Enter your supervisor's name and identification number. You will be provided with your supervisor's identification number as soon as you know who you will be working with.

Day of interview (hh5d)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre 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: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 9-10

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre 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

Year of interview (hh5y)

File: hl

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 4	
Decimals: 0	
Range: 2005-2005	

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre 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: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 1	
Decimals: 0	
Range: 1-2	

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Area:

Interviewer instructions

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

Region (hh7)

File: hl

Overview

Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 1	
Decimals: 0	
Range: 1-8	

Universe

Households

Source of information

Interview information fields completed by interviewer

Region (hh7)

File: hl

Pre question

Region:

Interviewer instructions

Circle the code for region.

Lga old (nhh7)

File: hl

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 2
 Range: 1-8

Valid cases: 0
 Invalid: 0

District (hh7a)

File: hl

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 10-83

Valid cases: 0
 Invalid: 0

Village (hh7b)

File: hl

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 1-9999

Valid cases: 0
 Invalid: 0

Phc/Non Phc (hh7c)

File: hl

Overview

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

Valid cases: 0
 Invalid: 0

Result of HH interview (hh9)

File: hl

Result of HH interview (hh9)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 1
Decimals: 0
Range: 1-6

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

After all questionnaires for the household have been completed, fill in the following information: Result of HH interview:

Interviewer instructions

If the Household Questionnaire is completed, circle '1' for 'Completed'. If you have not been able to contact the household after repeated visits, circle '2' for 'Not at home'. If the household refuses to be interviewed, circle '3' for 'Refused'. If you are unable to locate the household or if the dwelling is destroyed, circle '4' for 'HH not found/destroyed'. If you have not been able to complete the Household Questionnaire for another reason, you should circle '6' for 'Other' 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; adult household members were not found at home after repeated visits.

Respondent HH questionnaire (hh10)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Respondent to HH questionnaire:

Interviewer instructions

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

Number of household members (hh11)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-25

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Number of household members (hh11)

File: hl

Interview information fields completed by interviewer

Pre question

Total number of household members:

Interviewer instructions

Count the number of household members recorded in column HL1 of the Household Listing and enter the total here.

Total eligible women (hh12)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-11

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

No. of women eligible for interview:

Interviewer instructions

Enter the total number of women eligible for interview for the Questionnaire for Individual Women - you will copy this from the row for totals at the bottom of the Household Listing, for HL6.

Women interviews completed (hh13)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-11

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

No. of women questionnaires completed:

Interviewer instructions

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

Total children under 5 (hh14)

File: hl

Overview

Total children under 5 (hh14)

File: hl

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-7

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

No.of children under age 5:

Interviewer instructions

Enter the total number of children under five eligible for inclusion in the survey from the row for totals at the bottom of the Household Listing, for HL8. You will be using the Questionnaire for Children Under Five to interview the mothers or primary caretakers of these children.

Child interviews completed (hh15)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-7

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

No.of under-5 questionnaires completed:

Interviewer instructions

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

Data entry clerk (hh16)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Data entry clerk:

Interviewer instructions

Data entry clerk (hh16)

File: hl

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

Main source of drinking water (ws1)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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

The purpose of the first two questions of this module is to assess the type of household water used for drinking as well as for other purposes, such as cooking and washing hands. Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2): '11' - Piped into dwelling, also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom. '12' - Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house. '13' - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete. '21' - A tube-well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater supplies. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy. '31' - A protected dug well is a dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole. '32' - An unprotected dug well is a dug well for which one or both of the following are true: (1) the well is not protected from run-off water; (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected. '41' - A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a 'spring box' that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution. '42' - An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a 'spring box' (described above). '51' - Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used. '61' - A tanker-truck water source transports and sells water by means of a tanker truck. '71' - Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means. '81' - Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly. '91' - Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles - this should not be coded as bottled water. --- Circle the code for the most usual source. If several sources are mentioned, probe to determine the most usual source. If the source varies by season, record the source for the season of the interview. Note that the next question is only asked if the response to this question is 'Bottled water'. You should skip WS2 if the response to WS1 is other than 'Bottled water'. If the response is 'Piped into dwelling' or 'Piped into yard/plot', circle '11' or '12', respectively, and skip to WS5. Otherwise, skip to WS3.

Main source of water used for other purposes (if bottled wat (ws2)

File: hl

Overview

Main source of water used for other purposes (if bottled wat (ws2)

File: hl

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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

The purpose of the first two questions of this module is to assess the type of household water used for drinking as well as for other purposes, such as cooking and washing hands. Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2): '11' - Piped into dwelling, also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom. '12' - Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house. '13' - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete. '21' - A tube-well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater supplies. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy. '31' - A protected dug well is a dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole. '32' - An unprotected dug well is a dug well for which one or both of the following are true: (1) the well is not protected from run-off water; (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected. '41' - A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a 'spring box' that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution. '42' - An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a 'spring box' (described above). '51' - Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used. '61' - A tanker-truck water source transports and sells water by means of a tanker truck. '71' - Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means. '81' - Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly. '91' - Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles - this should not be coded as bottled water. --- 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' or 'Piped into yard/plot', circle '11' or '12', respectively, and skip to WS5. Otherwise continue to the next question.

Time to get water and come back (ws3)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-994
Invalid: 995-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Time to get water and come back (ws3)

File: hl

Literal question

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

Interviewer instructions

This question is used to find out how convenient the source of water is to the dwelling. Note that the question is asked for water sources coded as '13-81' and '96' in WS1, or water sources coded as '13-96' in WS2. 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 water source is on the dwelling premises or if water is delivered to the dwelling by a vendor, circle '995' for 'Water on premises' and skip to WS5. If the respondent does not know how long it takes, circle '998' and continue on to the next question.

Person fetching water (ws4)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex?

Post question

Circle code that best describes this person.

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 IS THIS PERSON?" 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.

Treat water to make safer for drinking (ws5)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Do you treat your water in any way to make it safer to drink?

Interviewer instructions

Treat water to make safer for drinking (ws5)

File: hl

The purpose of the following two questions, WS5 and WS6, 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. --- 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 WS7.

Boil (ws6a)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Add bleach/chlorine (ws6b)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Add bleach/chlorine (ws6b)

File: hl

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Strain it through a cloth (ws6c)

File: hl

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Use water filter (ws6d)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Solar disinfection (ws6e)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

Solar disinfection (ws6e)

File: hl

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Let it stand and settle (ws6f)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Other (ws6x)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

DK (ws6z)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

DK (ws6z)

File: hl

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Kind of toilet facility (ws7)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to?

Post question

If necessary, ask permission to observe the facility.

Interviewer instructions

Kind of toilet facility (ws7)

File: hl

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- The purpose of this question is to obtain a measure of the cleanliness 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. . '14' - A flush/pour flush to somewhere else refers to excreta being deposited in or nearby the household environment (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 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 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 or hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly. '95' - No facilities or bush or 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).

Facility located within dwelling or yard (ws7aa)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Is this facility located within your dwelling, or yard or compound?

Interviewer instructions

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

How far is house from nearest toilet facility (ws7bb)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How far is house from nearest toilet facility (ws7bb)

File: hl

How far is your house/residence from the nearest toilet facility?

Interviewer instructions

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

How far is your house from nearest refuse disposal side (ws7cc)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How far is your house/residence from the nearest refuse disposal site?

Interviewer instructions

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

How far is your kitchen from nearest toilet facility (ws7dd)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How far is your kitchen/cooking place from the nearest toilet facility?

Interviewer instructions

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

How far is kitchen from nearest disposal side (ws7ee)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How far is your kitchen/cooking place from the nearest disposal site?

Interviewer instructions

How far is kitchen from nearest disposal site (ws7ee)

File: hl

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

What happen with stools of young children (ws7ff)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Literal question

What happens with the stools of young children (0-3 years) when they do not use the latrine or toilet facility?

Do you use soap after toilet (ws7gg)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Literal question

DO you use soap after toilet or WHEN YOU remove waste/faeces from children?

Toilet facility shared (ws8)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Do you share this facility with other households?

Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- 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. --- Circle the code corresponding to the response given. If 'No', go to the next module.

Households using this toilet facility (ws9)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-9
Invalid: 10-
Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many households in total use this toilet facility?

Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- 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. --- 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 this household that uses the facility; if that is the case, you should go back to WS8 and correct the response there). Circle '98' for 'DK' ('Doesn't know').

Religion (hc1a)

File: hl

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9
Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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.

Mother tongue (hc1b)

File: hl

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9
Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Mother tongue (hc1b)

File: hl

Households

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

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

Ethnicity (hc1c)

File: hl

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 1-9

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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.

Number of rooms for sleeping (hc2)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Pre question

Main material of the dwelling floor:

Post question

Record observation.

Interviewer instructions

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, record the main flooring material (the material that covers the largest amount of floor space).

Main material of roof (hc4)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Pre question

Main material of the roof.

Post question

Record observation.

Interviewer instructions

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).

Main material of wall (hc5)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Main material of wall (hc5)

File: hl

Universe

Households

Source of information

Head of household or other responsible household member

Pre question

Main material of the walls.

Post question

Record observation.

Interviewer instructions

Circle the correct code for the material of the dwelling 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, record the main wall material (the material that covers the largest amount of wall space).

Type of fuel using for cooking (hc6)

File: hl

Overview

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

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Households

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, or biogas is mainly used, circle '01', '02', '03', or '04', respectively, 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.

Food cooked on stove or open fire (hc7)

File: hl

Overview

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

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Food cooked on stove or open fire (hc7)

File: hl

Literal question

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

Post question

Probe for type.

Interviewer instructions

Probe for type of stove and circle the code corresponding to the response given. If a response is given other than the pre-coded ones, circle '96' and specify the type of stove on the line provided. For 'Closed stove', skip the next question and ask HC8.

Does the fire stove have a chimney or a hood (hc7a)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does the fire/stove have a chimney or a hood?

Interviewer instructions

Circle the appropriate response.

Cooking location (hc8)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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?

Interviewer instructions

Circle the code corresponding to the response given. If a response is given other than the pre-coded ones, circle '6' and specify on the line provided.

Electricity (hc9a)

File: hl

Electricity (hc9a)

File: hl

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Radio (hc9b)

File: hl

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Television (hc9c)

File: hl

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Television (hc9c)

File: hl

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Mobile phone (hc9d)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Non-mobile phone (hc9e)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

Interviewer instructions

Non-mobile phone (hc9e)

File: hl

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Refrigerator (hc9f)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Electrical Generator (hc9g)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Video (hc9h)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Fan (hc9i)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Cassette or Video Player (hc9j)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Sofa (hc9k)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Cupboard (hc9l)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Air Conditioner (hc9m)

File: hl

Air Conditioner (hc9m)

File: hl

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Watch (hc10a)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Bicycle (hc10b)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

Interviewer instructions

Bicycle (hc10b)

File: hl

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Motorcycle or scooter (hc10c)

File: hl

Overview	
Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 1	
Decimals: 0	
Range: 1-9	
Universe	
Households	
Source of information	
Head of household or other responsible household member	
Literal question	
Does any member of your household own:	
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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.	

Animal-drawn cart (hc10d)

File: hl

Overview	
Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 1	
Decimals: 0	
Range: 1-9	
Universe	
Households	
Source of information	
Head of household or other responsible household member	
Literal question	
Does any member of your household own:	
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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.	

Car or truck (hc10e)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Boat with a motor (hc10f)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Does any member of your household own any land for agriculture (hc11)

File: hl

Overview

Does any member of your household own any land for agriculture (hc11)

File: hl

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

Circle the code corresponding to the response given. If 'No', skip to HC13.

How many hectares of agriculture (hc12)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

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

Post question

If more than 97, record '97'. If unknown, record '98'.

Interviewer instructions

Record the total number of hectares of land owned by all members of the household that can be used for agriculture. If 97 or more hectares (or other units) are owned, record '97'. If unknown, record '98'.

Does this household own any livestock, heds, or animals (hc13)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does this household own any livestock, heds, or animals (hc13)

File: hl

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

Interviewer instructions

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

Number of cattle (hc14a)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-99
Invalid: 97

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of milk cows or bulls (hc14b)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of horses donkeys, or mules (hc14c)

File: hl

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 0-96	
Invalid: 97-	

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of goats (hc14d)

File: hl

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 0-96	
Invalid: 97-	

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of sheep (hc14e)

File: hl

Overview

Number of sheep (hc14e)

File: hl

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of chickens (hc14f)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Own or rent (hc15a)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Have title deed (hc15b)

File: hl

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Certificate of occupation (hc15ca)

File: hl

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Property tax certification (hc15cb)

File: hl

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Utility bills (hc15cc)

File: hl

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Other (hc15cx)

File: hl

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

None/no document (hc15cy)

File: hl

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Written rental contract (hc15d)

File: hl

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Informal agreement (written) (hc15ea)

File: hl

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Verbal agreement (no document) (hc15eb)

File: hl

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Occupied rent free with knowledge of owner (hc15ec)

File: hl

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Occupied rent free without knowledge of owner (hc15ed)

File: hl

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

Other (hc15ex)

File: hl

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 0 (0)
 Invalid: 0 (0)

None/no document (hc15ey)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Feel secure from eviction (hc15f)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Evicted during past 5 years (hc15g)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Landslide area (hc15ha)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Literal question

Dwelling located in or near:

Flood-prone area (hc15hb)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Literal question

Dwelling located in or near:

River bank (hc15hc)

File: hl

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Literal question

Dwelling located in or near:

Steep hill (hc15hd)

File: hl

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Literal question

Dwelling located in or near:

Garbage mountain/pile (hc15he)

File: hl

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Literal question

Dwelling located in or near:

Industrial pollution area (hc15hf)

File: hl

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Literal question

Dwelling located in or near:

Railroad (hc15hg)

File: hl

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Literal question

Dwelling located in or near:

Power plant (hc15hh)

File: hl

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Literal question

Dwelling located in or near:

Flyover (hc15hi)

File: hl

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Literal question

Dwelling located in or near:

None of the above (hc15hy)

File: hl

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Literal question

Dwelling located in or near:

Cracks/openings in the wall (hc15ia)

File: hl

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

No windows (hc15ib)

File: hl

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Windows with broken glass/no glass (hc15ic)

File: hl

Windows with broken glass/no glass (hc15ic)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Visible holes in the roof (hc15id)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Incomplete roof (hc15ie)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Insecure door (hc15if)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

None of the above (hc15iy)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Narrow passages (hc15ja)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Too many power cables (hc15jb)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

None of the above (hc15jy)

File: hl

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Regions (hh7new)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 8
Decimals: 2
Range: 1-8

Valid cases: 0
Invalid: 0

Mother's line number (mline)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-22

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

De jure household members (usual residents)

Source of information

Head of household or other responsible household member

Pre question

Recoded variable

Mother's education (melevel)

File: hl

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Mother's education (melevel)

File: hl

Universe

Children aged 0-4

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Father's line number (fline)

File: hl

Overview

Type: Continuous

Format: numeric

Width: 2

Decimals: 0

Range: 0-19

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

De jure household members (usual residents)

Source of information

Head of household or other responsible household member

Pre question

Recoded variable

Father's education (felevel)

File: hl

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

De jure household members (usual residents)

Source of information

Head of household or other responsible household member

Pre question

Recoded variable

Education of household head (helevel)

File: hl

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Education of household head (helevel)

File: hl

De jure household members (usual residents)

Source of information

Head of household or other responsible household member

Pre question

Recoded variable

Wealth index score (wlthscor)

File: hl

Overview

Type: Continuous

Format: numeric

Width: 9

Decimals: 5

Range: -2.52999196552133-2.23273965290285

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Wealth index quintiles (wlthind5)

File: hl

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-5

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Household sample weight (hhweight)

File: hl

Overview

Type: Continuous

Format: numeric

Width: 9

Decimals: 6

Range: 0.772614-1.20324

Valid cases: 0

Invalid: 0

Universe

De jure household members (usual residents)

Household sample weight (hhweight)

File: hl

Source of information

Sample is not self weighting. Variables constructed for analysis

Pre question

Recoded variable

Cluster number (hh1)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-250

Valid cases: 0 (0)
Invalid: 0 (0)

Description

Unique identifier for the cluster in which the household exists

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

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 this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. During this time I would like to speak with the household head and all mothers or others who take care of children in the household. May I start now? If permission is given, begin the interview. Cluster number:

Interviewer instructions

Enter the cluster number as instructed by your supervisor.

Household number (hh2)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-20

Valid cases: 0 (0)
Invalid: 0 (0)

Description

Household number within the cluster

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Household number:

Interviewer instructions

Enter the household number as instructed by your supervisor.

Line number (hl1)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-95

Valid cases: 0
Invalid: 0

Cluster number (wm1)

File: wm

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 3	
Decimals: 0	
Range: 1-250	

Universe

Women aged 15-49

Source of information

Interview information fields completed by interviewer

Pre question

Cluster number:

Interviewer instructions

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

Household number (wm2)

File: wm

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 1-20	

Universe

Women aged 15-49

Source of information

Interview information fields completed by interviewer

Pre question

Household number:

Interviewer instructions

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

Woman's line number (wm4)

File: wm

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 3	
Decimals: 0	
Range: 1-22	

Universe

Women aged 15-49

Source of information

Interview information fields completed by interviewer

Pre question

Woman's Line Number:

Interviewer instructions

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: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 1-52	

Universe

Women aged 15-49

Source of information

Interview information fields completed by interviewer

Pre question

Interviewer name and number:

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 (wm6d)

File: wm

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 1-30	

Universe

Women aged 15-49

Source of information

Interview information fields completed by interviewer

Pre 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 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: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 9-10	

Universe

Women aged 15-49

Source of information

Interview information fields completed by interviewer

Pre question

Month of interview (wm6m)

File: wm

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 to interview the woman again, revise and enter the final date of interview. In other words, the date here should be the date when you have either completed the woman's questionnaire, or when the interview has not been conducted but it has been decided that there will be no more attempts to interview the eligible woman.

Year of interview (wm6y)

File: wm

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 4	
Decimals: 0	
Range: 2005-2005	

Universe

Women aged 15-49

Source of information

Interview information fields completed by interviewer

Pre 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 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 women 's interview (wm7)

File: wm

Overview

Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 1	
Decimals: 0	
Range: 1-6	

Universe

Women aged 15-49

Source of information

Interview information fields completed by interviewer

Pre question

Result of women's interview

Interviewer instructions

Result of women 's interview (wm7)

File: wm

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 '1' for 'Completed'. If you have not been able to contact the woman after repeated visits, circle '2' for 'Not at home'. If the woman refuses to be interviewed, circle '3' for 'Refused'. If you were able to only partly complete the questionnaire, circle '4' for 'Partly completed'. If the woman is incapacitated, circle '5'. If you have not been able to complete this questionnaire for another reason, you should circle '6' for 'Other' and specify the reason in the space provided. Make every attempt to carry out the woman's interview in privacy. Ask all other household members or anyone else who is present (including male members of the survey team) to leave in a courteous manner. If the respondent is a mother/caretaker, ask her to collect all the birth certificates and health/ immunization cards she has for her children or the children she cares for before you begin the interview. You will need these when you go on to interview her about her children under age five. Repeat greeting if not already read to this woman: "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 THIS. THE INTERVIEW WILL TAKE ABOUT (number) MINUTES. ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE IDENTIFIED. ALSO, YOU ARE NOT OBLIGED TO ANSWER ANY QUESTION YOU DON'T WANT TO, AND YOU MAY WITHDRAW FROM THE INTERVIEW AT ANY TIME. MAY I START NOW?" As with the similar sentence at the beginning of the Household Questionnaire, you may change the wording of these introductory sentences as appropriate. You must make sure, however, 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 her and go on to the next interview. Later, discuss the refusal with your supervisor; you or another person from the team may attempt to interview the woman for a second time. This will depend on your description of the refusal. However, remember that a woman's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate.

Month of birth of woman (wm8m)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Pre question

Repeat greeting if not already read to this woman: 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 this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. Also, you are not obliged to answer any question you don't want to, and you may withdraw from the interview at any time. May I start now? If permission is given, begin the interview. If the woman does not agree to continue, thank her, complete WM7, and go to the next interview. Discuss this result with your supervisor for a future revisit.

Literal question

In what month and year were you born?

Interviewer instructions

Age (WM8 or WM9) is one of the most important questions in the interview, since almost all analysis of the data depends on the respondent's age. This question must be asked independently of the information on the Household Questionnaire. Even if you already asked the respondent her age when you were completing the Household Questionnaire, you must ask again for her date of birth and age on the Questionnaire for Individual Women. --- 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 (wm8y)

File: wm

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 4	
Decimals: 0	
Range: 1955-9999	

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Pre question

Repeat greeting if not already read to this woman: 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 this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. Also, you are not obliged to answer any question you don't want to, and you may withdraw from the interview at any time. May I start now? If permission is given, begin the interview. If the woman does not agree to continue, thank her, complete WM7, and go to the next interview. Discuss this result with your supervisor for a future revisit.

Literal question

In what month and year were you born?

Interviewer instructions

Age (WM8 or WM9) is one of the most important questions in the interview, since almost all analysis of the data depends on the respondent's age. This question must be asked independently of the information on the Household Questionnaire. Even if you already asked the respondent her age when you were completing the Household Questionnaire, you must ask again for her date of birth and age on the Questionnaire for Individual Women. --- 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 (wm9)

File: wm

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 15-49	

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

How old were you at your last birthday?

Interviewer instructions

Age of woman (wm9)

File: wm

Age (WM8 or WM9) is one of the most important questions in the interview, since almost all analysis of the data depends on the respondent's age. This question must be asked independently of the information on the Household Questionnaire. Even if you already asked the respondent her age when you were completing the Household Questionnaire, you must ask again for her date of birth and age on the Questionnaire for Individual Women. --- 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. 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. 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 HL5 and HL6 of the Household Questionnaire.

Have you ever attended school (wm10)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Have you ever attended school?

Interviewer instructions

Questions WM10-WM14 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 WM14. 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 are also included here. Ensure that the woman understands what is meant by 'non-standard curriculum'. 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 school.

What type of school did you attend (wm10aa)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

What type of school did you attend?

What is the highest level of school you attended (wm11)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

What is the highest level of school you attended: primary, secondary, or higher?

Interviewer instructions

Questions WM10-WM14 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'.

What is the highest grade completed at that level (wm12)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

What is the highest grade you completed at that level?

Interviewer instructions

Questions WM10-WM14 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 WM11. 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 (wm14)

File: wm

Overview

Can read part of the sentence (wm14)

File: wm

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Pre question

Check WM11: Secondary or higher. Go to Next Module Primary or non-standard curriculum. Continue with WM14

Literal question

Now I would like you to read this sentence to me. Show sentences to respondent. If respondent cannot read whole sentence, probe: Can you read part of the sentence to me?

Post question

Example sentences for literacy test: 1. The child is reading a book. 2. The rains came late this year. 3. Parents must care for their children. 4. Farming is hard work

Interviewer instructions

Questions WM10-WM14 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. --- If the respondent attended secondary school or a higher level, check the corresponding box and go to the next module. If the highest level the respondent attended was primary school, check the appropriate box and continue to WM14. 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/mute or visually/speech 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 seen ORS Packet before (rs1aa)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Universe

Mother's/caretaker's of children under- five

Literal question

HAVE YOU EVER SEEN THIS ORS PACKET BEFORE?

Can you tell me its preparation (rs2aa)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Universe

Mother's/caretaker's of children under- five

Literal question

IF YES to previous question, CAN YOU TELL ME ITS PREPARATION?

Available when you needed it (rs3aa)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Universe

Mother's/caretaker's of children under- five

Literal question

WAS ORS AVAILABLE WHEN YOU NEEDED IT?

Where usually get it (rs4aa)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Universe

Mother's/caretaker's of children under- five

Literal question

WHERE DID YOU USUALLY GET IT?

Tell me how to prepare SSS (rs5aa)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Universe

Tell me how to prepare SSS (rs5aa)

File: wm

Mother's/caretaker's of children under- five

Literal question

TELL ME HOW TO PREPARE SSS?

Use/benefit of ORS/SSS (rs6aa)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Universe

Mother's/caretaker's of children under- five

Literal question

WHAT DO YOU THINK IS THE USE/BENEFIT OF ORS/SSS?

Ever given birth (cm1)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Now i would like to ask about all the births you have had during your life. Have you ever given birth? If "No" probe by asking: I mean, to a child who ever breathed or cried or showed other signs of life - even if he or she lived only a few minutes or hours?

Interviewer instructions

This module is to be administered to all eligible women age 15-49. All questions refer only to live births. These questions are used to collect information about all births the woman has ever had (including births from earlier marriages). The answers are used to estimate childhood mortality rates. It is important that the respondent understands which events to include in these reports. We want to know about all of the woman's natural births, even if the child no longer lives with her and even if the child is no longer alive. We want to know about children who were born alive - ever breathed or cried or showed other signs of life - even if they lived only a few minutes or hours. We do not want you to record any stillbirths (children who were born dead), or miscarriages, or children adopted by the woman, or children of her present husband born to another wife (to whom the respondent herself did not give birth). 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, read out the probe to make sure the woman understands the meaning of 'birth', as described during your training. Explain: "I MEAN, TO A CHILD WHO EVER BREATHED OR CRIED OR SHOWED OTHER SIGNS OF LIFE - EVEN IF HE OR SHE LIVED ONLY A FEW MINUTES OR HOURS?" If her answer is still 'No', skip directly to the Marriage/Union module.

Day of first birth (cm2ad)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

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.

Post question

Skip to CM3 only if year of first birth is given. Otherwise, continue with CM2B.

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 continue to CM3. If she cannot give the year of the birth, circle '9998' and go to CM2B.

Month of first birth (cm2am)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

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.

Post question

Skip to CM3 only if year of first birth is given. Otherwise, continue with CM2B.

Interviewer instructions

Month of first birth (cm2am)

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 continue to CM3. If she cannot give the year of the birth, circle '9998' and go to CM2B.

Year of first birth (cm2ay)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 1971-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

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.

Post question

Skip to CM3 only if year of first birth is given. Otherwise, continue with CM2B.

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 continue to CM3. If she cannot give the year of the birth, circle '9998' and go to CM2B.

Years since first birth (cm2b)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Years since first birth (cm2b)

File: wm

Universe

Women aged 15-49

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 (cm3)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

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 CM5.

Sons living with you (cm4a)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-7

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

How many sons live with you?

Interviewer instructions

Sons living with you (cm4a)

File: wm

If the answer to CM3 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, or children of another relative.

Daughters living with you (cm4b)

File: wm

Overview	
Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 0-9	
Universe	
Women aged 15-49	
Source of information	
The eligible woman selected for interview	
Literal question	
How many daughters live with you?	
Interviewer instructions	
If the answer to CM3 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, or children of another relative.	

Any sons or daughters not living with you (cm5)

File: wm

Overview	
Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 1	
Decimals: 0	
Range: 1-2	
Universe	
Women aged 15-49	
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 CM7.	

Sons living not with you (cm6a)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-4

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

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 CM5 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 not living with you (cm6b)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-6

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

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 CM5 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 (cm7)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Ever had child who later died (cm7)

File: wm

Universe

Women aged 15-49

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 "...THAT IS, ANY BABY WHO CRIED OR SHOWED SIGNS OF LIFE BUT SURVIVED ONLY A FEW HOURS OR DAYS (OR ONLY A SHORT TIME)?" If the answer is still 'No', skip to CM9. 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 (cm8a)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-5

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

How many boys have died?

Interviewer instructions

If the answer to CM7 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 (cm8b)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-7

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

How many girls have died?

Interviewer instructions

Girls dead (cm8b)

File: wm

If the answer to CM7 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 (cm9)

File: wm

Overview	
Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 1-14	
Universe	
Women aged 15-49	
Source of information	
The eligible woman selected for interview	
Pre question	
Sum answers to CM4, CM6, and CM8.	
Post question	
Just to make sure that I have this right, you have had in total (total number) births during your life. Is this correct? Yes. Go to CM11 No. Check responses and make corrections before proceeding to CM11	
Interviewer instructions	
Add the numbers of births reported in CM4, CM6 and CM8 and write the sum here, then check: If she says it is correct, check the box marked 'Yes' and continue to the next question. If she says 'No', first check your addition and then go back through the list to check with the respondent whether you have obtained the information correctly. For example, starting with CM4, you would ask: "YOU HAVE TWO SONS AND ONE DAUGHTER LIVING WITH YOU, IS THAT CORRECT?" Do the same for CM6 and CM8. Correct the answers and the sum mentioned in CM9 and then continue to the next question. Make sure to cancel the 'No' in CM10 and check 'Yes' after you have made the corrections.	

Day of last birth (cm11d)

File: wm

Overview	
Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 1-99	
Universe	
Women aged 15-49	
Source of information	
The eligible woman selected for interview	
Literal question	
Of these (total number) births you have had, when did you deliver the last one (even if he or she has died)?	
Post question	
If day is not known, enter '98' in space for day.	
Interviewer instructions	

Day of last birth (cm11d)

File: wm

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 (cm11m)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Of these (total number) births you have had, when did you deliver the last one (even if he or she has died)?

Interviewer instructions

This question is used to ascertain the woman's eligibility for the subsequent two modules. Enter the date of the woman's most recent birth, even if the child is no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules. If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'. Note that you MUST obtain exact information on the month and year of the last birth; '98' is not allowed for month and year.

Year of last birth (cm11y)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 1977-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Of these (total number) births you have had, when did you deliver the last one (even if he or she has died)?

Interviewer instructions

This question is used to ascertain the woman's eligibility for the subsequent two modules. Enter the date of the woman's most recent birth, even if the child is no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules. If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'. Note that you MUST obtain exact information on the month and year of the last birth; '98' is not allowed for month and year.

Live birth in last 2 years (cm12)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

Control fields completed by interviewer

Pre question

Check CM11: Did the woman's last birth occur within the last 2 years, that is, since (day and month of interview in 2003)? If child has died, take special care when referring to this child by name in the following modules. No live birth in last 2 years. Go to MARRIAGE/UNION module. Yes, live birth in last 2 years. Continue with CM13 Name of child _____

Interviewer instructions

If the respondent's last birth occurred in the last 2 years, enter the name of the child on the line provided and check the box marked 'Yes'. Then continue with CM13. If the respondent's last birth did not occur in the last 2 years, check the box marked 'No' and go to the Marriage/Union module.

Wanted last child (cm13)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

At the time you became pregnant with (name), did you want to become pregnant then, did you want to wait until later, or did you want no (more) children at all?

Interviewer instructions

Ask this question to women who have had a live birth during the last 2 years. The question is asked to find out whether the pregnancy for this child was wanted at the time, whether the woman actually wanted to have the child later than she did, or whether she did not want the pregnancy and the subsequent birth at all. Circle the appropriate code and continue with the next module.

Tetanus toxoid card (tt1)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

Tetanus toxoid card (tt1)

File: wm

The eligible woman selected for interview

Pre question

This module is to be administered to all women with a live birth in the 2 years preceding date of interview.

Literal question

Do you have a card or other document with your own immunizations listed?

Post question

If a card is presented, use it to assist with answers to the following questions.

Interviewer instructions

This module is to be administered to all women who have had a live birth in the 2 years preceding the date of the interview. If the woman has had no live births during the 2 years preceding the interview, you should leave this module blank and skip to the next module. The purpose of this module is to obtain information about protection from tetanus for infants through vaccination of their mothers. Neonatal tetanus is easily prevented if a woman receives the immunization while she is pregnant with the baby, or receives several vaccinations against it at an appropriate interval before the birth. Ask these questions, even if the most recent baby is no longer alive. --- 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 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 TT1), you must try to find out how long ago the last tetanus toxoid (TT) dose was received, and the total number of TT doses the mother has received in her lifetime. 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.

Tetanus toxoid given in pregnancy (tt2)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

When you were pregnant with your last child, did you receive any injection to prevent him or her from getting tetanus, that is convulsions after birth (an anti-tetanus shot, an injection at the top of the arm or shoulder)?

Interviewer instructions

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 TT5.

Times given tetanus toxoid in pregnancy (tt3)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Times given tetanus toxoid in pregnancy (tt3)

File: wm

Source of information

The eligible woman selected for interview

Literal question

If yes: How many times did you receive this anti-tetanus injection during your last pregnancy?

Post question

How many TT doses during last pregnancy were reported in TT3? At least two TT injections during last pregnancy. Go to Next Module Fewer than two TT injections during last pregnancy. Continue with TT5

Interviewer instructions

Enter the number of doses she reports in the space provided and continue to TT4. If she does not know, circle '98' and skip to TT5.

Given tetanus toxoid before pregnancy (tt5)

File: wm

Overview

Type: Continuous

Valid cases: 0 (0)

Format: numeric

Invalid: 0 (0)

Width: 1

Decimals: 0

Range: 1-9

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Did you receive any tetanus toxoid injection at any time before your last pregnancy?

Interviewer instructions

Check the box corresponding to the number of TT doses during last pregnancy. If she reported at least two TT injections during her last pregnancy, go to the next module. If she reported fewer than two TT injections during her last pregnancy, continue with TT5. --- Circle the code corresponding to her response. If she reports never having received any TT prior to her last pregnancy, or does not know, circle the code corresponding to the answer given and go to the next module. If 'Yes', continue with TT6.

Times given tetanus toxoid before pregnancy (tt6)

File: wm

Overview

Type: Continuous

Valid cases: 0 (0)

Format: numeric

Invalid: 0 (0)

Width: 2

Decimals: 0

Range: 1-99

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

How many times did you receive it?

Interviewer instructions

Ask about doses 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 TT3.

Month last given tetanus toxoid before pregnancy (tt7m)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

In what month and year did you receive the last anti-tetanus injection before that last pregnancy?

Post question

Skip to next module only if year of injection is given. Otherwise, continue with TT8.

Interviewer instructions

Ask the mother the month and year in which she received the last dose of TT before her last pregnancy. You will need to convert the month to a number, as done earlier. If she cannot supply the month, circle '98' for 'DK Month'. If she can provide the year, fill in the year in the space provided and skip to the next module. If she does not know the year, circle '9998' and continue to TT8.

Year last given tetanus toxoid before pregnancy (tt7y)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 1985-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

In what month and year did you receive the last anti-tetanus injection before that last pregnancy?

Post question

Skip to next module only if year of injection is given. Otherwise, continue with TT8.

Interviewer instructions

Ask the mother the month and year in which she received the last dose of TT before her last pregnancy. You will need to convert the month to a number, as done earlier. If she cannot supply the month, circle '98' for 'DK Month'. If she can provide the year, fill in the year in the space provided and skip to the next module. If she does not know the year, circle '9998' and continue to TT8.

Years ago last received tetanus toxoid before pregnancy (tt8)

File: wm

Overview

Years ago last received tetanus toxoid before pregnancy (tt8)

File: wm

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

How many years ago did you receive the last anti-tetanus injection before that last pregnancy?

Interviewer instructions

Ask her to estimate how long ago she received the last dose of TT (the dose before her last pregnancy), and enter her response in years.

Vitamin A dose after last birth (mn1)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Pre question

This module is to be administered to all women with a live birth in the 2 years preceding date of interview. Check child mortality module CM12 and record name of last-born child here _____. Use this child's name in the following questions, where indicated.

Literal question

In the first two months after your last birth [the birth of name], did you receive a Vitamin A dose like this?

Post question

Show 200,000 IU capsule or dispenser.

Interviewer instructions

This module is to be administered to all women who have had a live birth in the 2 years preceding the date of the interview. Check Child Mortality module CM12 and record the name of the last-born child in the space provided. Use this child's name in the following questions, where indicated. If the woman has not had any live births in the 2 years preceding the date of interview, leave this module blank and skip to the next module. The purpose of this module is to obtain information on the health of the mother and newborn child. The module asks about health and care received by the mother during pregnancy and during labour and delivery. We also ask about the weight of the child and breastfeeding at the time of birth. --- Vitamin A given to nursing mothers is transferred to her infant and can improve the health status of both mother and child. The recommended dose for post-partum women is 200,000 International Units (IU). Show the 200,000 IU vitamin A capsule or dispenser you were given to help the respondent remember. Circle the code corresponding to the response.

Antenatal care: Doctor (mn2a)

File: wm

Overview

Antenatal care: Doctor (mn2a)

File: wm

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?

Post question

Probe for the type of person seen and circle all answers given.

Interviewer instructions

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons. This is a three-part question. First, ask if she saw anyone for antenatal care for this pregnancy. Then, if the woman answers 'Yes', you must ask whom she saw for the check-up. Finally, ask if she saw more than one person and record all persons seen. 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'. If she saw no one for antenatal checks, circle 'Y' and skip to MN7. 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: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?

Post question

Probe for the type of person seen and circle all answers given.

Interviewer instructions

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons. This is a three-part question. First, ask if she saw anyone for antenatal care for this pregnancy. Then, if the woman answers 'Yes', you must ask whom she saw for the check-up. Finally, ask if she saw more than one person and record all persons seen. 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'. If she saw no one for antenatal checks, circle 'Y' and skip to MN7. 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

Antenatal care: Auxiliary midwife (mn2c)

File: wm

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?

Post question

Probe for the type of person seen and circle all answers given.

Interviewer instructions

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons. This is a three-part question. First, ask if she saw anyone for antenatal care for this pregnancy. Then, if the woman answers 'Yes', you must ask whom she saw for the check-up. Finally, ask if she saw more than one person and record all persons seen. 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'. If she saw no one for antenatal checks, circle 'Y' and skip to MN7. 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 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?

Post question

Probe for the type of person seen and circle all answers given.

Interviewer instructions

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons. This is a three-part question. First, ask if she saw anyone for antenatal care for this pregnancy. Then, if the woman answers 'Yes', you must ask whom she saw for the check-up. Finally, ask if she saw more than one person and record all persons seen. 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'. If she saw no one for antenatal checks, circle 'Y' and skip to MN7. Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained. If the woman gives the name of a health facility, ask her to tell you who she saw there.

Antenatal care: Community health worker (mn2g)

File: wm

Overview

Antenatal care: Community health worker (mn2g)

File: wm

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?

Post question

Probe for the type of person seen and circle all answers given.

Interviewer instructions

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons. This is a three-part question. First, ask if she saw anyone for antenatal care for this pregnancy. Then, if the woman answers 'Yes', you must ask whom she saw for the check-up. Finally, ask if she saw more than one person and record all persons seen. 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'. If she saw no one for antenatal checks, circle 'Y' and skip to MN7. 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: Relative/friend (mn2h)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?

Post question

Probe for the type of person seen and circle all answers given.

Interviewer instructions

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons. This is a three-part question. First, ask if she saw anyone for antenatal care for this pregnancy. Then, if the woman answers 'Yes', you must ask whom she saw for the check-up. Finally, ask if she saw more than one person and record all persons seen. 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'. If she saw no one for antenatal checks, circle 'Y' and skip to MN7. 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

Antenatal care: Other (mn2x)

File: wm

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?

Post question

Probe for the type of person seen and circle all answers given.

Interviewer instructions

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons. This is a three-part question. First, ask if she saw anyone for antenatal care for this pregnancy. Then, if the woman answers 'Yes', you must ask whom she saw for the check-up. Finally, ask if she saw more than one person and record all persons seen. 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'. If she saw no one for antenatal checks, circle 'Y' and skip to MN7. 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: No one (mn2y)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?

Post question

Probe for the type of person seen and circle all answers given.

Interviewer instructions

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons. This is a three-part question. First, ask if she saw anyone for antenatal care for this pregnancy. Then, if the woman answers 'Yes', you must ask whom she saw for the check-up. Finally, ask if she saw more than one person and record all persons seen. 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'. If she saw no one for antenatal checks, circle 'Y' and skip to MN7. 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.

Number of Antenatal care during Pregnancy (mn2aa)

File: wm

Overview

Number of Antenatal care during Pregnancy (mn2aa)

File: wm

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

Valid cases: 0
Invalid: 0

Literal question

how many times did you receive antenatal care during this pregnancy?

Weighed (mn3a)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

As part of your antenatal care, were any of the following done at least once? Were you weighed?

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. The question asks for the following procedures: A. WERE YOU WEIGHED?

Blood pressure measured (mn3b)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

As part of your antenatal care, were any of the following done at least once? Was your blood pressure measured?

Interviewer instructions

Blood pressure measured (mn3b)

File: wm

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. The question asks for the following procedures: B. WAS YOUR BLOOD PRESSURE MEASURED? 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 (mn3c)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

As part of your antenatal care, 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. The question asks for the following procedures: C. DID YOU GIVE A URINE SAMPLE?

Blood sample (mn3d)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

As part of your antenatal care, 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. The question asks for the following procedures: D. DID YOU GIVE A BLOOD SAMPLE? 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.

Received Iron Tables or Syrup during pregnancy (mn3aa)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

during this pregnancy, were you given any iron tablets or iron syrup?

Number of days taken tablet or syrup during pregnancy (mn3bb)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

during the whole pregnancy for how many days did you take the tablet or syrup?

Counseled about AIDS or the AIDS virus (mn4)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

During any of the antenatal visits for the pregnancy, were you given any information or counseled about AIDS or the 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. 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 HIV/AIDS (mn5)

File: wm

Overview

Tested for HIV/AIDS (mn5)

File: wm

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

I don't want to know the results, but were you tested for HIV/AIDS 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 MN7.

Received result of HIV test (mn6)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

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.

Took medicine to prevent malaria (mn6a)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

During this pregnancy, did you take any medicine in order to prevent you from getting malaria?

Interviewer instructions

Took medicine to prevent malaria (mn6a)

File: wm

During pregnancy, a woman's immune system is weakened, making her more susceptible to malaria infection than women who are not pregnant. Malaria in pregnant women can cause several complications that are dangerous to the mother and unborn child, including severe malaria and death, maternal anaemia and low birthweight in newborns. The World Health Organization recommends that pregnant women in malaria-endemic areas take a treatment dose of SP/Fansidar (usually three tablets taken all at once) as a preventive measure, once a month during the third trimester of pregnancy (months 7, 8 and 9 of the pregnancy). Such preventive treatment with SP/Fansidar, usually given during antenatal visits, is known as intermittent preventive treatment (IPT). The generic name for SP/Fansidar is sulfadoxine-pyrimethamine, and other brand names can exist. Other antimalarial medicines can be used as a preventive measure as well. Circle the code corresponding to the answer given. Medicines to prevent malaria include only those medicines that a woman takes during pregnancy when she does not already have malaria. If the respondent took medicines during pregnancy when she did not already have malaria, continue to the next question. If the respondent did not take any medicine to prevent her from getting malaria, circle '2'. If she does not know whether she received treatment to prevent malaria during her last pregnancy, circle '8' for 'DK'. In both cases, skip to MN7. If the respondent says that she had malaria or a fever during the pregnancy and was given medicines to treat the malaria or fever, this would not be considered preventive treatment. In such a case, circle '2' for 'No' and skip to MN7.

SP/Fansidar (mn6ba)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Which medicines did you take to prevent malaria?

Post question

Circle all medicines taken. If type of medicine is not determined, show typical anti-malarial to respondent

Interviewer instructions

Circle the codes corresponding to all medicines reported taken to prevent malaria during the pregnancy. If the respondent cannot remember the name of the medicine taken, ask her to show you the package it came in. If she doesn't have the package, show her typical antimalarials and ask if she took any of them. If she mentions that during an antenatal visit she was given three tablets to take all at the same time in order to prevent malaria, circle 'A' on the assumption that she took SP/Fansidar. If she took another medicine, write the name in the space provided in 'Other', and circle 'X'. If she doesn't know the name of the medicine she took to prevent malaria, circle 'Z'.

Chloroquine (mn6bb)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Which medicines did you take to prevent malaria?

Post question

Chloroquine (mn6bb)

File: wm

Circle all medicines taken. If type of medicine is not determined, show typical anti-malarial to respondent

Interviewer instructions

Circle the codes corresponding to all medicines reported taken to prevent malaria during the pregnancy. If the respondent cannot remember the name of the medicine taken, ask her to show you the package it came in. If she doesn't have the package, show her typical antimalarials and ask if she took any of them. If she mentions that during an antenatal visit she was given three tablets to take all at the same time in order to prevent malaria, circle 'A' on the assumption that she took SP/Fansidar. If she took another medicine, write the name in the space provided in 'Other', and circle 'X'. If she doesn't know the name of the medicine she took to prevent malaria, circle 'Z'.

Other (mn6bx)

File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Which medicines did you take to prevent malaria?

Post question

Circle all medicines taken. If type of medicine is not determined, show typical anti-malarial to respondent

Interviewer instructions

Circle the codes corresponding to all medicines reported taken to prevent malaria during the pregnancy. If the respondent cannot remember the name of the medicine taken, ask her to show you the package it came in. If she doesn't have the package, show her typical antimalarials and ask if she took any of them. If she mentions that during an antenatal visit she was given three tablets to take all at the same time in order to prevent malaria, circle 'A' on the assumption that she took SP/Fansidar. If she took another medicine, write the name in the space provided in 'Other', and circle 'X'. If she doesn't know the name of the medicine she took to prevent malaria, circle 'Z'.

Don't know (mn6bz)

File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Which medicines did you take to prevent malaria?

Post question

Circle all medicines taken. If type of medicine is not determined, show typical anti-malarial to respondent

Interviewer instructions

Don't know (mn6bz)

File: wm

Circle the codes corresponding to all medicines reported taken to prevent malaria during the pregnancy. If the respondent cannot remember the name of the medicine taken, ask her to show you the package it came in. If she doesn't have the package, show her typical antimalarials and ask if she took any of them. If she mentions that during an antenatal visit she was given three tablets to take all at the same time in order to prevent malaria, circle 'A' on the assumption that she took SP/Fansidar. If she took another medicine, write the name in the space provided in 'Other', and circle 'X'. If she doesn't know the name of the medicine she took to prevent malaria, circle 'Z'.

Times took SP/Fansidar (mn6d)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Pre question

Check MN6B for medicine taken: SP/Fansidar taken. Continue with MN6D SP/Fansidar not taken. Go to MN7

Literal question

How many times did you take SP/fansidar during this pregnancy to prevent malaria?

Interviewer instructions

This filter is used to skip the next question if the woman did not take SP/Fansidar during her last pregnancy. If SP/Fansidar was taken (MN6B), continue with the next question. If SP/Fansidar was not taken, skip to question MN7. --- Here we are asking about preventive doses of SP/Fansidar, not curative doses given if she had a fever. Therefore, in this question, we want to know only about preventive doses. Record the number of times she took SP/Fansidar during pregnancy in the space provided. If the woman visited an antenatal clinic or other facility because she was sick with fever and was given SP/Fansidar, do not count this in the number of times she took SP/Fansidar during the pregnancy. Count only the 'doses' taken (three tablets taken at the same time = '1 dose') when the woman was pregnant and did not have a fever.

During your last pregnancy did you sleep on mosquito net (mn6e)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

DURING YOUR LAST PREGNANCY DID YOU SLEEP UNDER A MOSQUITO NET

Use of mosquito net (mn6f)

File: wm

Overview

Use of mosquito net (mn6f)

File: wm

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

Valid cases: 0
Invalid: 0

Literal question

HOW OFTEN DID YOU USE THE MOSQUITO NET?

Types of net (mn6g)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

WAS THE NET ONE OF THE FOLLOWING TYPES?

Assistance at delivery: Doctor (mn7a)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Who assisted with the delivery of your last child (name)? Anyone else?

Post question

Probe for the type of person assisting and circle all answers given.

Interviewer instructions

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 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 (mn7b)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Assistance at delivery: Nurse/midwife (mn7b)

File: wm

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Who assisted with the delivery of your last child (name)? Anyone else?

Post question

Probe for the type of person assisting and circle all answers given.

Interviewer instructions

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 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 (mn7c)

File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Who assisted with the delivery of your last child (name)? Anyone else?

Post question

Probe for the type of person assisting and circle all answers given.

Interviewer instructions

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 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 (mn7f)

File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Who assisted with the delivery of your last child (name)? Anyone else?

Post question

Assistance at delivery: Traditional birth attendant (mn7f)

File: wm

Probe for the type of person assisting and circle all answers given.

Interviewer instructions

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 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 (mn7g)

File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Who assisted with the delivery of your last child (name)? Anyone else?

Post question

Probe for the type of person assisting and circle all answers given.

Interviewer instructions

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 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 (mn7h)

File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Who assisted with the delivery of your last child (name)? Anyone else?

Post question

Probe for the type of person assisting and circle all answers given.

Interviewer instructions

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 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 (mn7x)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Who assisted with the delivery of your last child (name)? Anyone else?

Post question

Probe for the type of person assisting and circle all answers given.

Interviewer instructions

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 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 (mn7y)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Who assisted with the delivery of your last child (name)? Anyone else?

Post question

Probe for the type of person assisting and circle all answers given.

Interviewer instructions

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 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 (mn8)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Place of delivery (mn8)

File: wm

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Where did you give birth to (NAME)?

Post question

If source is hospital, health center, or clinic, write the name of the place below. Probe to identify the type of source and circle the appropriate code.

Interviewer instructions

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, write the name of the place in the space provided on the questionnaire. 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 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'. Then 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. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Size of child at birth (mn9)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

When your last child (name) was born, was he/she very large, larger than average, average, smaller than average, or very small?

Interviewer instructions

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 MN9. 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 (mn10)

File: wm

Child weighed at birth (mn10)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

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 MN12.

Weight from card or recall (mn11a)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

How much did (name) weigh?

Post question

Record weight from health card, if available.

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 (mn11)

File: wm

Overview

Weight at birth (mn11)

File: wm

Type: Continuous
Format: numeric
Width: 6
Decimals: 3
Range: 0-9.997
Invalid: 9.998-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

How much did (name) weigh?

Post question

Record weight from health card, if available.

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.

Ever breastfeed (mn12)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

Did you ever breastfeed (name)?

Interviewer instructions

Breastfeeding is important for a child's health and because 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 the next module.

Time baby put to breast (unit) (mn13u)

File: wm

Overview

Time baby put to breast (unit) (mn13u)

File: wm

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

How long after birth did you first put (name) to the breast?

Post question

If less than 1 hour, record '00' hours. If less than 24 hours, record hours. Otherwise, record days.

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) (mn13n)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

Source of information

The eligible woman selected for interview

Literal question

How long after birth did you first put (name) to the breast?

Post question

If less than 1 hour, record '00' hours. If less than 24 hours, record hours. Otherwise, record days.

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'.

Length of exclusive breast feeding (mn13aa)

File: wm

Overview

Length of exclusive breast feeding (mn13aa)

File: wm

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

Valid cases: 0
Invalid: 0

Literal question

For how long did you feed (name) with only breast milk?

Currently married or living with a man (ma1)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

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

This module is to be administered to all women aged 15-49 years (including women age 15 and age 49). In the questionnaire and this manual, 'marriage' always refers to both formal and informal unions, such as living together. An informal union is one in which the man and woman live together for some time, intending to have a lasting relationship, but do not have a formal civil or religious ceremony. For example, if a woman went to live with her boyfriend and his family and stayed there for several years, they would be considered 'living together', whether or not they have any children. On the other hand, if a woman has a boyfriend but has never lived with him, she would not be considered in a union. Casual sexual encounters are not included here. --- 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 MA3.

Age of husband/partner (ma2)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 16-99

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

How old was your husband/partner on his last birthday?

Interviewer instructions

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'. Skip to MA5, irrespective of the response.

Husband has other partners (ma2a)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Besides yourself, does your husband/partner have any other wives?

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 MA5.

Number of other partners (ma2b)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-97
Invalid: 98-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

How many other wives 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. If the respondent doesn't know, circle '98'. Then skip to MA5.

Ever married or lived with a man (ma3)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Ever married or lived with a man (ma3)

File: wm

Literal question

Have you ever been married or lived together with a man?

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 MA4.

Marital status (ma4)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

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 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 (ma5)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

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

Married or lived with a man once or more than once (ma5)

File: wm

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 (ma6m)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

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. Once again, 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 (ma6y)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 1970-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

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

Year of first union (ma6y)

File: wm

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. Once again, 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 (ma8)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Pre question

Check MA6: Both month and year of marriage/union known? Go to Next Module Either month or year of marriage/union not known? Continue with MA8

Literal question

How old were you when you started living with your first husband/partner?

Interviewer instructions

If both the month and year are known, go to the next module. If either the month or the year is not known, continue to MA8. As with other age questions, if she does not know, probe. For instance, ask how old she was when her first child was born and then ask how long before or after giving birth she began living with her first husband or partner. Do not leave this question blank.

Ever heard of Female circumcision (fg1)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Have you ever heard of female circumcision?

Interviewer instructions

Ever heard of Female circumcision (fg1)

File: wm

Female genital mutilation/cutting (FGM/C), or female circumcision, has been practised for hundreds of years by some population groups living in Africa and along the southern edge of the Arabian Peninsula. It involves total or partial removal of the external female genitalia. The operation is performed on young girls, usually before they reach the age of puberty. It is frequently performed, particularly in rural areas, without anaesthesia by traditional midwives and/or circumcision practitioners. The World Health Organization has identified four types of FGM/C: . Clitoridectomy: the removal of all or part of the clitoris . Excision: the removal of all or part of both the clitoris and the labia minora . Infibulation: the removal of all or part of the clitoris, labia minora and labia majora, followed by the stitching together of the edges of the wound so as to form a hood over the urethra and vagina leaving only a small posterior opening to allow the passage of urine and menstrual fluid . Other manipulations of the labia: usually cutting without removal of any flesh. After determining if the respondent has ever heard of FGM/C in questions FG1 and FG2, the module contains questions to determine if the respondent was circumcised and, if so, the type of circumcision and the type of practitioner who performed the operation (FG3 to FG7). Questions related to the type of circumcision are only intended to differentiate the most radical type of circumcision, 'Infibulation', and the least radical, 'Other manipulations of the labia', from other forms of mutilation ('Clitoridectomy' and 'Excision'). Results from previous surveys have indicated that respondents could not provide enough detailed information to make a more precise clarification. --- Circle the code corresponding to the answer given. Skip to FG3 if 'Yes'. Otherwise, continue to the next question.

Ever heard of FGC (fg2)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

In a number of countries, there is a practice in which a girl may have part of her genitals cut. Have you ever heard about this practice?

Interviewer instructions

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

Ever been circumcised (fg3)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Have you yourself ever been circumcised?

Interviewer instructions

Circle the code corresponding to the answer given. If 'No', skip to FG8.

Who performed circumcision (fg7)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Who circumcised you?

Interviewer instructions

First ask if she knows who circumcised her. Probe to find out the type of person who performed the operation. Circle the code corresponding to the answer given. If she knows it was a traditional person but you are unsure how to code the person mentioned, write the words used to describe the person in the space provided for 'Other traditional' and circle '16'. If she knows it was a health professional but you are unsure how to code the person mentioned, write the words used to describe the person in the space provided for 'Other health professional' and circle '26'. If she does not know who circumcised her, circle '98'.

Any daughters circumcised (fg9)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Pre question

The following questions apply only to women who have at least one living daughter. Check CM4 and CM6, Child Mortality Module: Woman has living daughter? Yes. Continue with FG9 No. Go to FG16

Literal question

Have any of your daughters been circumcised? If yes, how many?

Post question

To which of your daughters did this happen most recently? Record the daughter's name.

Interviewer instructions

Check CM4 and CM6 of the Child Mortality module. If the respondent has a daughter who is now alive, even if the daughter does not live with the respondent, check the box marked 'Yes' and continue to the next question. If the woman does not have a living daughter, check the box marked 'No' and skip to FG16. At this point, you will start the second set of questions, which are related to the respondent's daughter(s) (FG8-FG15). These allow for the tracking of intergenerational changes in the practice of FGM/C. If (at least one of) the respondent's daughter(s) is circumcised, questions that focus on the most recently circumcised daughter are asked about the type of circumcision, the age at circumcision, and the type of practitioner who performed the operation. --- First ask if (any of) the respondent's daughter(s) has been circumcised. If 'Yes', enter the number in the space provided. If no daughters have been circumcised, circle '00' and skip to FG16. --- Record the daughter's name in the space provided.

Daughter - who performed circumcision (fg15)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Who did the circumcision?

Interviewer instructions

First ask if she knows who circumcised her daughter. Probe to find out the type of person who performed the operation. Circle the code corresponding to the answer given. If she knows it was a traditional person but you are unsure how to code the person mentioned, write the words used to describe the person in the space provided for 'Other traditional' and circle '16'. If she knows it was a health professional but you are unsure how to code the person mentioned, write the words used to describe the person in the space provided for 'Other health professional' and circle '26'. If she does not know who circumcised her daughter, circle '98'.

Circumcision should continue (fg16)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Do you think this practice should be continued or should it be discontinued?

Interviewer instructions

The last question in the module aims to elicit the respondent's opinion of FGM/C. The question is asked of all women who have ever heard of FGM/C (FG1=1 or FG2=1). Circle the code corresponding to the answer given.

Females circumcise in hholds (fg16aa)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

In this household how many females have been circumcised?

Like daughter to be circumcised (fg16bb)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

WOULD YOU LIKE YOUR DAUGHTER TO BE CIRCUMCISED?

If she goes out with out telling him (dv1a)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Pre 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:

Literal question

If she goes out with out telling him?

Interviewer instructions

In this module, we have only one question, which asks for the woman's opinion on domestic violence. Note that we are not asking whether the woman has been subjected to domestic violence. Research has shown, however, that there is overall agreement in the proportion of women who think that a husband may be justified in hitting or beating his wife in certain situations, and the actual prevalence of domestic violence. The correlation may be on a societal level, and not on an individual level. 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 neclects the children (dv1b)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Pre question

If she neglects the children (dv1b)

File: wm

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:

Literal question

If she neglects the children?

Interviewer instructions

In this module, we have only one question, which asks for the woman's opinion on domestic violence. Note that we are not asking whether the woman has been subjected to domestic violence. Research has shown, however, that there is overall agreement in the proportion of women who think that a husband may be justified in hitting or beating his wife in certain situations, and the actual prevalence of domestic violence. The correlation may be on a societal level, and not on an individual level. 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 him (dv1c)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Pre 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:

Literal question

If she argues with him?

Interviewer instructions

In this module, we have only one question, which asks for the woman's opinion on domestic violence. Note that we are not asking whether the woman has been subjected to domestic violence. Research has shown, however, that there is overall agreement in the proportion of women who think that a husband may be justified in hitting or beating his wife in certain situations, and the actual prevalence of domestic violence. The correlation may be on a societal level, and not on an individual level. 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 him (dv1d)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

If she refuses sex with him (dv1d)

File: wm

The eligible woman selected for interview

Pre 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:

Literal question

If she refuses sex with him?

Interviewer instructions

In this module, we have only one question, which asks for the woman's opinion on domestic violence. Note that we are not asking whether the woman has been subjected to domestic violence. Research has shown, however, that there is overall agreement in the proportion of women who think that a husband may be justified in hitting or beating his wife in certain situations, and the actual prevalence of domestic violence. The correlation may be on a societal level, and not on an individual level. 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 (dv1e)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Pre 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:

Literal question

If she burns the food?

Interviewer instructions

In this module, we have only one question, which asks for the woman's opinion on domestic violence. Note that we are not asking whether the woman has been subjected to domestic violence. Research has shown, however, that there is overall agreement in the proportion of women who think that a husband may be justified in hitting or beating his wife in certain situations, and the actual prevalence of domestic violence. The correlation may be on a societal level, and not on an individual level. 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.

Beaten by husband (dv2aa)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Beaten by husband (dv2aa)

File: wm

Have you ever been hit or beaten by your husband/partner for any of the reasons above?

Number of times beaten (dv3aa)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How many times have you been hit or beaten by your husband/PARTNER IN the last 12 months?

Age at first sex (sb1)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-94
Invalid: 95-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-24

Source of information

The eligible woman selected for interview

Pre question

Check for the presence of others. Before continuing, ensure privacy. Check WM9: Age of respondent is between 15 and 24? Age 25-49. Go to Next Module Age 15-24. Continue with SB1

Literal question

Now I need to ask you some questions about sexual activity in order to gain a better understanding of some family life issues. The information you supply will remain strictly confidential. How old were you when you first had sexual intercourse (if ever)?

Interviewer instructions

Age at first sex (sb1)

File: wm

The purpose of this module is to obtain information to help programme managers and policy makers plan more effective family planning/reproductive health programmes. This module is to be administered to all women aged 15-24 (including women age 15 and age 24). Before continuing, ensure that no one else, besides you and the respondent, is present for the interview. If the respondent's privacy cannot be ensured, STOP HERE and do not ask the questions in this module. These questions may be embarrassing for some respondents; therefore, ask them in a matter-of-fact voice and do not make the respondent feel embarrassed by your own behaviour. A common reaction for people who are embarrassed is to giggle or laugh. If you laugh in return or act as if you are embarrassed too, it will make the respondent think that the questions are not serious. Make sure you maintain a serious attitude. --- Check the age of the respondent recorded in WM9. If the respondent is aged 25-49, she is not eligible for this module; check the first box, and go to the next module. If the respondent is aged 15-24 (including age 15 and age 24), check the second box, and continue to the next question, SB1. --- 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. There are two ways of asking this question and you will choose which one to ask depending on the particular situation of the respondent. If the respondent has children or is married or living with someone, you will ask "HOW OLD WERE YOU WHEN YOU FIRST HAD SEXUAL INTERCOURSE?" If the respondent has not had any children, has never been in a union, you can ask "HOW OLD WERE YOU WHEN YOU FIRST HAD SEXUAL INTERCOURSE, IF EVER?" 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.

Time since last sex (units) (sb2u)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-24

Source of information

The eligible woman selected for interview

Literal question

When was the last time you had sexual intercourse?

Post question

Record 'years ago' only if last intercourse was one or more years ago. If 12 months or more the answer must be recorded in years.

Interviewer instructions

Time since last sex (units) (sb2u)

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 the last 12 months will be recorded in months, weeks or days. 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 next module. 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 CM11 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 sex (number) (sb2n)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-24

Source of information

The eligible woman selected for interview

Literal question

When was the last time you had sexual intercourse?

Post question

Record 'years ago' only if last intercourse was one or more years ago. If 12 months or more the answer must be recorded in years.

Interviewer instructions

Time since last sex (number) (sb2n)

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 the last 12 months will be recorded in months, weeks or days. 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 next module. 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 CM11 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.

Used condom at last sex (sb3)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-24

Source of information

The eligible woman selected for interview

Literal question

The last 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 only to the last occasion the respondent had sexual intercourse. Circle the code for the response given.

Relationship to last partner (sb4)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-24

Source of information

Relationship to last partner (sb4)

File: wm

The eligible woman selected for interview

Literal question

What is your relationship to the man with whom you last had sexual intercourse? If man is 'boyfriend' or 'fiance', ask: Was your boyfriend/fiance living with you when you last had sex?

Post question

If 'yes', circle 1. If 'no', circle 2.

Interviewer instructions

In this question, we want to know the relationship of the respondent to the person with whom she last had sex. If the man is 'Boyfriend or fianc', ask: "WAS YOUR BOYFRIEND/FIANC LIVING WITH YOU WHEN YOU LAST HAD SEX?" If 'Yes', circle '1' for 'Spouse/cohabiting partner' and skip to SB6. If 'No', circle '2' and continue with the next question. 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 'Spouse/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 partner (sb5)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 8-97
Invalid: 98-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-24

Source of information

The eligible woman selected for interview

Literal question

How old is this person? If response is DK, probe: About 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, circle '98' and continue to the next question.

Had sex with other man in last year (sb6)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-24

Source of information

The eligible woman selected for interview

Had sex with other man in last year (sb6)

File: wm

Literal question

Have you had sex with any other man in the last 12 months?

Interviewer instructions

We are interested in finding out whether the respondent had sex 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', go to the next module.

Used condom with prior partner (sb7)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-24

Source of information

The eligible woman selected for interview

Literal question

The last time you had sexual intercourse with this other man, was a condom used?

Interviewer instructions

This question asks about condom use with 'this other man'. This is the man she had intercourse with during the last 12 months, but not the man she had her last intercourse with. Circle the code for the response given.

Relationship to prior partner (sb8)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-24

Source of information

The eligible woman selected for interview

Literal question

What is your relationship to this man? If man is 'boyfriend' or 'fiance', ask: Was your boyfriend/fiance living with you when you last had sex?

Post question

If 'yes', circle 1. If 'no', circle 2.

Interviewer instructions

This question asks about the relationship she had with this other man. It should refer to the relationship she had with the man at the time of intercourse. Replace 'IS' in the question to 'WAS', if necessary. The questions should be asked, probed and recorded the same way as SB4. Note that if '1' is circled (the man was a spouse or cohabiting partner at the time of intercourse), you should skip to SB10.

Age of prior partner (sb9)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 8-97
Invalid: 98-
Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-24

Source of information

The eligible woman selected for interview

Literal question

How old is this person? If response is DK, probe: About how old is this person?

Interviewer instructions

Again, we are looking for the age of the man she had 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, circle '98' and continue to the next questions.

Other partners in past year (sb10)

File: wm

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 1-9
Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-24

Source of information

The eligible woman selected for interview

Literal question

Other than these two men, have you had sex with any other man 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', go to the next module.

Total number of partners in past year (sb11)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 2-98
Invalid: 99
Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-24

Source of information

The eligible woman selected for interview

Total number of partners in past year (sb11)

File: wm

Literal question

In total, with how many different men have you had sex 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'.

Ever heard of HIV or AIDS (ha1)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Pre question

Now I would like to talk with you about something else.

Literal question

Have you ever heard of the virus HIV or an illness called AIDS?

Interviewer instructions

This module is to be administered to all women aged 15-49 years (including woman age 15 and age 49). The purpose of this module is to obtain information to help programme managers and policy makers plan more effective programmes to prevent HIV infection. The questions assess knowledge, attitudes and behaviour related to AIDS transmission, prevention and testing for the virus that causes AIDS. First, questions are asked to estimate the respondent's basic knowledge about HIV transmission and AIDS. 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 HIV virus or AIDS, go to the next module.

Can avoid AIDS by having one uninfected partner (ha2)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Can people protect themselves from getting infected with the AIDS virus by having one sex partner who is not infected and also has no other partners?

Interviewer instructions

Can avoid AIDS by having one uninfected partner (ha2)

File: wm

The following questions ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV - by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example. For questions HA2-HA8, 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 through supernatural means (ha3)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Can people get infected with the AIDS virus because of witchcraft or other supernatural means?

Interviewer instructions

The following questions ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV - by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example. For questions HA2-HA8, 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 by using a condom correctly every time (ha4)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Can people reduce their chance of getting the AIDS virus by using a condom every time they have sex?

Interviewer instructions

The following questions ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV - by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example. For questions HA2-HA8, 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 from mosquito bites (ha5)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Can people get the AIDS virus from mosquito bites?

Interviewer instructions

The following questions ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV - by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example. For questions HA2-HA8, 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 by not having sex at all (ha6)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Can people reduce their chance of getting infected with the AIDS virus by not having sex at all?

Interviewer instructions

The following questions ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV - by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example. For questions HA2-HA8, 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 by sharing food with person with AIDS virus (ha7)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Can get AIDS by sharing food with person with AIDS virus (ha7)

File: wm

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Can people get the AIDS virus by sharing food with a person who has AIDS?

Interviewer instructions

The following questions ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV - by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example. For questions HA2-HA8, 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 by injection with needle already used by someone (ha7a)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Can people get the AIDS virus by getting injections with a needle that was already used by someone else?

Interviewer instructions

The following questions ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV - by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example. For questions HA2-HA8, 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 can have AIDS (ha8)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Is it possible for a healthy-looking person to have the AIDS virus?

Healthy-looking person can have AIDS (ha8)

File: wm

Interviewer instructions

The following questions ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV - by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example. For questions HA2-HA8, 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 from mother to child during pregnancy (ha9a)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Can the AIDS virus be transmitted from a mother to a 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'.

AIDS from mother to child at delivery (ha9b)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Can the AIDS virus be transmitted from a mother to a 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'.

AIDS from mother to child through breastmilk (ha9c)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Can the AIDS virus be transmitted from a mother to a 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'.

Should female teacher with HIV/AIDS be allowed to teach in school (ha10)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

If a female teacher has the AIDS virus but is not sick, should she be allowed to continue teaching in school?

Interviewer instructions

The following four questions are meant to ascertain the respondent's personal opinion and attitude towards people with 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'. --- 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 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 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 teacher be allowed to continue teaching?

Partner use condom last sex (ha10aa)

File: wm

Overview

Partner use condom last sex (ha10aa)

File: wm

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

Valid cases: 0
Invalid: 0

Literal question

Did your partner use a condom when you last had sex?

Three ways of HIV transmission bb1 (ha10bb1)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Name three ways of HIV prevention

Three ways of HIV transmission bb2 (ha10bb2)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Name three ways of HIV prevention

Three ways of HIV transmission (ha10bb3)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Name three ways of HIV prevention

Three ways to prevent HIV cc1 (ha10cc1)

File: wm

Overview

Three ways to prevent HIV cc1 (ha10cc1)

File: wm

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

Valid cases: 0
 Invalid: 0

Literal question

Name three ways of HIV transmission

Three ways to prevent HIV cc2 (ha10cc2)

File: wm

Overview

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

Valid cases: 0
 Invalid: 0

Literal question

Name three ways of HIV transmission

Three ways to prevent HIV cc3 (ha10cc3)

File: wm

Overview

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

Valid cases: 0
 Invalid: 0

Literal question

Name three ways of HIV transmission

Would buy fresh vegetables from shopseller with HIV/AIDS (ha11)

File: wm

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had the AIDS virus?

Interviewer instructions

Would buy fresh vegetables from shopseller with HIV/AIDS (ha11)

File: wm

The following four questions are meant to ascertain the respondent's personal opinion and attitude towards people with 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'. ---

If a member became infected with the virus, would you want i (ha12)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

If a member of your family became infected with the AIDS virus, would you want it to remain a secret?

Interviewer instructions

The following four questions are meant to ascertain the respondent's personal opinion and attitude towards people with 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'. ---

Willing to care for person with AIDS in household (ha13)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

If a member of your family became sick with the AIDS virus, would you be willing to care for him or her in your household?

Interviewer instructions

The following four questions are meant to ascertain the respondent's personal opinion and attitude towards people with 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'. ---

Ever had HIV test (ha15)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Pre question

Check MN5: Tested for HIV during antenatal care? Yes. Go to HA18A No. Continue with HA15

Literal question

I do not want to know the results, but have you ever been tested to see if you have HIV, the virus that causes AIDS?

Interviewer instructions

The following questions aim to obtain information about the level of 'unmet need' for HIV-testing. They first ask about experience of HIV testing. Voluntary testing and counselling are now encouraged, in the belief that if a person knows his or her status, he or she is more likely to adopt behaviours to prevent contracting the virus or (if positive) transmitting it. Many of those who get tested do not return to learn the results of the test, but the proportion of those who return should rise as the quality of pre-test counselling improves. It is important to obtain an estimate of the number of those tested who return to learn the results, in order to monitor this proxy indicator of the quality of available counselling and the level of demand for such services. --- Check the respondent's answer to MN5 in the Maternal and Newborn Health module regarding whether or not she was tested for HIV during her antenatal care visits. If the respondent has already answered that she was tested during antenatal care visits, you do not need to ask her questions HA15-HA18. In such cases, check the box marked 'Yes' and go to HA18A. If her answer was 'No', check the corresponding box and continue to HA15. --- 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 HA18.

Received results of HIV test (ha16)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

I do not want you to tell me the results of the test, but have you been told the results?

Interviewer instructions

The following questions aim to obtain information about the level of 'unmet need' for HIV-testing. They first ask about experience of HIV testing. Voluntary testing and counselling are now encouraged, in the belief that if a person knows his or her status, he or she is more likely to adopt behaviours to prevent contracting the virus or (if positive) transmitting it. Many of those who get tested do not return to learn the results of the test, but the proportion of those who return should rise as the quality of pre-test counselling improves. It is important to obtain an estimate of the number of those tested who return to learn the results, in order to monitor this proxy indicator of the quality of available counselling and the level of demand for such services. --- 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 imply 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.

Asked for HIV test or was it offered to you (ha17)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

Did you, yourself, ask for the test, was it offered to you and you accepted, or was it required?

Interviewer instructions

The following questions aim to obtain information about the level of 'unmet need' for HIV-testing. They first ask about experience of HIV testing. Voluntary testing and counselling are now encouraged, in the belief that if a person knows his or her status, he or she is more likely to adopt behaviours to prevent contracting the virus or (if positive) transmitting it. Many of those who get tested do not return to learn the results of the test, but the proportion of those who return should rise as the quality of pre-test counselling improves. It is important to obtain an estimate of the number of those tested who return to learn the results, in order to monitor this proxy indicator of the quality of available counselling and the level of demand for such services. --- If the respondent has been tested for HIV, we want to know whose idea it was to get the test. There are three options, so read the entire question before expecting an answer. Perhaps the respondent asked to be tested for HIV. Perhaps a health worker offered to test the respondent and the respondent accepted being tested. Perhaps the test was required for some reason. Circle the code corresponding to the response. If the respondent got tested because her partner asked her to do so, you would circle '1', corresponding to 'Asked for the test', because she got the test of her own volition, in response to someone asking her to do so. This would be the case if a girlfriend or boyfriend or spouse or other concerned person personally asked them to get tested. If the respondent was offered the test during a normal health centre visit, for instance, and the respondent accepted the test, this would be coded as '2', 'Offered and accepted'. By 'required', we mean formally required. For example, an employer may require their employees to get tested for the AIDS virus. If so, you would circle '3' for 'Required'. Also, some countries require applicants applying for work permits or applicants applying for visas to show proof of an AIDS test.

Know a place to get HIV test (ha18)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

The eligible woman selected for interview

Literal question

At this time, do you know of a place where you can go to get such a test to see if you have the AIDS virus? A. If tested for HIV during antenatal care: Other than at the antenatal clinic, do you know of a place where you can go to get a test to see if you have the AIDS virus?

Interviewer instructions

Know a place to get HIV test (ha18)

File: wm

Note that some women will be asked HA18 and others will be asked HA18A, but the same set of response codes will be used to indicate the woman's response. Specifically, women who have not been tested for HIV during antenatal care ('No' marked in HA14) or any other time ('2' circled in HA15) are asked HA18. For women who have been tested for HIV during antenatal care, you should ask HA18A. Even if the respondent has been tested for HIV during antenatal care, we still ask this question, since the original testing place may no longer be accessible to the respondent. Circle the code corresponding to the response. When you have finished asking HA18 or HA18A, thank the woman. Check whether she is the mother or primary caretaker of any children that live with her and that are under the age of five by checking the Household Questionnaire, column HL8, for the woman's line number. If so, start interviewing her with the Questionnaire for Children Under Five for those children. If this woman is not the mother or primary caretaker of any children under five in the household, check if there is another eligible woman residing in the same household. If so, go on to administer the Questionnaire for Individual Women to the next eligible woman. Continue until you have completed questionnaires for all eligible women and children in the household.

Knowledge of place to test for hiv (ha18a)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Other than at the antenatal clinic, do you know of a place where you can go to get a test to see if you have the AIDS virus?

Interviewer instructions

If tested for HIV during antenatal care:

Interviewer number (hh3)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-52

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Interviewer name and number:

Interviewer instructions

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

Supervisor Number (hh4)

File: wm

Overview

Supervisor Number (hh4)

File: wm

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-14

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Supervisor name and number:

Interviewer instructions

Enter your supervisor's name and identification number. You will be provided with your supervisor's identification number as soon as you know who you will be working with.

Day of interview (hh5d)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre 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: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 9-10

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Day/Month/Year of interview:

Month of interview (hh5m)

File: wm

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: wm

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 4	
Decimals: 0	
Range: 2005-2005	

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre 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: wm

Overview

Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 1	
Decimals: 0	
Range: 1-2	

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Area:

Interviewer instructions

Circle the code for area of residence as instructed 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.

Regions (hh7new)

File: wm

Regions (hh7new)

File: wm

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 2
 Range: 1-8

Valid cases: 0
 Invalid: 0

Region (hh7)

File: wm

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Region:

Interviewer instructions

Circle the code for region.

District (hh7a)

File: wm

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 10-83

Valid cases: 0
 Invalid: 0

Village (hh7b)

File: wm

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 1-9999

Valid cases: 0
 Invalid: 0

Phc/Non Phc (hh7c)

File: wm

Phc/Non Phc (hh7c)

File: wm

Overview

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

Valid cases: 0
 Invalid: 0

Result of HH interview (hh9)

File: wm

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

After all questionnaires for the household have been completed, fill in the following information: Result of HH interview:

Interviewer instructions

If the Household Questionnaire is completed, circle '1' for 'Completed'. If you have not been able to contact the household after repeated visits, circle '2' for 'Not at home'. If the household refuses to be interviewed, circle '3' for 'Refused'. If you are unable to locate the household or if the dwelling is destroyed, circle '4' for 'HH not found/destroyed'. If you have not been able to complete the Household Questionnaire for another reason, you should circle '6' for 'Other' 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; adult household members were not found at home after repeated visits.

Respondent HH questionnaire (hh10)

File: wm

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Respondent to HH questionnaire:

Interviewer instructions

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

Number of household members (hh11)

File: wm

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 3	
Decimals: 0	
Range: 1-25	

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Total number of household members:

Interviewer instructions

Count the number of household members recorded in column HL1 of the Household Listing and enter the total here.

Total eligible women (hh12)

File: wm

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 3	
Decimals: 0	
Range: 0-11	

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

No. of women eligible for interview:

Interviewer instructions

Enter the total number of women eligible for interview for the Questionnaire for Individual Women - you will copy this from the row for totals at the bottom of the Household Listing, for HL6.

Women interviews completed (hh13)

File: wm

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 3	
Decimals: 0	
Range: 0-11	

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

No. of women questionnaires completed:

Interviewer instructions

Women interviews completed (hh13)

File: wm

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

Total children under 5 (hh14)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-7

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

No. of children under age 5:

Interviewer instructions

Enter the total number of children under five eligible for inclusion in the survey from the row for totals at the bottom of the Household Listing, for HL8. You will be using the Questionnaire for Children Under Five to interview the mothers or primary caretakers of these children.

Child interviews completed (hh15)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-7

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

No. of under-5 questionnaires completed:

Interviewer instructions

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

Data entry clerk (hh16)

File: wm

Overview

Data entry clerk (hh16)

File: wm

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Data entry clerk:

Interviewer instructions

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

Main source of drinking water (ws1)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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

Main source of drinking water (ws1)

File: wm

The purpose of the first two questions of this module is to assess the type of household water used for drinking as well as for other purposes, such as cooking and washing hands. Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2): '11' - Piped into dwelling, also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom. '12' - Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house. '13' - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete. '21' - A tube-well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater supplies. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy. '31' - A protected dug well is a dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole. '32' - An unprotected dug well is a dug well for which one or both of the following are true: (1) the well is not protected from run-off water; (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected. '41' - A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a 'spring box' that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution. '42' - An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a 'spring box' (described above). '51' - Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used. '61' - A tanker-truck water source transports and sells water by means of a tanker truck. '71' - Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means. '81' - Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly. '91' - Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles - this should not be coded as bottled water. --- Circle the code for the most usual source. If several sources are mentioned, probe to determine the most usual source. If the source varies by season, record the source for the season of the interview. Note that the next question is only asked if the response to this question is 'Bottled water'. You should skip WS2 if the response to WS1 is other than 'Bottled water'. If the response is 'Piped into dwelling' or 'Piped into yard/plot', circle '11' or '12', respectively, and skip to WS5. Otherwise, skip to WS3.

Main source of water used for other purposes (if bottled wat (ws2)

File: wm

Overview	
Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 11-99	
Universe	
Households	
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	

Main source of water used for other purposes (if bottled wat (ws2)

File: wm

The purpose of the first two questions of this module is to assess the type of household water used for drinking as well as for other purposes, such as cooking and washing hands. Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2): '11' - Piped into dwelling, also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom. '12' - Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house. '13' - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete. '21' - A tube-well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater supplies. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy. '31' - A protected dug well is a dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole. '32' - An unprotected dug well is a dug well for which one or both of the following are true: (1) the well is not protected from run-off water; (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected. '41' - A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a 'spring box' that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution. '42' - An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a 'spring box' (described above). '51' - Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used. '61' - A tanker-truck water source transports and sells water by means of a tanker truck. '71' - Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means. '81' - Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly. '91' - Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles - this should not be coded as bottled water. --- 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' or 'Piped into yard/plot', circle '11' or '12', respectively, and skip to WS5. Otherwise continue to the next question.

Time to get water and come back (ws3)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-994
Invalid: 995-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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

This question is used to find out how convenient the source of water is to the dwelling. Note that the question is asked for water sources coded as '13-81' and '96' in WS1, or water sources coded as '13-96' in WS2. 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 water source is on the dwelling premises or if water is delivered to the dwelling by a vendor, circle '995' for 'Water on premises' and skip to WS5. If the respondent does not know how long it takes, circle '998' and continue on to the next question.

Person fetching water (ws4)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex?

Post question

Circle code that best describes this person.

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 IS THIS PERSON?" 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.

Treat water to make safer for drinking (ws5)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Do you treat your water in any way to make it safer to drink?

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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 WS7.

Boil (ws6a)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Boil (ws6a)

File: wm

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Add bleach/chlorine (ws6b)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

Add bleach/chlorine (ws6b)

File: wm

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Strain it through a cloth (ws6c)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Use water filter (ws6d)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Solar disinfection (ws6e)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

Solar disinfection (ws6e)

File: wm

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Let it stand and settle (ws6f)

File: wm

Overview	
Type: Discrete	Valid cases: 0 (0)
Format: character	Invalid: 0 (0)
Width: 1	
Universe	
Households	
Source of information	
Head of household or other responsible household member	
Literal question	
What do you usually do to the water to make it safer to drink? Anything else?	
Post question	
Record all items mentioned.	
Interviewer instructions	
<p>The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.</p>	

Other (ws6x)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

DK (ws6z)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

DK (ws6z)

File: wm

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Kind of toilet facility (ws7)

File: wm

Overview	
Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 11-99	
Universe	
Households	
Source of information	
Head of household or other responsible household member	
Literal question	
What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to?	
Post question	
If necessary, ask permission to observe the facility.	
Interviewer instructions	

Kind of toilet facility (ws7)

File: wm

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- The purpose of this question is to obtain a measure of the cleanliness 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. . '14' - A flush/pour flush to somewhere else refers to excreta being deposited in or nearby the household environment (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 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 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 or hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly. '95' - No facilities or bush or 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).

Facility located within dwelling or yard (ws7aa)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Is this facility located within your dwelling, or yard or compound?

Interviewer instructions

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

How far is house from nearest toilet facility (ws7bb)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How far is house from nearest toilet facility (ws7bb)

File: wm

How far is your house/residence from the nearest toilet facility?

Interviewer instructions

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

How far is your house from nearest refuse disposal side (ws7cc)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How far is your house/residence from the nearest refuse disposal site?

Interviewer instructions

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

How far is your kitchen from nearest toilet facility (ws7dd)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How far is your kitchen/cooking place from the nearest toilet facility?

Interviewer instructions

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

How far is kitchen from nearest disposal side (ws7ee)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How far is your kitchen/cooking place from the nearest disposal site?

Interviewer instructions

How far is kitchen from nearest disposal site (ws7ee)

File: wm

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

What happen with stools of young children (ws7ff)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

What happens with the stools of young children (0-3 years) when they do not use the latrine or toilet facility?

Do you use soap after toilet (ws7gg)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

DO you use soap after toilet or WHEN YOU remove waste/faeces from children?

Toilet facility shared (ws8)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Do you share this facility with other households?

Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- 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. --- Circle the code corresponding to the response given. If 'No', go to the next module.

Households using this toilet facility (ws9)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-10
Invalid: 11-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many households in total use this toilet facility?

Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- 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. --- 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 this household that uses the facility; if that is the case, you should go back to WS8 and correct the response there). Circle '98' for 'DK' ('Doesn't know').

Religion (hc1a)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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.

Mother tongue (hc1b)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Mother tongue (hc1b)

File: wm

Households

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

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

Ethnicity (hc1c)

File: wm

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 1-9

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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.

Number of rooms for sleeping (hc2)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Pre question

Main material of the dwelling floor:

Post question

Record observation.

Interviewer instructions

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, record the main flooring material (the material that covers the largest amount of floor space).

Main material of roof (hc4)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Pre question

Main material of the roof.

Post question

Record observation.

Interviewer instructions

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).

Main material of wall (hc5)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Main material of wall (hc5)

File: wm

Universe

Households

Source of information

Head of household or other responsible household member

Pre question

Main material of the walls.

Post question

Record observation.

Interviewer instructions

Circle the correct code for the material of the dwelling 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, record the main wall material (the material that covers the largest amount of wall space).

Type of fuel using for cooking (hc6)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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, or biogas is mainly used, circle '01', '02', '03', or '04', respectively, 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.

Food cooked on stove or open fire (hc7)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Food cooked on stove or open fire (hc7)

File: wm

Literal question

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

Post question

Probe for type.

Interviewer instructions

Probe for type of stove and circle the code corresponding to the response given. If a response is given other than the pre-coded ones, circle '96' and specify the type of stove on the line provided. For 'Closed stove', skip the next question and ask HC8.

Does the fire stove have a chimney or a hood (hc7a)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does the fire/stove have a chimney or a hood?

Interviewer instructions

Circle the appropriate response.

Cooking location (hc8)

File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-9

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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?

Interviewer instructions

Circle the code corresponding to the response given. If a response is given other than the pre-coded ones, circle '6' and specify on the line provided.

Electricity (hc9a)

File: wm

Electricity (hc9a)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Radio (hc9b)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Television (hc9c)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Television (hc9c)

File: wm

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Mobile phone (hc9d)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Non-mobile phone (hc9e)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

Interviewer instructions

Non-mobile phone (hc9e)

File: wm

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Refrigerator (hc9f)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Electrical Generator (hc9g)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Video (hc9h)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Fan (hc9i)

File: wm

Overview

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

Valid cases: 0
 Invalid: 0

Literal question

Does your household have:

Cassette or Video Player (hc9j)

File: wm

Overview

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

Valid cases: 0
 Invalid: 0

Literal question

Does your household have:

Sofa (hc9k)

File: wm

Overview

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

Valid cases: 0
 Invalid: 0

Literal question

Does your household have:

Cupboard (hc9l)

File: wm

Overview

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

Valid cases: 0
 Invalid: 0

Literal question

Does your household have:

Air Conditioner (hc9m)

File: wm

Air Conditioner (hc9m)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Watch (hc10a)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Bicycle (hc10b)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

Interviewer instructions

Bicycle (hc10b)

File: wm

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Motorcycle or scooter (hc10c)

File: wm

Overview	
Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 1	
Decimals: 0	
Range: 1-9	
Universe	
Households	
Source of information	
Head of household or other responsible household member	
Literal question	
Does any member of your household own:	
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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.	

Animal-drawn cart (hc10d)

File: wm

Overview	
Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 1	
Decimals: 0	
Range: 1-9	
Universe	
Households	
Source of information	
Head of household or other responsible household member	
Literal question	
Does any member of your household own:	
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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.	

Car or truck (hc10e)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Boat with a motor (hc10f)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Does any member of your household own any land for agriculture (hc11)

File: wm

Overview

Does any member of your household own any land for agriculture (hc11)

File: wm

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

Circle the code corresponding to the response given. If 'No', skip to HC13.

How many hectares of agriculture (hc12)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

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

Post question

If more than 97, record '97'. If unknown, record '98'.

Interviewer instructions

Record the total number of hectares of land owned by all members of the household that can be used for agriculture. If 97 or more hectares (or other units) are owned, record '97'. If unknown, record '98'.

Does this household own any livestock, heds, or animals (hc13)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Does this household own any livestock, heds, or animals (hc13)

File: wm

Literal question

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

Interviewer instructions

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

Number of cattle (hc14a)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of milk cows or bulls (hc14b)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of horses donkeys, or mules (hc14c)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of goats (hc14d)

File: wm

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of sheep (hc14e)

File: wm

Overview

Number of sheep (hc14e)

File: wm

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-99
Invalid: 97

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of chickens (hc14f)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Do you or someone in this household own or rent this dwellin (hc15a)

File: wm

Overview

Do you or someone in this household own or rent this dwellin
(hc15a)

File: wm

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

Valid cases: 0
Invalid: 0

Do you or someone in this household have a title deed for th
(hc15b)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Certificate of occupation (or adjudication certificate) (hc15ca)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Property tax certification (hc15cb)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Utility bills (hc15cc)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Other 15cx (hc15cx)

File: wm

Overview

Other 15cx (hc15cx)

File: wm

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

None/No document 15cy (hc15cy)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Do you have a written rental contract for this dwelling (hc15d)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Informal agreement (written) (hc15ea)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Verbal agreement (no document) (hc15eb)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Occupied rent free with knowledge of the owner (hc15ec)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Occupied rent free without knowledge of the owner (hc15ed)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Other 15ex (hc15ex)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

None/No document 15ey (hc15ey)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Do you feel secure from eviction from this dwelling (hc15f)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Have you been evicted from your home in the 5 past years (hc15g)

File: wm

Overview

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

Valid cases: 0
Invalid: 0

Landslide area (hc15ha)

File: wm

Overview

Landslide area (hc15ha)

File: wm

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

Flood-prone area (hc15hb)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

River bank (hc15hc)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

Steep hill (hc15hd)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

Garbage mountain/pile (hc15he)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

Industrial pollution area (hc15hf)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

Railroad (hc15hg)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

Power plant (hc15hh)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

Flyover (hc15hi)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

None of the above 15hy (hc15hy)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

Cracks/openings in walls (hc15ia)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

No windows (hc15ib)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Windows with broken glass/no glass (hc15ic)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Visible holes in the roof (hc15id)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Incomplete roof (hc15ie)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Insecure door (hc15if)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

None of the above 15iy (hc15iy)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Very narrow passage between house instead of road (hc15ja)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Too many power cables connecting to neighborhood's (hc15jb)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

None of the above 15jy (hc15jy)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Date of interview women (CMC) (cmcdoiw)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 8
Decimals: 0
Range: 1269-1270

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

Variable constructed for analysis

Pre question

Recoded variable

Date of birth (CMC) (wdob)

File: wm

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 8	
Decimals: 0	
Range: 670-1089	
Invalid: 9999	

Universe

Women aged 15-49

Source of information

Variable constructed for analysys

Pre question

Recoded variable

Age (wage)

File: wm

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 8	
Decimals: 0	
Range: 1-7	

Universe

Women aged 15-49

Source of information

Variable constructed for analysys

Pre question

Recoded variable

Women date of marriage (wdom)

File: wm

Overview

Type: Continuous	Valid cases: 0
Format: numeric	Invalid: 0
Width: 8	
Decimals: 2	
Range: 841-1280	

Age at first marriage/union (agem)

File: wm

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 8	
Decimals: 0	
Range: 4-101	
Invalid: 99	

Age at first marriage/union (agem)

File: wm

Universe

Women aged 15-49

Source of information

Variable constructed for analysys

Pre question

Recoded variable

Marital/Union status (mstatus)

File: wm

Overview

Type: Discrete

Format: numeric

Width: 8

Decimals: 0

Range: 1-3

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

Variable constructed for analysys

Pre question

Recoded variable

Children ever born (ceb)

File: wm

Overview

Type: Continuous

Format: numeric

Width: 8

Decimals: 0

Range: 0-14

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Women aged 15-49

Source of information

Variable constructed for analyses

Pre question

Recoded variable

Dead children (deadkids)

File: wm

Overview

Type: Continuous

Format: numeric

Width: 8

Decimals: 0

Range: 0-11

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Dead children (deadkids)

File: wm

Women aged 15-49

Source of information

Variable constructed for analysis

Pre question

Recoded variable

Surviving children (surviv)

File: wm

Overview

Type: Continuous

Format: numeric

Width: 8

Decimals: 0

Range: 0-12

Valid cases: 0 (0)

Invalid: 0 (0)

Source of information

Variable constructed for analysis

Pre question

Recoded variable

Education (melevel)

File: wm

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Women's sample weight (wmweight)

File: wm

Overview

Type: Continuous

Format: numeric

Width: 9

Decimals: 6

Range: 0-1.204163

Valid cases: 0

Invalid: 0

Universe

Women aged 15-49

Source of information

Sample is not self weighting. Variable constructed for analysis

Women's sample weight (wmweight)

File: wm

Pre question

Recoded variable

Wealth index score (wlthscor)

File: wm

Overview

Type: Continuous

Format: numeric

Width: 9

Decimals: 5

Range: -2.52999196552133-2.23273965290285

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Wealth index quintiles (wlthind5)

File: wm

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-5

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Cluster number (hh1)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-250

Valid cases: 0 (0)
Invalid: 0 (0)

Description

Unique identifier for the cluster in which the household exists

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

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 this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. During this time I would like to speak with the household head and all mothers or others who take care of children in the household. May I start now? If permission is given, begin the interview. Cluster number:

Interviewer instructions

Enter the cluster number as instructed by your supervisor.

Household number (hh2)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-20

Valid cases: 0 (0)
Invalid: 0 (0)

Description

Household number within the cluster

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Household number:

Interviewer instructions

Enter the household number as instructed by your supervisor.

Line number (hl1)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 2-97

Valid cases: 0
Invalid: 0

Cluster number (uf1)

File: ch

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 1-250

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Interview information fields completed by interviewer

Pre question

Cluster number:

Interviewer instructions

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

Household number (uf2)

File: ch

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-20

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Interview information fields completed by interviewer

Pre question

Household number:

Interviewer instructions

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

Child's line number (uf4)

File: ch

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 2-23

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Interview information fields completed by interviewer

Pre question

Child's line number:

Interviewer instructions

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

Caretaker's line number (uf6)

File: ch

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 3	
Decimals: 0	
Range: 1-20	

Universe

Children aged 0-4

Source of information

Interview information fields completed by interviewer

Pre question

Mother's/Caretaker's Line Number:

Interviewer instructions

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: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 1-52	

Universe

Children aged 0-4

Source of information

Interview information fields completed by interviewer

Pre question

Interviewer name and number:

Interviewer instructions

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: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 1-30	

Universe

Children aged 0-4

Source of information

Interview information fields completed by interviewer

Pre question

Day/Month/Year of interview:

Interviewer instructions

Day of interview (uf8d)

File: ch

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: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 9-10

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Interview information fields completed by interviewer

Pre question

Day/Month/Year of interview:

Interviewer instructions

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: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2005-2005

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Interview information fields completed by interviewer

Pre question

Day/Month/Year of interview:

Interviewer instructions

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
Format: numeric
Width: 1
Decimals: 0
Range: 1-6

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Interview information fields completed by interviewer

Pre question

Result of interview for children under 5

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 '1' for 'Completed'. If you have not been able to contact the mother/primary caretaker after repeated visits, circle '2' for 'Not at home'. If the mother/primary caretaker refuses to be interviewed, circle '3' for 'Refused'. If you were able to only partly complete the questionnaire, circle '4' for 'Partly completed'. If the mother/primary caretaker is incapacitated, circle '5'. If you have not been able to complete this questionnaire for another reason, you should circle '6' for 'Other' and specify the reason in the space provided. Ask the mother/primary caretaker to collect all the birth certificates and health/ immunization cards she has for this child before you begin the interview. You will need these during the interview. Repeat greeting if not already read to this mother/primary caretaker: "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 THIS. THE INTERVIEW WILL TAKE ABOUT (number) MINUTES. ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE IDENTIFIED. ALSO, YOU ARE NOT OBLIGED TO ANSWER ANY QUESTION YOU DON'T WANT TO, AND YOU MAY WITHDRAW FROM THE INTERVIEW AT ANY TIME. MAY I START NOW?" As with similar sentences at the beginning of the Household Questionnaire and Questionnaire for Individual Women, you may change the wording of these introductory sentences as appropriate. You must make sure, however, to include the following when you are introducing yourself: The name of the implementing agency; the topic of the survey; the 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 her/him and go to the next interview. Later, discuss the refusal with your supervisor; you or another person from the team may attempt to interview the respondent for a second time. This will depend on your description of the refusal. However, remember that the respondent's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate.

Day of birth of child (uf10d)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Repeat greeting if not already read to this 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 this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. Also, you are not obliged to answer any question you don't want to, and you may withdraw from the interview at any time. May I start now? If permission is given, begin the interview. If the respondent does not agree to continue, thank him/her and go to the next interview. Discuss this result with your supervisor for a future revisit.

Literal question

Day of birth of child (uf10d)

File: ch

Now I would like to ask you some questions about the health of each child under the age of 5 in your care, who lives with you now. Now I want to ask you about (NAME). In what month and year was (NAME) born? Probe: What is his/her birthday?

Post question

If the mother/caretaker knows the exact birth date, also enter the day; otherwise, circle 98 for day.

Interviewer instructions

You will begin the interview with questions about the child's date of birth and age. These are two of the most important questions in the interview, since almost all analysis of the data depends on the child's exact age. While completed age in years is sufficient for women's interviews, we need to obtain accurate information on the child's age in months. This is necessary because some of the analysis of the information that you will be collecting can only be done on the basis of age in months. You will collect this information by learning the child's date of birth. It will then be possible to compare the date of interview with the date of birth of the child and, after the data is collected, calculate the child's age in months by comparing these two pieces of information. The questions on age and date of birth must be asked independently from similar questions on the Household Questionnaire and Questionnaire for Individual Women. The person you may be interviewing for this questionnaire may be the same woman you interviewed for the Questionnaire for Individual Women, and you may have obtained dates of birth of her children in that questionnaire. Also, you may have obtained the child's age in the Household Questionnaire. Even in such cases, you must ask these questions again. --- Note that you may modify the first sentence based on the number of children in the respondent's care. If this is the only child the respondent cares for, change the sentences to "NOW I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT THE HEALTH OF (name). IN WHAT MONTH AND YEAR WAS (name) BORN?" 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. Since all MICS3 surveys will be conducted in 2005 or 2006, the year of birth of the child cannot be earlier than 2000 (for surveys in 2005) or 2001 (for surveys in 2006). 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.

Month of birth of child (uf10m)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Repeat greeting if not already read to this 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 this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. Also, you are not obliged to answer any question you don't want to, and you may withdraw from the interview at any time. May I start now? If permission is given, begin the interview. If the respondent does not agree to continue, thank him/her and go to the next interview. Discuss this result with your supervisor for a future revisit.

Literal question

Now I would like to ask you some questions about the health of each child under the age of 5 in your care, who lives with you now. Now I want to ask you about (NAME). In what month and year was (NAME) born? Probe: What is his/her birthday?

Post question

If the mother/caretaker knows the exact birth date, also enter the day; otherwise, circle 98 for day.

Interviewer instructions

Month of birth of child (uf10m)

File: ch

You will begin the interview with questions about the child's date of birth and age. These are two of the most important questions in the interview, since almost all analysis of the data depends on the child's exact age. While completed age in years is sufficient for women's interviews, we need to obtain accurate information on the child's age in months. This is necessary because some of the analysis of the information that you will be collecting can only be done on the basis of age in months. You will collect this information by learning the child's date of birth. It will then be possible to compare the date of interview with the date of birth of the child and, after the data is collected, calculate the child's age in months by comparing these two pieces of information. The questions on age and date of birth must be asked independently from similar questions on the Household Questionnaire and Questionnaire for Individual Women. The person you may be interviewing for this questionnaire may be the same woman you interviewed for the Questionnaire for Individual Women, and you may have obtained dates of birth of her children in that questionnaire. Also, you may have obtained the child's age in the Household Questionnaire. Even in such cases, you must ask these questions again. --- Note that you may modify the first sentence based on the number of children in the respondent's care. If this is the only child the respondent cares for, change the sentences to "NOW I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT THE HEALTH OF (name). IN WHAT MONTH AND YEAR WAS (name) BORN?" 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. Since all MICS3 surveys will be conducted in 2005 or 2006, the year of birth of the child cannot be earlier than 2000 (for surveys in 2005) or 2001 (for surveys in 2006). 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.

Year of birth of child (uf10y)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2000-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Repeat greeting if not already read to this 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 this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. Also, you are not obliged to answer any question you don't want to, and you may withdraw from the interview at any time. May I start now? If permission is given, begin the interview. If the respondent does not agree to continue, thank him/her and go to the next interview. Discuss this result with your supervisor for a future revisit.

Literal question

Now I would like to ask you some questions about the health of each child under the age of 5 in your care, who lives with you now. Now I want to ask you about (NAME). In what month and year was (NAME) born? Probe: What is his/her birthday?

Post question

If the mother/caretaker knows the exact birth date, also enter the day; otherwise, circle 98 for day.

Interviewer instructions

Year of birth of child (uf10y)

File: ch

You will begin the interview with questions about the child's date of birth and age. These are two of the most important questions in the interview, since almost all analysis of the data depends on the child's exact age. While completed age in years is sufficient for women's interviews, we need to obtain accurate information on the child's age in months. This is necessary because some of the analysis of the information that you will be collecting can only be done on the basis of age in months. You will collect this information by learning the child's date of birth. It will then be possible to compare the date of interview with the date of birth of the child and, after the data is collected, calculate the child's age in months by comparing these two pieces of information. The questions on age and date of birth must be asked independently from similar questions on the Household Questionnaire and Questionnaire for Individual Women. The person you may be interviewing for this questionnaire may be the same woman you interviewed for the Questionnaire for Individual Women, and you may have obtained dates of birth of her children in that questionnaire. Also, you may have obtained the child's age in the Household Questionnaire. Even in such cases, you must ask these questions again. --- Note that you may modify the first sentence based on the number of children in the respondent's care. If this is the only child the respondent cares for, change the sentences to "NOW I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT THE HEALTH OF (name). IN WHAT MONTH AND YEAR WAS (name) BORN?" 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. Since all MICS3 surveys will be conducted in 2005 or 2006, the year of birth of the child cannot be earlier than 2000 (for surveys in 2005) or 2001 (for surveys in 2006). 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.

Age of child (uf11)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

How old was (NAME) at his/her last birthday?

Post question

Record age in completed years.

Interviewer instructions

Age of child (uf11)

File: ch

You will begin the interview with questions about the child's date of birth and age. These are two of the most important questions in the interview, since almost all analysis of the data depends on the child's exact age. While completed age in years is sufficient for women's interviews, we need to obtain accurate information on the child's age in months. This is necessary because some of the analysis of the information that you will be collecting can only be done on the basis of age in months. You will collect this information by learning the child's date of birth. It will then be possible to compare the date of interview with the date of birth of the child and, after the data is collected, calculate the child's age in months by comparing these two pieces of information. The questions on age and date of birth must be asked independently from similar questions on the Household Questionnaire and Questionnaire for Individual Women. The person you may be interviewing for this questionnaire may be the same woman you interviewed for the Questionnaire for Individual Women, and you may have obtained dates of birth of her children in that questionnaire. Also, you may have obtained the child's age in the Household Questionnaire. Even in such cases, you must ask these questions again. --- 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. 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?" Ask UF10 and UF11 independently. Then, check for consistency between the date of birth and completed age. You have to be meticulous in checking for the consistency between the date of birth and age. You also have to be fairly quick in doing so. A good interviewer will perform the check without causing a lull in the conversation. Checking for consistency between date of birth (UF10) and completed age (UF11). After having obtained both date of birth and age, check for the consistency between the two. The child's age plus her year of birth must equal the year in which the child last had a birthday. Assuming that you were able to obtain a month and year of birth, you should check the consistency by following these steps: If the month of birth is before the month of interview (the child had his/her birthday this year), then her/his age plus her/his year of birth should equal the year of interview. . Example: A child who was born in October 2003, in a survey conducted in November 2005, should be age 2 ($2003 + 2 = 2005$). If the month of birth is after the month of interview (the child has not had his/her birthday this year), then her/his age plus year of birth should equal the previous year. . Example: A child who was born in December 2003, in a survey conducted in October 2005, should be age 1 ($2003 + 1 = 2004$). If the month of birth is the same as the month of interview, and the day of birth is not known, then a sum of either the current or the previous year is correct. . Example: A child born in November 2002, in a survey conducted in November 2005, could be age 3 or age 2. Probe further to see if the date of birth is correct and whether the child has completed age 2 or 3. If the month of birth is the same as the month of interview, and the day of birth is known, the sum of age and year of birth should equal the year of interview if the day of birth is before the day of interview, and the sum of age and year of birth should equal the previous year if the day of birth is after the day of interview. . Example: A child born on 8 February 2002, in an interview conducted on 15 February 2006, should be age four. A child born on 28 February 2002, in an interview conducted on 3 February 2006, should be age three, since this child will complete 4 full years on 28 February 2006. If you find that the date of birth and age are inconsistent, either the date of birth or the age, or both, are incorrect, and need to be corrected. Do not assume that one is more accurate than the other. Probe, using documents that may be available, dates of well-known events and ages of other children, of the respondent herself/himself, etc.

Child has birth certificate (br1)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Does (name) have a birth certificate? May I see it?

Interviewer instructions

Child has birth certificate (br1)

File: ch

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. Ask to see the birth certificate. 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 skip to BR5. If the child does not have a birth certificate ('3'), or if the child has a birth certificate but the mother/primary caretaker is unable to show you the certificate ('2'), continue to the next question.

Child registered (br2)

File: ch

Overview	
Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 1	
Decimals: 0	
Range: 1-9	
Universe	
Children aged 0-4	
Source of information	
The mother or caretaker of the child aged 0-4.	
Literal question	
Has (name's) birth been registered with the civil authorities?	
Interviewer instructions	
Circle the code corresponding to the response. If the answer is 'Yes', skip to BR5. If the child's birth has not been registered with civil authorities, continue to the next question. If the answer is 'DK', skip to BR4.	

Reason birth not registered (br3)

File: ch

Overview	
Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 8	
Decimals: 0	
Range: 1-14	
Universe	
Children aged 0-4	
Source of information	
The mother or caretaker of the child aged 0-4.	
Literal question	
Why is (name's) birth not registered?	
Interviewer instructions	
This question aims to elicit the reason for non-registration. Circle the code corresponding to the response. Note that although there might be more than one reason for not registering a child, we need to get only one response - the most important one according to the mother/primary caretaker. If the response is definitely not one of the pre-coded responses, circle '6' for 'Other' and specify the response in the space provided.	

Reason birth not registered (br3old)

File: ch

Reason birth not registered (br3old)

File: ch

Overview

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

Valid cases: 0
 Invalid: 0

Know how to register birth (br4)

File: ch

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

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

Interviewer instructions

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

Know where to register (br4aa)

File: ch

Overview

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

Valid cases: 0
 Invalid: 0

Literal question

do you KNOW WHERE to register your child?

Place of registration (br4bb)

File: ch

Overview

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

Valid cases: 0
 Invalid: 0

Literal question

Where was (name) REGISTERED?

Child attends early childhood education programme (br6)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

BR5. Check age of child in UF11: Child is 3 or 4 years old? Yes. Continue with BR6 No. Go to BR8

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

If the child is 3 or 4 years old, check the box marked 'Yes' and continue on to BR6. If not (if the child is 0, 1 or 2 years old), check the box marked 'No' and skip to BR8. --- 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 BR8 if the answer to this question is 'No' or 'DK'.

Hours attended education in last 7 days (br7)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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. Use a leading zero if necessary.

Books-Mother (br8am)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Books-Mother (br8am)

File: ch

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Read books or look at picture books with (name)?

Interviewer instructions

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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 (br8af)

File: ch

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Read books or look at picture books with (name)?

Interviewer instructions

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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 (br8ao)

File: ch

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Books-Other (br8ao)

File: ch

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Read books or look at picture books with (name)?

Interviewer instructions

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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 (br8an)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Read books or look at picture books with (name)?

Interviewer instructions

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Stories-Mother (br8bm)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Tell stories to (name)?

Interviewer instructions

Stories-Mother (br8bm)

File: ch

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Stories-Father (br8bf)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Tell stories to (name)?

Interviewer instructions

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Stories-Other (br8bo)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Tell stories to (name)?

Interviewer instructions

Stories-Other (br8bo)

File: ch

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Stories-No one (br8bn)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Tell stories to (name)?

Interviewer instructions

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Songs-Mother (br8cm)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Sing songs with (name)?

Interviewer instructions

Songs-Mother (br8cm)

File: ch

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Songs-Father (br8cf)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Sing songs with (name)?

Interviewer instructions

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Songs-Other (br8co)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Sing songs with (name)?

Interviewer instructions

Songs-Other (br8co)

File: ch

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Songs-No one (br8cn)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Sing songs with (name)?

Interviewer instructions

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Outside-Mother (br8dm)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Take (name) outside the home, compound, yard or enclosure?

Interviewer instructions

Outside-Mother (br8dm)

File: ch

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Outside-Father (br8df)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Take (name) outside the home, compound, yard or enclosure?

Interviewer instructions

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Outside-Other (br8do)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Take (name) outside the home, compound, yard or enclosure?

Interviewer instructions

Outside-Other (br8do)

File: ch

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Outside-No one (br8dn)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Take (name) outside the home, compound, yard or enclosure?

Interviewer instructions

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Play-Mother (br8em)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Play with (name)?

Interviewer instructions

Play-Mother (br8em)

File: ch

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Play-Father (br8ef)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Play with (name)?

Interviewer instructions

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Play-Other (br8eo)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Play with (name)?

Interviewer instructions

Play-Other (br8eo)

File: ch

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Play-No one (br8en)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Play with (name)?

Interviewer instructions

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Naming-Mother (br8fm)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Spend time with (name) naming, counting, and/or drawing things?

Interviewer instructions

Naming-Mother (br8fm)

File: ch

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Naming-Father (br8ff)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Spend time with (name) naming, counting, and/or drawing things?

Interviewer instructions

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Naming-Other (br8fo)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Spend time with (name) naming, counting, and/or drawing things?

Interviewer instructions

Naming-Other (br8fo)

File: ch

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Naming-No one (br8fn)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Spend time with (name) naming, counting, and/or drawing things?

Interviewer instructions

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?" 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'. 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.

Bowls, plate, cups ,pots (ce3a)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

I am interested in learning about the things that (NAME) plays with when he/she is at home. What does (NAME) play with? Does he/she play with household objects, such as bowls, plates, cups or pots?

Interviewer instructions

Bowls, plate, cups ,pots (ce3a)

File: ch

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials. Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer. After asking "WHAT DOES (name) PLAY WITH?" do not pause; start asking whether the child plays with playthings from each of the categories listed. For example, ask: "DOES HE/SHE PLAY WITH HOUSEHOLD OBJECTS, SUCH AS BOWLS, PLATES, CUPS OR POTS?" 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 the appropriate code. Circle 'Y' if the child does not play with any of the items mentioned. Note that if 'Y' is circled, none of the other codes should be circled.

Sticks , rocks, animals shells, leaves (ce3b)

File: ch

Overview	
Type: Discrete	Valid cases: 0 (0)
Format: character	Invalid: 0 (0)
Width: 1	
Universe	
Children aged 0-4	
Source of information	
The mother or caretaker of the child aged 0-4.	
Literal question	
I am interested in learning about the things that (NAME) plays with when he/she is at home. What does (NAME) play with? Does he/she play with objects and materials found outside the living quarters, such as sticks, rocks, animals, 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. After asking "WHAT DOES (name) PLAY WITH?" do not pause; start asking whether the child plays with playthings from each of the categories listed. For example, ask: "DOES HE/SHE PLAY WITH HOUSEHOLD OBJECTS, SUCH AS BOWLS, PLATES, CUPS OR POTS?" 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 the appropriate code. Circle 'Y' if the child does not play with any of the items mentioned. Note that if 'Y' is circled, none of the other codes should be circled.	

Homemade toys (ce3c)

File: ch

Overview	
Type: Discrete	Valid cases: 0 (0)
Format: character	Invalid: 0 (0)
Width: 1	
Universe	
Children aged 0-4	
Source of information	

Homemade toys (ce3c)

File: ch

The mother or caretaker of the child aged 0-4.

Literal question

I am interested in learning about the things that (NAME) plays with when he/she is at home. What does (NAME) play with? Does he/she play with homemade toys, such as dolls, cars and 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. After asking "WHAT DOES (name) PLAY WITH?" do not pause; start asking whether the child plays with playthings from each of the categories listed. For example, ask: "DOES HE/SHE PLAY WITH HOUSEHOLD OBJECTS, SUCH AS BOWLS, PLATES, CUPS OR POTS?" 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 the appropriate code. Circle 'Y' if the child does not play with any of the items mentioned. Note that if 'Y' is circled, none of the other codes should be circled.

Toys that came from a store (ce3d)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

I am interested in learning about the things that (NAME) plays with when he/she is at home. What does (NAME) play with? Does he/she play with toys that came from a store?

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. After asking "WHAT DOES (name) PLAY WITH?" do not pause; start asking whether the child plays with playthings from each of the categories listed. For example, ask: "DOES HE/SHE PLAY WITH HOUSEHOLD OBJECTS, SUCH AS BOWLS, PLATES, CUPS OR POTS?" 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 the appropriate code. Circle 'Y' if the child does not play with any of the items mentioned. Note that if 'Y' is circled, none of the other codes should be circled.

No playthings mentioned (ce3y)

File: ch

Overview

No playthings mentioned (ce3y)

File: ch

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

I am interested in learning about the things that (NAME) plays with when he/she is at home. What does (NAME) play with? Does he/she play with household objects, such as bowls, plates, cups or pots?

Post question

If the respondent says "YES" to any of the prompted categories, then probe to learn specifically what the child plays with to ascertain the response Code Y if child does not play with any of the items mentioned.

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. After asking "WHAT DOES (name) PLAY WITH?" do not pause; start asking whether the child plays with playthings from each of the categories listed. For example, ask: "DOES HE/SHE PLAY WITH HOUSEHOLD OBJECTS, SUCH AS BOWLS, PLATES, CUPS OR POTS?" 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 the appropriate code. Circle 'Y' if the child does not play with any of the items mentioned. Note that if 'Y' is circled, none of the other codes should be circled.

How many time was he/her left in the care of another child (ce4)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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 with others. since last (day of the week) how many times was (name) left in the care of another child (that is, someone less than 10 years old)?

Post question

If 'none' enter 00

Interviewer instructions

How many time was he/her left in the care of another child (ce4)

File: ch

This and the following question are 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, although there are many exceptions. 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. When asking this question, insert the name of the day of the interview. For example, if the interview is taking place on a Tuesday, ask: "SINCE LAST TUESDAY..." Enter the response in the spaces provided. If the child was not left in the care of another child during this period, enter '00' for 'None'. Note that 'another child' is defined as a child less than 10 years old.

Left in the care of other person (> 10 years) (ce4aa1)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

ce4aa.since last (day of the week) how many times was (name) left in the care of another person more than 10 yrs old, GRAND parent, OR MAID?

Left in the care of other person (grandparent) (ce4aa2)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

ce4aa.since last (day of the week) how many times was (name) left in the care of another person more than 10 yrs old, GRAND parent, OR MAID?

Left in the care of maid (ce4aa3)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

ce4aa.since last (day of the week) how many times was (name) left in the care of another person more than 10 yrs old, GRAND parent, OR MAID?

Story telling (ce4bb1)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

CE4bb 1. what do they do with them? Story telling Feeding Riddles Other (Specify)

Feeding (ce4bb2)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

CE4bb 1. what do they do with them? Story telling Feeding Riddles Other (Specify)

Riddles (ce4bb3)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

CE4bb 1. what do they do with them? Story telling Feeding Riddles Other (Specify)

Other specify (ce4bb4)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

CE4bb 1. what do they do with them? Story telling Feeding Riddles Other (Specify)

How many time he was left alone (ce5)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

How many time he was left alone (ce5)

File: ch

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

In the past week, how many times was (name) left alone?

Post question

If 'none' enter 00

Interviewer instructions

This question asks, given the same situation as in CE4, whether and how many times the child was left completely unattended, even by another child. As in CE4, make it clear to the respondent that you are asking only about the week previous to the day of interview. Enter the response in the spaces provided. If the answer is 'None', enter '00'.

Child ever received vitamin A (va1)

File: ch

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Has (name) ever received a vitamin A capsule (supplement) like this one?

Post question

Show capsule or dispenser for different doses - 100,000 IU for those 6-11 months old, 200,000 IU for those 12-59 months old

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, skip to the next module.

Months ago child took last Vitamin A dose (va2)

File: ch

Overview

Type: Continuous

Format: numeric

Width: 2

Decimals: 0

Range: 0-99

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Months ago child took last Vitamin A dose (va2)

File: ch

How many months ago did (name) take the last dose?

Interviewer instructions

If the answer to VA1 was 'Yes', record the number of months ago the last dose was given to the child. As you have done before, use a leading zero if necessary. If the child received the supplement during the 1-month period preceding the interview, record '00'. Circle '98' if the mother/primary caretaker does not know when the child took the last dose.

Place child got last Vitamin A dose (va3)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Where did (name) get this last dose?

Interviewer instructions

This question is meant to provide information for health programmes about where children are most likely to get their vitamin A dose. Circle the code corresponding to the answer given. If the dose was obtained during a routine visit to a health facility, circle '1'. If the child was taken to a health facility because she/he was sick, and the supplement was obtained during this visit, circle '2'. If vitamin A supplement was given during a National Immunization Campaign, circle '3'. If the supplement was obtained from a source not listed, write the description next to 'Other' and circle '6'.

Child problem seeing day time (va4aa)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your child have any problems seeing in the day time?

Problem seeing night time (va5aa)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Problem seeing night time (va5aa)

File: ch

Does your child have any problems seeing in the night time?

Is this problem different from other children in community (va6aa)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Is this problem different from other children in your community?

Does child have night blindness (va7aa)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your child have night blindness?

Interviewer instructions

(use local term for night blindness)

Child ever been breastfed (bf1)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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.

Length of breastfeeding (bf1aa)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

For how long has (name) been breastfed?

First breast milk given to child (bf1bb)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Did you give (name) the first milk that comes out of the breast (colostrum)?

Breast milk only source of food (bf1cc)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Is the breast milk the only source of food?

Age started other foods (months) (bf1dd)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

If no to previous question, when did (name) start other foods?

Child still being breastfed (bf2)

File: ch

Child still being breastfed (bf2)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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.

Child received vitamin, mineral supplements or medicine (bf3a)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Vitamin, mineral supplements or medicine?

Interviewer instructions

This question asks about what the child was fed in the preceding 24 hours. The purpose of this question is to determine what liquids or foods the child was given. Prompt by asking each listed item in turn, such as: "DID (name) RECEIVE VITAMIN OR MINERAL SUPPLEMENTS OR MEDICINE?" or "DID HE/SHE RECEIVE PLAIN WATER?" and so on through the list. Read each item aloud and record the response before proceeding to the next item. Use the local terms for these liquids or foods. Make sure that the respondent understands the question, particularly what is meant by 'since this time yesterday'. Specify to the mother/primary caretaker: mid-morning, mid-afternoon, etc., depending on the time of the interview. 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'

Child received plain water (bf3b)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Child received plain water (bf3b)

File: ch

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Plain water?

Interviewer instructions

This question asks about what the child was fed in the preceding 24 hours. The purpose of this question is to determine what liquids or foods the child was given. Prompt by asking each listed item in turn, such as: "DID (name) RECEIVE VITAMIN OR MINERAL SUPPLEMENTS OR MEDICINE?" or "DID HE/SHE RECEIVE PLAIN WATER?" and so on through the list. Read each item aloud and record the response before proceeding to the next item. Use the local terms for these liquids or foods. Make sure that the respondent understands the question, particularly what is meant by 'since this time yesterday'. Specify to the mother/primary caretaker: mid-morning, mid-afternoon, etc., depending on the time of the interview. 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'

Child received sweetened water or juice (bf3c)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Sweetened, flavoured water or fruit juice or tea or infusion?

Interviewer instructions

This question asks about what the child was fed in the preceding 24 hours. The purpose of this question is to determine what liquids or foods the child was given. Prompt by asking each listed item in turn, such as: "DID (name) RECEIVE VITAMIN OR MINERAL SUPPLEMENTS OR MEDICINE?" or "DID HE/SHE RECEIVE PLAIN WATER?" and so on through the list. Read each item aloud and record the response before proceeding to the next item. Use the local terms for these liquids or foods. Make sure that the respondent understands the question, particularly what is meant by 'since this time yesterday'. Specify to the mother/primary caretaker: mid-morning, mid-afternoon, etc., depending on the time of the interview. 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'

Child received oral rehydration solution (bf3d)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Child received oral rehydration solution (bf3d)

File: ch

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Oral rehydration solution (ORS)?

Interviewer instructions

This question asks about what the child was fed in the preceding 24 hours. The purpose of this question is to determine what liquids or foods the child was given. Prompt by asking each listed item in turn, such as: "DID (name) RECEIVE VITAMIN OR MINERAL SUPPLEMENTS OR MEDICINE?" or "DID HE/SHE RECEIVE PLAIN WATER?" and so on through the list. Read each item aloud and record the response before proceeding to the next item. Use the local terms for these liquids or foods. Make sure that the respondent understands the question, particularly what is meant by 'since this time yesterday'. Specify to the mother/primary caretaker: mid-morning, mid-afternoon, etc., depending on the time of the interview. 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'

Child received infant formula (bf3e)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Infant formula?

Interviewer instructions

This question asks about what the child was fed in the preceding 24 hours. The purpose of this question is to determine what liquids or foods the child was given. Prompt by asking each listed item in turn, such as: "DID (name) RECEIVE VITAMIN OR MINERAL SUPPLEMENTS OR MEDICINE?" or "DID HE/SHE RECEIVE PLAIN WATER?" and so on through the list. Read each item aloud and record the response before proceeding to the next item. Use the local terms for these liquids or foods. Make sure that the respondent understands the question, particularly what is meant by 'since this time yesterday'. Specify to the mother/primary caretaker: mid-morning, mid-afternoon, etc., depending on the time of the interview. 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'

Child received milk (bf3f)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Child received milk (bf3f)

File: ch

The mother or caretaker of the child aged 0-4.

Literal question

Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Tinned, powdered or fresh milk?

Interviewer instructions

This question asks about what the child was fed in the preceding 24 hours. The purpose of this question is to determine what liquids or foods the child was given. Prompt by asking each listed item in turn, such as: "DID (name) RECEIVE VITAMIN OR MINERAL SUPPLEMENTS OR MEDICINE?" or "DID HE/SHE RECEIVE PLAIN WATER?" and so on through the list. Read each item aloud and record the response before proceeding to the next item. Use the local terms for these liquids or foods. Make sure that the respondent understands the question, particularly what is meant by 'since this time yesterday'. Specify to the mother/primary caretaker: mid-morning, mid-afternoon, etc., depending on the time of the interview. 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'

Child received other liquids (bf3g)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Any other liquids?

Interviewer instructions

This question asks about what the child was fed in the preceding 24 hours. The purpose of this question is to determine what liquids or foods the child was given. Prompt by asking each listed item in turn, such as: "DID (name) RECEIVE VITAMIN OR MINERAL SUPPLEMENTS OR MEDICINE?" or "DID HE/SHE RECEIVE PLAIN WATER?" and so on through the list. Read each item aloud and record the response before proceeding to the next item. Use the local terms for these liquids or foods. Make sure that the respondent understands the question, particularly what is meant by 'since this time yesterday'. Specify to the mother/primary caretaker: mid-morning, mid-afternoon, etc., depending on the time of the interview. 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'

Child received solid or mushy food (bf3h)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Child received solid or mushy food (bf3h)

File: ch

Literal question

Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Solid or semi-solid (mushy) food?

Interviewer instructions

This question asks about what the child was fed in the preceding 24 hours. The purpose of this question is to determine what liquids or foods the child was given. Prompt by asking each listed item in turn, such as: "DID (name) RECEIVE VITAMIN OR MINERAL SUPPLEMENTS OR MEDICINE?" or "DID HE/SHE RECEIVE PLAIN WATER?" and so on through the list. Read each item aloud and record the response before proceeding to the next item. Use the local terms for these liquids or foods. Make sure that the respondent understands the question, particularly what is meant by 'since this time yesterday'. Specify to the mother/primary caretaker: mid-morning, mid-afternoon, etc., depending on the time of the interview. 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'

Reasons for not breast feeding (bf3jj)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Time ate solid, semisolid or soft food other than liquids (bf5)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Check BF3H: Child received solid or semi-solid (mushy) food? Yes. Continue with BF5 No or DK. Go to Next Module

Literal question

Since this time yesterday, how many times did (NAME) eat solid, semisolid, or soft foods other than liquids?

Post question

If 7 or more times, record '7'.

Interviewer instructions

If the child received solid or semi-solid (mushy) food (BF3H=1), check the box marked 'Yes' and continue to the next question. If 'No' or 'DK', check the corresponding box and go to the next module. --- In this question, we want to find out how many times the child was given non-liquid foods in the 24 hours prior to the interview. Record the number of times in the space provided. If the number is seven or more, record '7'. If the respondent does not know, circle '8'.

Child had diarrhoea in last 2 weeks (ca1)

File: ch

Child had diarrhoea in last 2 weeks (ca1)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Has (name) had diarrhoea in the last two weeks, that is, since (day of the week) of the week before last?

Post question

Diarrhoea is determined as perceived by mother or caretaker, or as three or more loose or watery stools per day, or blood in stool.

Interviewer instructions

These questions aim to find out if the child has recently had diarrhoea or any other illness and, if so, what treatments, drinks and foods the child took during the episode. 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. When asking this question, insert the name of the day of the interview. For example, if the interview is taking place on a Tuesday, ask: "HAS (name) HAD DIARRHOEA IN THE LAST TWO WEEKS, THAT IS, SINCE TUESDAY OF THE WEEK BEFORE LAST?" 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 CA5.

Drank fluid made from special packet (ORS) (ca2a)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

During this last episode of diarrhoea, did (name) drink any of the following: Read each item aloud and record response before proceeding to the next item. A fluid made from a special packet called (local name for ORS packet solution)?

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 HE/SHE GIVEN GOVERNMENT-RECOMMENDED HOMEMADE FLUID?" and so forth. Read each item aloud and circle the code corresponding to the response before proceeding to the next item.

Government-recommended homemade fluid (ca2b)

File: ch

Overview

Government-recommended homemade fluid (ca2b)

File: ch

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

During this last episode of diarrhoea, did (name) drink any of the following: Read each item aloud and record response before proceeding to the next item. Government-recommended homemade fluid?

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 HE/SHE GIVEN GOVERNMENT-RECOMMENDED HOMEMADE FLUID?" 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 diarrhea (ca2c)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

During this last episode of diarrhoea, did (name) drink any of the following: Read each item aloud and record response before proceeding to the next item. 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 HE/SHE GIVEN GOVERNMENT-RECOMMENDED HOMEMADE FLUID?" and so forth. Read each item aloud and circle the code corresponding to the response before proceeding to the next item.

Do you seek advice or treatment for diarrhoea (ca2aa)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Did you seek advice or treatment for the diarrhoea outside the home?

How long did you seek help after diarrhoea (ca2bb)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How long after the onset of diarrhoea did you seek help?

Child drank less or more during illness (ca3)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

During (name's) illness, did he/she drink much less, about the same, or more than usual?

Interviewer instructions

For those children who had diarrhoea in the past 2 weeks, 'illness' in this and the next question refers to the diarrhoea episode. Disregard any additional illness these children might have had. If dehydrated, a child may take more fluids than usual. We want to know if the pattern of fluid consumption changed during the illness. 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. 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 (ca4)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Child ate less or more during illness (ca4)

File: ch

During (name's) illness, did he/she eat less, about the same, or more food than usual? If "less", probe: Much less or a little less?

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 '1' for 'None'. If the caretaker's answer is 'less than usual', probe by asking "MUCH LESS OR A LITTLE LESS?" to find out if she/he thinks the amount was 'much less' 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 '2'. 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 CA3 (drinking).

Where did you get the ORS packet (ca4b)

File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 10-99

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Check CA2A: ORS packet used? Yes. Continue with CA4B No. Go to CA5

Literal question

Where did you get the (local name for ORS packet from CA2A)?

Interviewer instructions

Check CA2A. If CA2A =1, check the box marked 'Yes', and continue to CA4B. If 'No', skip to CA5. --- The intent of this question is to identify where the ORS packet was obtained. Circle the code corresponding to the answer given. If the respondent obtained the ORS packet from a medical sector source, 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 '16'. Similarly, if the place is in the private medical sector, but is not one of the pre-coded categories, write the description in the space provided for 'Other private medical' and circle '26'. If the respondent answers that the ORS packet was obtained from another place not listed, write the description of the place in the space provided for 'Other' and circle '96'. Then notify 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. Circle '98' if the respondent does not know where the ORS packet was obtained.

How much did you pay for the ORS (ca4c)

File: ch

Overview

How much did you pay for the ORS (ca4c)

File: ch

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

How much did you pay for the (local name for ORS packet from CA2A)?

Interviewer instructions

Record how much was paid in local currency for the ORS packet. If it was free, circle '9996'. Circle '9998' if the respondent does not know how much was paid for the ORS packet.

Child ill with cough in last 2 weeks (ca5)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Has (name) had an illness with a cough at any time in the last two weeks, that is, since (day of the week) of the week before last?

Interviewer instructions

Illness with a cough means a cold or other acute respiratory illness with a cough. Circle the code corresponding to the response given. If the respondent says "He coughs all the time," or "She's been coughing for months," do not count this as an 'illness with a cough' since it is a chronic problem. If the answer is 'No' or 'DK', circle the appropriate code and go to CA12. If the symptoms started before but continued into the 2-week period, this counts as 'Yes'.

Difficulty breathing during illness with cough (ca6)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Difficulty breathing during illness with cough (ca6)

File: ch

When (name) had an illness with a cough, did he/she breathe faster than usual with short, quick breaths or have difficulty breathing?

Interviewer instructions

The question aims to find out if the child has or had an illness needing assessment by a health professional (as defined by the US Centers for Disease Control/Integrated Management of Childhood Illness programme). 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 CA12.

Symptoms due to problem in chest or blocked nose (ca7)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Were the symptoms due to a problem in the chest or a blocked 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 nose', skip to CA12. If the symptoms were due to 'Other' reasons, write the respondent's description in the line provided, circle '6' and skip to CA12. Otherwise, continue to the next question.

Sought advice or treatment for illness (ca8)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Did you seek advice or treatment for the illness outside the home?

Interviewer instructions

Sought advice or treatment for illness (ca8)

File: ch

'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 CA10.

When did you seek help (ca8aa)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How long after the onset of illness did you seek help?

Place sought care: Govt Hospital (ca9a)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

From where did you seek care? Anywhere else?

Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. If source is hospital, health center, or clinic, write the name of the place below. Probe to identify the type of source and circle the appropriate code. (Name of place)

Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source 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 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'. Then 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.

Place sought care: Govt Health centre (ca9b)

File: ch

Overview

Place sought care: Govt Health centre (ca9b)

File: ch

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

From where did you seek care? Anywhere else?

Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. If source is hospital, health center, or clinic, write the name of the place below. Probe to identify the type of source and circle the appropriate code. (Name of place)

Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source 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 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'. Then 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.

Place sought care: Govt Health post (ca9c)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

From where did you seek care? Anywhere else?

Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. If source is hospital, health center, or clinic, write the name of the place below. Probe to identify the type of source and circle the appropriate code. (Name of place)

Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source 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 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'. Then 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.

Place sought care: Village health worker (ca9d)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

From where did you seek care? Anywhere else?

Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. If source is hospital, health center, or clinic, write the name of the place below. Probe to identify the type of source and circle the appropriate code. (Name of place)

Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source 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 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'. Then 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.

Place sought care: Mobile/outreach clinic (ca9e)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

From where did you seek care? Anywhere else?

Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. If source is hospital, health center, or clinic, write the name of the place below. Probe to identify the type of source and circle the appropriate code. (Name of place)

Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source 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 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'. Then 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.

Place sought care: Other public medical center (ca9h)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

From where did you seek care? Anywhere else?

Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. If source is hospital, health center, or clinic, write the name of the place below. Probe to identify the type of source and circle the appropriate code. (Name of place)

Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source 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 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'. Then 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.

Place sought care: Private hospital/clinic (ca9i)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

From where did you seek care? Anywhere else?

Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. If source is hospital, health center, or clinic, write the name of the place below. Probe to identify the type of source and circle the appropriate code. (Name of place)

Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source 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 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'. Then 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.

Place sought care: Private physician (ca9j)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

From where did you seek care? Anywhere else?

Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. If source is hospital, health center, or clinic, write the name of the place below. Probe to identify the type of source and circle the appropriate code. (Name of place)

Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source 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 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'. Then 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.

Place sought care: Private pharmacy (ca9k)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

From where did you seek care? Anywhere else?

Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. If source is hospital, health center, or clinic, write the name of the place below. Probe to identify the type of source and circle the appropriate code. (Name of place)

Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source 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 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'. Then 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.

Place sought care: Mobile clinic (ca9l)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

From where did you seek care? Anywhere else?

Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. If source is hospital, health center, or clinic, write the name of the place below. Probe to identify the type of source and circle the appropriate code. (Name of place)

Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source 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 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'. Then 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.

Place sought care: Other private medical (ca9o)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

From where did you seek care? Anywhere else?

Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. If source is hospital, health center, or clinic, write the name of the place below. Probe to identify the type of source and circle the appropriate code. (Name of place)

Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source 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 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'. Then 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.

Place sought care: Relative or friend (ca9p)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

From where did you seek care? Anywhere else?

Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. If source is hospital, health center, or clinic, write the name of the place below. Probe to identify the type of source and circle the appropriate code. (Name of place)

Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source 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 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'. Then 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.

Place sought care: Shop (ca9q)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

From where did you seek care? Anywhere else?

Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. If source is hospital, health center, or clinic, write the name of the place below. Probe to identify the type of source and circle the appropriate code. (Name of place)

Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source 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 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'. Then 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.

Place sought care: Traditional practitioner (ca9r)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

From where did you seek care? Anywhere else?

Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. If source is hospital, health center, or clinic, write the name of the place below. Probe to identify the type of source and circle the appropriate code. (Name of place)

Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source 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 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'. Then 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.

Place sought care: Other (ca9x)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

From where did you seek care? Anywhere else?

Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. If source is hospital, health center, or clinic, write the name of the place below. Probe to identify the type of source and circle the appropriate code. (Name of place)

Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source 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 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'. Then 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.

Given medicine to treat this illness (ca10)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Was (name) given medicine to treat this illness?

Interviewer instructions

Circle the appropriate code. If the answer is 'Yes', continue to the next question. Otherwise, go to CA12.

Antibiotic (ca11a)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine was (name) given?

Post question

Circle all medicines 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. 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'.

Paracetamal/Panadol/Acetaminophen (ca11p)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Paracetamal/Panadol/Acetaminophen (ca11p)

File: ch

What medicine was (name) given?

Post question

Circle all medicines 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. 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'.

Aspirin (ca11q)

File: ch

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine was (name) given?

Post question

Circle all medicines 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. 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'.

Ibuprofen (ca11r)

File: ch

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine was (name) given?

Post question

Circle all medicines given.

Interviewer instructions

Ibuprofen (ca11r)

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. 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'.

Other (ca11x)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine was (name) given?

Post question

Circle all medicines 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. 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'.

DK (ca11z)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine was (name) given?

Post question

Circle all medicines 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. 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'.

Where did you get the antibiotic (ca11b)

File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 10-99

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Check CA11: Antibiotic given? Yes. Continue with CA11B No. Go to CA12

Literal question

Where did you get the antibiotic?

Interviewer instructions

Check CA11. If an antibiotic was given (code 'A' circled) to treat this illness, check the box marked 'Yes', and continue to CA11B. If 'No', skip to CA12. --- The intent of this question is to identify where the antibiotic was obtained. Circle the code corresponding to the answer given. If the respondent obtained the antibiotic from a medical sector source, 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 '16'. Similarly, if the place is in the private medical sector, but is not one of the pre-coded categories, write the description in the space provided for 'Other private medical' and circle '26'. If the respondent answers that the antibiotic was obtained from another place not listed, write the description of the place in the space provided for 'Other' and circle '96'. Then notify 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. Circle '98' if the respondent does not know where the antibiotic was obtained.

How much did you pay for the antibiotic (ca11c)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 1-9995
Invalid: 9996-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

How much did you pay for the antibiotic?

Interviewer instructions

Record how much was paid in local currency for the antibiotic. If it was free, circle '9996'. Circle '9998' if the respondent does not know how much was paid for the antibiotic.

What was done to dispose of the stools (ca13)

File: ch

Overview

What was done to dispose of the stools (ca13)

File: ch

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Check UF11: Child aged under 3? Yes. Continue with CA13 No. Go to CA14

Literal question

The last time (name) passed stools, what was done to dispose of the stools?

Interviewer instructions

CA13 is used to filter out children aged 3, 4 and 5 years, since the next question is to be asked only of children under age three. Check UF11; if the child is under three (he/she is 0, 1 or 2 years old), mark the box corresponding to 'Yes' and continue with the next question. If the child is not under three (she/he is 3, 4 or 5 years old), mark the box corresponding to 'No' and skip to CA14. --- 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.

Symptoms: Child not able to drink or breastfeed (ca14a)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Ask the following question (CA14) only once for each caretaker.

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?

Post question

Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms. Circle all symptoms mentioned, But do NOT prompt with any suggestions.

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers. Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. 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.

Symptoms: Child becomes sicker (ca14b)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Ask the following question (CA14) only once for each caretaker.

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?

Post question

Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms. Circle all symptoms mentioned, But do NOT prompt with any suggestions.

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers. Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. 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.

Symptoms: Child develops a fever (ca14c)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Ask the following question (CA14) only once for each caretaker.

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?

Post question

Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms. Circle all symptoms mentioned, But do NOT prompt with any suggestions.

Interviewer instructions

Symptoms: Child develops a fever (ca14c)

File: ch

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers. Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. 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.

Symptoms: Child has faster breathing (ca14d)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Ask the following question (CA14) only once for each caretaker.

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?

Post question

Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms. Circle all symptoms mentioned, But do NOT prompt with any suggestions.

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers. Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. 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.

Symptoms: Child has difficult breathing (ca14e)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Symptoms: Child has difficult breathing (ca14e)

File: ch

Ask the following question (CA14) only once for each caretaker.

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?

Post question

Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms. Circle all symptoms mentioned, But do NOT prompt with any suggestions.

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers. Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. 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.

Symptoms: Child has blood in stool (ca14f)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Ask the following question (CA14) only once for each caretaker.

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?

Post question

Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms. Circle all symptoms mentioned, But do NOT prompt with any suggestions.

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers. Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. 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.

Symptoms: Child is drinking poorly (ca14g)

File: ch

Overview

Symptoms: Child is drinking poorly (ca14g)

File: ch

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Ask the following question (CA14) only once for each caretaker.

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?

Post question

Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms. Circle all symptoms mentioned, But do NOT prompt with any suggestions.

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers. Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. 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.

Symptoms: child not able to drink (ca14h)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

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?

Symptoms: child vomits when eats (ca14i)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

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?

Symptoms: child unconscious (ca14j)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

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?

Symptoms: child has convulsions (ca14k)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

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?

Symptoms: Other (ca14x)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Ask the following question (CA14) only once for each caretaker.

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?

Post question

Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms. Circle all symptoms mentioned, But do NOT prompt with any suggestions.

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers. Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. 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.

Symptoms: Other (ca14y)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Ask the following question (CA14) only once for each caretaker.

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?

Post question

Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms. Circle all symptoms mentioned, But do NOT prompt with any suggestions.

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers. Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. 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.

Symptoms: Other (ca14z)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Ask the following question (CA14) only once for each caretaker.

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?

Post question

Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms. Circle all symptoms mentioned, But do NOT prompt with any suggestions.

Interviewer instructions

Symptoms: Other (ca14z)

File: ch

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers. Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. 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.

Child ill with fever in last 2 weeks (ml1)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

In the last two weeks, that is, since (day of the week) of the week before last, has (name) been ill with a fever?

Interviewer instructions

Most children living in areas with malaria experience their first malaria infections during the first year or two of life, when they have not yet acquired adequate clinical immunity. In these young children, the disease can progress rapidly to severe malaria and death. About 90 per cent of deaths due to malaria are among children under 5 years of age. The World Health Organization recommends that all children under age five be presumptively treated with antimalarial medication within 24 hours of the onset of fever to prevent severe malaria and death. --- 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. When asking this question, insert the name of the day of the interview. For example, if the interview is taking place on a Tuesday, ask: "IN THE LAST TWO WEEKS, THAT IS, SINCE TUESDAY OF THE WEEK BEFORE LAST, HAS (name) BEEN ILL WITH A FEVER?" 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, skip to ML10.

Child seen at health facility during illness (ml2)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Was (name) seen at a health facility during this illness?

Child seen at health facility during illness (ml2)

File: ch

Interviewer instructions

Circle the code corresponding to the answer given. If the child was not seen at a health facility during this illness or the mother/primary caretaker doesn't know, skip to ML6.

Child took medicine prescribed at health facility (ml3)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Did (name) take a medicine for fever or malaria that was provided or prescribed at the health facility?

Interviewer instructions

Circle the code corresponding to the answer given. If the child did not take any medicine for the fever or malaria that was provided or prescribed at the health facility, or if the mother/primary caretaker does not know, skip to ML5.

Medicine provided/prescribed: SP/Fansidar (ml4a)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine did (name) take that was provided or prescribed at the health facility?

Post question

Circle all medicines mentioned.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial and other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine provided/prescribed: Chloroquine (ml4b)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine did (name) take that was provided or prescribed at the health facility?

Post question

Circle all medicines mentioned.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial and other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine provided/prescribed: Amodiaquine (ml4c)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine did (name) take that was provided or prescribed at the health facility?

Post question

Circle all medicines mentioned.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial and other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine provided/prescribed: Quinine (ml4d)

File: ch

Medicine provided/prescribed: Quinine (ml4d)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine did (name) take that was provided or prescribed at the health facility?

Post question

Circle all medicines mentioned.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial and other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine provided/prescribed: Artemisinin-based combinations (ml4e)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine did (name) take that was provided or prescribed at the health facility?

Post question

Circle all medicines mentioned.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial and other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine provided/prescribed: Other anti-malaria (ml4h)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine did (name) take that was provided or prescribed at the health facility?

Post question

Circle all medicines mentioned.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial and other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine provided/prescribed: Paracetamol/Panadol/Acetaminop (ml4p)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine did (name) take that was provided or prescribed at the health facility?

Post question

Circle all medicines mentioned.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial and other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine provided/prescribed: Aspirin (ml4q)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine did (name) take that was provided or prescribed at the health facility?

Post question

Circle all medicines mentioned.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial and other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine provided/prescribed: Ibuprofen (ml4r)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine did (name) take that was provided or prescribed at the health facility?

Post question

Circle all medicines mentioned.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial and other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine provided/prescribed: Other (ml4x)

File: ch

Medicine provided/prescribed: Other (ml4x)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine did (name) take that was provided or prescribed at the health facility?

Post question

Circle all medicines mentioned.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial and other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine provided/prescribed: DK (ml4z)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine did (name) take that was provided or prescribed at the health facility?

Post question

Circle all medicines mentioned.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial and other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Child given medicine before visiting health facility (ml5)

File: ch

Child given medicine before visiting health facility (ml5)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

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

Interviewer instructions

This question is only asked if the child was seen at a health facility during the illness (ML2 = 1). Circle the code corresponding to the answer given. If the response is 'Yes', skip to ML7 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 ML8. Note that all response categories to this question skip ML6, to go to either ML7 or ML8.

Child given medicine for malaria or fever during illness (ml6)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

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

Interviewer instructions

This question is only asked if the child was not taken to a health facility during the illness causing fever (ML2 = 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 ML8. Otherwise, continue to the next question.

Medicine given: SP/Fansidar (ml7a)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Medicine given: SP/Fansidar (ml7a)

File: ch

Literal question

What medicine was (name) given?

Post question

Circle all medicines given. Ask to see the medication if type is not known. If type of medication is still not determined, show typical anti-malarials to respondent.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen given during this illness. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial or other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine given: Chloroquine (ml7b)

File: ch

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine was (name) given?

Post question

Circle all medicines given. Ask to see the medication if type is not known. If type of medication is still not determined, show typical anti-malarials to respondent.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen given during this illness. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial or other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine given: Amodiaquine (ml7c)

File: ch

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Children aged 0-4

Medicine given: Amodiaquine (ml7c)

File: ch

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine was (name) given?

Post question

Circle all medicines given. Ask to see the medication if type is not known. If type of medication is still not determined, show typical anti-malarials to respondent.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen given during this illness. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial or other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine given: Quinine (ml7d)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine was (name) given?

Post question

Circle all medicines given. Ask to see the medication if type is not known. If type of medication is still not determined, show typical anti-malarials to respondent.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen given during this illness. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial or other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine given: Artemisin-based combination (ml7e)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Medicine given: Artemisin-based combination (ml7e)

File: ch

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine was (name) given?

Post question

Circle all medicines given. Ask to see the medication if type is not known. If type of medication is still not determined, show typical anti-malarials to respondent.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen given during this illness. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial or other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine given: Other anti-malaria (ml7h)

File: ch

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine was (name) given?

Post question

Circle all medicines given. Ask to see the medication if type is not known. If type of medication is still not determined, show typical anti-malarials to respondent.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen given during this illness. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial or other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine given: Paracetamol/Panadol/Acetaminophen (ml7p)

File: ch

Overview

Medicine given: Paracetamol/Panadol/Acetaminophen (ml7p)

File: ch

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine was (name) given?

Post question

Circle all medicines given. Ask to see the medication if type is not known. If type of medication is still not determined, show typical anti-malarials to respondent.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen given during this illness. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial or other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine given: Aspirin (ml7q)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine was (name) given?

Post question

Circle all medicines given. Ask to see the medication if type is not known. If type of medication is still not determined, show typical anti-malarials to respondent.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen given during this illness. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial or other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine given: Ibuprofen (ml7r)

File: ch

Medicine given: Ibuprofen (ml7r)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine was (name) given?

Post question

Circle all medicines given. Ask to see the medication if type is not known. If type of medication is still not determined, show typical anti-malarials to respondent.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen given during this illness. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial or other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine given: Other (ml7x)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine was (name) given?

Post question

Circle all medicines given. Ask to see the medication if type is not known. If type of medication is still not determined, show typical anti-malarials to respondent.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen given during this illness. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial or other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Medicine given: DK (ml7z)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What medicine was (name) given?

Post question

Circle all medicines given. Ask to see the medication if type is not known. If type of medication is still not determined, show typical anti-malarials to respondent.

Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both antimalarials and other types of medicines such as acetaminophen given during this illness. If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the antimalarial or other types of medicines taken: (1) Ask to see the package of leftover medicines; some households keep popular antimalarial and other medicines at home. (2) Show the respondent a sample of each common antimalarial - from both public and private sources - in the original packages, in case some respondents remember the containers. (3) Use common brand names when asking the respondent about antimalarial medicines. If the medicine is an antimalarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

Days after fever started took anti-malarial (ml9)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Check ML4 and ML7: Anti-malarial mentioned (codes A - H)? Yes. Continue with ML9 No. Go to ML10

Literal question

How long after the fever started did (name) first take (name of anti-malarial from ML4 or ML7)?

Post question

If multiple anti-malarials mentioned in ML4 or ML7, name all anti-malarial medicines mentioned. Record the code for the day on which the first anti-malarial was given.

Interviewer instructions

If an antimalarial was mentioned either in ML4 or ML7 (codes A-H), check the box marked 'Yes' and continue to the next question. If 'No', check the corresponding box and skip to ML10. --- 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 antimalarial medicine to treat the fever. If multiple antimalarial medicines are mentioned in ML4 or ML7, name all antimalarials mentioned. Record the code for the day on which an antimalarial was given for the first time. If he/she started taking (the antimalarial) the same day the fever started, circle '0' for 'Same day'. If the antimalarial 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 antimalarial, circle '8'.

Where did you get the anti malaria (ml9a)

File: ch

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 10-99

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Where did you get the (name of anti-malarial from ML4 or ML7)?

Post question

If more than one anti-malarial is mentioned in ML4 or ML7, refer to the first anti-malarial given for the fever (the anti-malarial given on the day recorded in ML9).

Interviewer instructions

The intent of this question is to identify where the antimalarial first given for fever was obtained. If more than one antimalarial is mentioned in ML4 or ML7, refer to the first antimalarial given - that is, the antimalarial given on the day recorded in ML9. Circle the code corresponding to the answer given. If the respondent obtained the antimalarial from a medical sector source, 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 '16'. Similarly, if the place is in the private medical sector, but is not one of the pre-coded categories, write the description in the space provided for 'Other private medical' and circle '26'. If the respondent answers that the antimalarial was obtained from another place not listed, write the description of the place in the space provided for 'Other' and circle '96'. Then notify 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. Circle '98' if the respondent does not know where the antimalarial was obtained.

How much did you pay for the anti malaria (ml9b)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 1-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

How much did you pay for the (name of anti-malarial from ML4 or ML7)?

Post question

Refer to the same anti-malarial as in ML9A above

Interviewer instructions

Record how much was paid in local currency for the antimalarial identified above. If it was free, circle '9996'. Circle '9998' if the respondent does not know how much was paid for the antimalarial medicine.

Child slept under bednet last night (ml10)

File: ch

Child slept under bednet last night (ml10)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Did (name) sleep under a mosquito net last night?

Interviewer instructions

Ask the respondent if (name) slept under a mosquito net the previous night and circle the code corresponding to the answer given. If the respondent answers that the child did not sleep under a mosquito net last night or that he/she does not know, circle the appropriate code and skip to the next module. Otherwise, continue to the next question. You will have asked about mosquito nets in the household to the respondent to the Household Questionnaire. Some similar questions are asked here, from ML11 to ML15. Note that these questions are asked of the net the child slept under the previous night, which might not necessarily be the mosquito net for which detailed information was collected in the ITN module of the Household Questionnaire.

Months ago mosquito net obtained (ml11)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-94
Invalid: 95-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

How long ago did your household obtain the mosquito net?

Post question

If less than 1 month, record '00'. If answer is "12 months" or "1 year", probe to determine if net was treated exactly 12 months ago or earlier or later.

Interviewer instructions

If the net that the child slept under the previous night was obtained within the last 2 years (24 months), calculate the number of months from the respondent's answer and record the number of months in the space provided. If the net was obtained within the last month, enter '00' in the spaces provided. For example, if the respondent says "We bought that net a year and a half ago, during the planting season," the first step is to add 12 months for each year mentioned (1 year = 12 months). The season mentioned by the respondent was the 'planting season'. Using this memory cue, ask the respondent to be more precise about which month the net was purchased: Ask whether it was the beginning, middle or end of planting season or which planting season it was if there is more than one. If the respondent says that he or she bought it "at the beginning of the planting season in April" and it is October at the time of the interview, count the number of months between April and October, not counting the month of purchase (May, June, July, August, September, October = 6 months. Then add the sums: 12 months + 6 months = 18 months, and record '18' in the space provided). If the net was obtained more than 2 years ago, circle '95.' If the respondent does not know the exact number of months, probe to obtain the best estimate. If the respondent says "a year ago," probe to try to determine if the net was obtained exactly 12 months ago, or earlier or later. Circle '98' for 'Not sure' only if the respondent cannot even estimate how long ago the net was obtained.

Brand of mosquito net (ml12)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

What brand is this net?

Post question

If the respondent does not know the brand of the net, show pictorials, or if possible, observe the net. Long lasting treated nets: Brand A Brand B Pre-treated nets: Brand C Brand D Other nets: Brand E Brand F

Interviewer instructions

There are various types and brands of mosquito nets. Some require regular treatment with insecticide; others are factory treated and do not require any treatment for 6-12 months (pre-treated type) or 36 months (permanent type). By observing the mosquito nets yourself, you should be able to identify what brands or types of mosquito nets households own, but respondents may not always permit you to enter the sleeping areas where the nets are found. Your supervisor may provide you with photographs to help you to distinguish different brands of mosquito nets. In order to assess the effectiveness of mosquito net use in preventing malaria, we need to gather accurate information on the type of nets, and whether and when they were last treated with insecticide. Identify the type of net in the dwelling and circle the corresponding number on the questionnaire. If the respondent is not sure whether a net is one of these brands, try to observe the net, if possible. If it is not possible to observe the net(s), use the pictures you were given to aid in identification. If it is a permanently treated net (codes '11' or '12'), skip to the next module. If it is a pre-treated net (codes '21' or '22'), skip to ML14. If it is some other brand that is not listed, circle '36' and fill in the other brand name in the space provided. If the respondent does not know the type of net or the brand, circle '98' for 'DK brand'.

Mosquito net pre-treated (ml13)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

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

Interviewer instructions

Circle the code corresponding to the answer given.

Mosquito net soaked or dipped since obtained (ml14)

File: ch

Overview

Mosquito net soaked or dipped since obtained (ml14)

File: ch

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Since you got the mosquito net, was it ever soaked or dipped in a liquid to kill/repel mosquitoes or bugs?

Interviewer instructions

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. Circle the code corresponding to the answer given. If 'No' or 'DK', skip to the next module.

Months ago net soaked or dipped (ml15)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

How long ago was the net last soaked or dipped?

Post question

If less than 1 month, record '00'. If answer is "12 months" or "1 year", probe to determine if net was treated exactly 12 months ago or earlier or later.

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 2 years ago, circle '95'. If the respondent does not know the number of months, probe to obtain his/her best estimate. Circle '98' for 'Not sure' only if the respondent cannot even estimate when the net was last soaked or dipped. If the respondent says 'a year ago', probe to try to determine if the net was obtained exactly 12 months ago, or earlier or later.

Vaccination card for child (im1)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Vaccination card for child (im1)

File: ch

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

If an immunization card is available, copy the dates in IM2-IM8 for each type of immunization or vitamin A dose recorded on the card. IM10-IM18 are for recording vaccinations that are not recorded on the card. IM10-IM18 will only be asked when a card is not available.

Literal question

Is there a vaccination card for (name)?

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 continue to the next question. If the card or other document is not seen, circle '2' and skip to IM10 - 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 skip to IM10.

Day of BCG immunization (im2d)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization BCG

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Month of BCG immunization (im2m)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization BCG

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Year of BCG immunization (im2y)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2000-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization BCG

Interviewer instructions

Year of BCG immunization (im2y)

File: ch

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Day of OPV0 immunization (im3ad)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Polio at birth

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Month of OPV0 immunization (im3am)

File: ch

Overview

Month of OPV0 immunization (im3am)

File: ch

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Polio at birth

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Year of OPV0 immunization (im3ay)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2000-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Polio at birth

Interviewer instructions

Year of OPV0 immunization (im3ay)

File: ch

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Day of OPV1 immunization (im3bd)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Polio 1

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Month of OPV1 immunization (im3bm)

File: ch

Overview

Month of OPV1 immunization (im3bm)

File: ch

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Polio 1

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Year of OPV1 immunization (im3by)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2000-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Polio 1

Interviewer instructions

Year of OPV1 immunization (im3by)

File: ch

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Day of OPV2 immunization (im3cd)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Polio 2

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Month of OPV2 immunization (im3cm)

File: ch

Overview

Month of OPV2 immunization (im3cm)

File: ch

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Polio 2

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Year of OPV2 immunization (im3cy)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2001-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Polio 2

Interviewer instructions

Year of OPV2 immunization (im3cy)

File: ch

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Day of OPV3 immunization (im3dd)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Polio 3

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Month of OPV3 immunization (im3dm)

File: ch

Overview

Month of OPV3 immunization (im3dm)

File: ch

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Polio 3

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Year of OPV3 immunization (im3dy)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2001-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Polio 3

Interviewer instructions

Year of OPV3 immunization (im3dy)

File: ch

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Day of opv4 immunization (im3ed)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Month of opv4 immunization (im3em)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Year of opv4 immunization (im3ey)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2000-9999

Valid cases: 0
Invalid: 0

Day of opv5 immunization (im3fd)

File: ch

Overview

Day of opv5 immunization (im3fd)

File: ch

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

Valid cases: 0
 Invalid: 0

Month of opv5 immunization (im3fm)

File: ch

Overview

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

Valid cases: 0
 Invalid: 0

Year of opv5 immunization (im3fy)

File: ch

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 2001-9999

Valid cases: 0
 Invalid: 0

Day of DPT1 immunization (im4ad)

File: ch

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization DPT 1

Interviewer instructions

Day of DPT1 immunization (im4ad)

File: ch

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Month of DPT1 immunization (im4am)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization DPT 1

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Year of DPT1 immunization (im4ay)

File: ch

Overview

Year of DPT1 immunization (im4ay)

File: ch

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2000-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization DPT 1

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Day of DPT2 immunization (im4bd)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization DPT 2

Interviewer instructions

Day of DPT2 immunization (im4bd)

File: ch

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Month of DPT2 immunization (im4bm)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization DPT 2

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Year of DPT2 immunization (im4by)

File: ch

Overview

Year of DPT2 immunization (im4by)

File: ch

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2001-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization DPT 2

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Day of DPT3 immunization (im4cd)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization DPT 3

Interviewer instructions

Day of DPT3 immunization (im4cd)

File: ch

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Month of DPT3 immunization (im4cm)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization DPT 3

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Year of DPT3 immunization (im4cy)

File: ch

Overview

Year of DPT3 immunization (im4cy)

File: ch

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2001-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization DPT 3

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Day of dpt4 immunization (im4ed)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Month of dpt4 immunization (im4em)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Year of dpt4 immunization (im4ey)

File: ch

Year of dpt4 immunization (im4ey)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2001-9999

Valid cases: 0
Invalid: 0

Day of HepB1 or DPTHepB1 immunization (im5ad)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization HepB1 (or DPTHepB1)

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Month of HepB1 or DPThepB1 immunization (im5am)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Month of HepB1 or DPTHeP1 immunization (im5am)

File: ch

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization HepB1 (or DPTHeP1)

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Year of HepB1 or DPTHeP1 immunization (im5ay)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2000-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization HepB1 (or DPTHeP1)

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Day HepB2 or DPTHepB2 immunization (im5bd)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization HepB2 (or DPTHepB2)

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Month of HepB2 or DPTHepB2 imunization (im5bm)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization HepB2 (or DPTHepB2)

Interviewer instructions

Month of HepB2 or DPTHepB2 imunization (im5bm)

File: ch

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Year of HepB2 or DPTHepB2 immunization (im5by)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2001-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization HepB2 (or DPTHepB2)

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Day of DPTHepB3 or HepB3 immunization (im5cd)

File: ch

Overview

Day of DPTHepB3 or HepB3 immunization (im5cd)

File: ch

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization HepB3 (or DPTHepB3)

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Month of DPTHepB3 or HepB3 ummunization (im5cm)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization HepB3 (or DPTHepB3)

Interviewer instructions

Month of DPTHeP3 or HepB3 immunization (im5cm)

File: ch

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Year of DPTHeP3 or HepB3 immunization (im5cy)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2001-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization HepB3 (or DPTHeP3)

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Day Measles or MMR immunization (im6d)

File: ch

Overview

Day Measles or MMR immunization (im6d)

File: ch

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Measles (or MMR)

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Month Measles or MMR immunization (im6m)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Measles (or MMR)

Interviewer instructions

Month Measles or MMR immunization (im6m)

File: ch

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Year of Measles or MMR immunization (im6y)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2002-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Measles (or MMR)

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Day of Yellow Fever immunization (im7d)

File: ch

Overview

Day of Yellow Fever immunization (im7d)

File: ch

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Yellow fever

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Month of Yellow Fever immunization (im7m)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Yellow fever

Interviewer instructions

Month of Yellow Fever immunization (im7m)

File: ch

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Year of Yellow Fever immunization (im7y)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 2004-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Yellow fever

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Day of Vitamin A 1 immunization (im8ad)

File: ch

Overview

Day of Vitamin A 1 immunization (im8ad)

File: ch

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Vitamin A 1

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Month of Vitaimn A 1 imunization (im8am)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Vitamin A 1

Interviewer instructions

Month of Vitamin A 1 immunization (im8am)

File: ch

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Year of Vitamin A 1 immunization (im8ay)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 9999-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Vitamin A 1

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Day of Vitamin A 2 immunization (im8bd)

File: ch

Overview

Day of Vitamin A 2 immunization (im8bd)

File: ch

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Vitamin A 2

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Month of vitamin a (2) (im8bm)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Year of Vitamin A 2 immunization (im8by)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 9999-9999

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Pre question

Year of Vitamin A 2 immunization (im8by)

File: ch

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization Vitamin A 2

Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A 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 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. " If the card shows that a vaccination or vitamin A dose 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. 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 IM9.

Received additional vaccinations (im9)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Literal question

In addition to the vaccinations and vitamin A capsules shown on this card, did (name) receive any other vaccinations - including vaccinations received in campaigns or immunization days?

Post question

Record 'Yes' only if respondent mentions BCG, OPV 0-3, DPT 1-3, Hepatitis B 1-3, Measles, Yellow Fever vaccine(s), or Vitamin A supplements. (If yes, Probe for vaccinations and write '66' in the corresponding day column on IM2 to IM8B.)

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 (name) 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 IM2-IM8B, 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, the answer to IM4C 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 all vaccinations, skip to IM19.

Child ever received any vaccinations (im10)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Child ever received any vaccinations (im10)

File: ch

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

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

Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown. --- Only ask IM10-18 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'). 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, antimalarials, 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 IM19.

Child ever given BCG vaccination (im11)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Has (name) ever been given a BCG vaccination against tuberculosis - that is, an injection in the arm or shoulder that caused a scar?

Interviewer instructions

Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown. --- Circle the code corresponding to the response.

Child ever given Polio vaccination (im12)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Has (name) ever been given any "vaccination drops in the mouth" to protect him/her from getting diseases - that is, polio?

Child ever given Polio vaccination (im12)

File: ch

Interviewer instructions

Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown. --- 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 IM15.

Polio first given just after birth or later (im13)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

How old was he/she when the first dose was given - just after birth (within two weeks) or later?

Interviewer instructions

Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown. --- Ask how old the child was at first dose, prompting "JUST AFTER BIRTH OR LATER?" Circle the code corresponding to the response.

Times child given Polio vaccination (im14)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

How many times has he/she been given these drops?

Interviewer instructions

Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown. --- Fill in the number in the space provided.

Child ever given DPT vaccination (im15)

File: ch

Overview

Child ever given DPT vaccination (im15)

File: ch

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Has (name) ever been given "DPT vaccination injections" - that is, an injection in the thigh or buttocks - to prevent him/her from getting tetanus, whooping cough, diphtheria? (sometimes given at the same time as polio)

Interviewer instructions

Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown. --- Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If 'No' or 'DK', skip to IM17.

Times child given DPT vaccination (im16)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

How many times?

Interviewer instructions

Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown. --- Fill in the number in the space provided.

Child ever given Measles or MMR vaccination (im17)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Child ever given Measles or MMR vaccination (im17)

File: ch

Has (name) ever been given "Measles vaccination injections" or MMR - that is, a shot in the arm at the age of 9 months or older - to prevent him/her from getting measles?

Interviewer instructions

Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown. --- 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'.

Yellow Fever given (im18)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Has (NAME) ever been given "Yellow Fever vaccination injections" - that is, a shot in the arm at the age of 9 months or older - to prevent him/her from getting yellow fever? (sometimes given at the same time as measles)

Interviewer instructions

Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown. --- Circle the code corresponding to the response.

Child participated in national immunization day A (im19a)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: Date/type of campaign A

Interviewer instructions

This question is asked to provide information about immunization programmes. It also provides a check on IM9 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 IM9. If the answer given there (to IM9) was 'No', ask again.

Child participated in national immunization day B (im19b)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

The mother or caretaker of the child aged 0-4.

Literal question

Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: Date/type of campaign B

Interviewer instructions

This question is asked to provide information about immunization programmes. It also provides a check on IM9 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 IM9. If the answer given there (to IM9) was 'No', ask again.

Child participated in national immunization day C (im19c)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Literal question

Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: Date/type of campaign C

Interviewer instructions

This question is asked to provide information about immunization programmes. It also provides a check on IM9 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 IM9. If the answer given there (to IM9) was 'No', ask again.

Child's weight (kilograms) (an1)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 5
Decimals: 1
Range: 1.5-99.9

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Measured by the field staff

Pre question

Child's weight (kilograms) (an1)

File: ch

After questionnaires for all children are complete, the measurer weighs and measures each child. Record weight and length/height below, taking care to record the measurements on the correct questionnaire for each child. Check the child's name and line number on the household listing before recording measurements. Child's weight.

Interviewer instructions

Weights and heights of all eligible children under five in the household will be measured after all the Questionnaires for Children Under Five are completed. However, if some respondents or children have to leave the household before all questionnaires in the household have been completed, or if a call-back has to be made to interview another respondent, it is best to complete the measurements on those children who are present. The most important thing is not to miss measuring those who are eligible. Measurement of heights and weights will normally be the responsibility of field editors. Each fieldwork team will have one set of measuring boards and weighing scales. Therefore, once you have completed the questionnaires and are ready to start anthropometric measurements, you should call upon field editors to join you in the household, together with the equipment. Although the field editor will be the main team member responsible for anthropometric measurements, you will also receive training on how to weigh and measure children. In some cases, the entrance of field editors to the household may not be possible; in such cases, you may yourself perform the measurements, with the assistance of the mother. Each child will be weighed and measured, and the results will be recorded in his/her questionnaire. Be sure the weight for each child is recorded on the correct questionnaire. Procedures for weight and height measurements are discussed in detail in Appendix Five. This section is confined to explaining how the results will be coded. --- The child should be weighed according to the instructions given during training. Record the result to the nearest tenth of a kilogram (100 grams). 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.

Child measured lying or standing (an2a)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Measured by the field staff

Pre question

Child's length or height.

Post question

Check age of child in UF11: Child under 2 years old. Measure length (lying down). Child age 2 or more years. Measure height (standing up).

Interviewer instructions

Weights and heights of all eligible children under five in the household will be measured after all the Questionnaires for Children Under Five are completed. However, if some respondents or children have to leave the household before all questionnaires in the household have been completed, or if a call-back has to be made to interview another respondent, it is best to complete the measurements on those children who are present. The most important thing is not to miss measuring those who are eligible. Measurement of heights and weights will normally be the responsibility of field editors. Each fieldwork team will have one set of measuring boards and weighing scales. Therefore, once you have completed the questionnaires and are ready to start anthropometric measurements, you should call upon field editors to join you in the household, together with the equipment. Although the field editor will be the main team member responsible for anthropometric measurements, you will also receive training on how to weigh and measure children. In some cases, the entrance of field editors to the household may not be possible; in such cases, you may yourself perform the measurements, with the assistance of the mother. Each child will be weighed and measured, and the results will be recorded in his/her questionnaire. Be sure the weight for each child is recorded on the correct questionnaire. Procedures for weight and height measurements are discussed in detail in Appendix Five. This section is confined to explaining how the results will be coded. --- Check the age of the child in UF11. If the child is under 2 years old, check the appropriate box, 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 and then measure and record standing height. Write a zero first if the number of centimetres is two digits.

Child's length or height (an2)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 6
Decimals: 1
Range: 42-999.9

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Measured by the field staff

Pre question

Child's length or height.

Post question

Check age of child in UF11: Child under 2 years old. Measure length (lying down). Child age 2 or more years. Measure height (standing up).

Interviewer instructions

Weights and heights of all eligible children under five in the household will be measured after all the Questionnaires for Children Under Five are completed. However, if some respondents or children have to leave the household before all questionnaires in the household have been completed, or if a call-back has to be made to interview another respondent, it is best to complete the measurements on those children who are present. The most important thing is not to miss measuring those who are eligible. Measurement of heights and weights will normally be the responsibility of field editors. Each fieldwork team will have one set of measuring boards and weighing scales. Therefore, once you have completed the questionnaires and are ready to start anthropometric measurements, you should call upon field editors to join you in the household, together with the equipment. Although the field editor will be the main team member responsible for anthropometric measurements, you will also receive training on how to weigh and measure children. In some cases, the entrance of field editors to the household may not be possible; in such cases, you may yourself perform the measurements, with the assistance of the mother. Each child will be weighed and measured, and the results will be recorded in his/her questionnaire. Be sure the weight for each child is recorded on the correct questionnaire. Procedures for weight and height measurements are discussed in detail in Appendix Five. This section is confined to explaining how the results will be coded. --- Check the age of the child in UF11. If the child is under 2 years old, check the appropriate box, 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 and then measure and record standing height. Write a zero first if the number of centimetres is two digits.

Measurer's identification code (an3)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-52

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Measured by the field staff

Pre question

Measurer's identification code.

Interviewer instructions

You should enter the two-digit identification number of the person who performed the measurements in the space provided. This would normally be the field editor or yourself.

Result of measurement (an4)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Measured by the field staff

Pre question

Result of 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'.

Height for age percentile (hap)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 5
Decimals: 1
Range: 0-99.9

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Constructed variable used for analysis

Pre question

Recoded variable

Literal question

Is (name) male or female?

Height for age z-score (haz)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 6
Decimals: 2
Range: -9.98-9.99

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Constructed variable used for analysis

Pre question

Recoded variable

Literal question

Height for age z-score (haz)

File: ch

Is (name) male or female?

Height for age percent of reference median (ham)

File: ch

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 6	
Decimals: 1	
Range: 52.4-999.9	

Universe

Children aged 0-4

Source of information

Constructed variable used for analysis

Pre question

Recoded variable

Literal question

Is (name) male or female?

Weight for age percentile (wap)

File: ch

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 5	
Decimals: 1	
Range: 0-99.9	

Universe

Children aged 0-4

Source of information

Constructed variable used for analysis

Pre question

Recoded variable

Literal question

Is (name) male or female?

Weight for age z-score (waz)

File: ch

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 6	
Decimals: 2	
Range: -5.72-9.99	

Universe

Children aged 0-4

Weight for age z-score (waz)

File: ch

Source of information

Constructed variable used for analysis

Pre question

Recoded variable

Literal question

Is (name) male or female?

Weight for age percent of reference median (wam)

File: ch

Overview

Type: Continuous

Valid cases: 0 (0)

Format: numeric

Invalid: 0 (0)

Width: 6

Decimals: 1

Range: 37.6-999.9

Universe

Children aged 0-4

Source of information

Constructed variable used for analysis

Pre question

Recoded variable

Literal question

Is (name) male or female?

Weight for height percentile (whp)

File: ch

Overview

Type: Continuous

Valid cases: 0 (0)

Format: numeric

Invalid: 0 (0)

Width: 5

Decimals: 1

Range: 0-99.9

Universe

Children aged 0-4

Source of information

Constructed variable used for analysis

Pre question

Recoded variable

Literal question

Is (name) male or female?

Weight for height z-score (whz)

File: ch

Overview

Weight for height z-score (whz)

File: ch

Type: Continuous
Format: numeric
Width: 6
Decimals: 2
Range: -9.39-9.99

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Constructed variable used for analysis

Pre question

Recoded variable

Literal question

Is (name) male or female?

Weight for height percent of reference median (whm)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 6
Decimals: 1
Range: 23.4-999.9

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Constructed variable used for analysis

Pre question

Recoded variable

Literal question

Is (name) male or female?

Flag for anthropometric indicators (flag)

File: ch

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-7

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Constructed variable used for analysis

Pre question

Recoded variable

Literal question

Is (name) male or female?

Sex (hl4)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Head of household or other responsible household member

Highest level of school attended (ed3a)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer number (hh3)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-52

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Interviewer name and number:

Interviewer instructions

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

Supervisor Number (hh4)

File: ch

Supervisor Number (hh4)

File: ch

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 1-14	

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Supervisor name and number:

Interviewer instructions

Enter your supervisor's name and identification number. You will be provided with your supervisor's identification number as soon as you know who you will be working with.

Day of interview (hh5d)

File: ch

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 1-30	

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre 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: ch

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 9-10	

Universe

Households

Source of information

Interview information fields completed by interviewer

Month of interview (hh5m)

File: ch

Pre 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: ch

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 4	
Decimals: 0	
Range: 2005-2005	

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre 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: ch

Overview

Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 1	
Decimals: 0	
Range: 1-2	

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Area:

Interviewer instructions

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

Region (hh7)

File: ch

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Region:

Interviewer instructions

Circle the code for region.

Regions (hh7new)

File: ch

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 2
 Range: 1-8

Valid cases: 0
 Invalid: 0

District (hh7a)

File: ch

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 10-83

Valid cases: 0
 Invalid: 0

Village (hh7b)

File: ch

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 1-9999

Valid cases: 0
 Invalid: 0

Phc/non phc (hh7c)

File: ch

Phc/non phc (hh7c)

File: ch

Overview

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

Valid cases: 0
 Invalid: 0

Result of HH interview (hh9)

File: ch

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

After all questionnaires for the household have been completed, fill in the following information: Result of HH interview:

Interviewer instructions

If the Household Questionnaire is completed, circle '1' for 'Completed'. If you have not been able to contact the household after repeated visits, circle '2' for 'Not at home'. If the household refuses to be interviewed, circle '3' for 'Refused'. If you are unable to locate the household or if the dwelling is destroyed, circle '4' for 'HH not found/destroyed'. If you have not been able to complete the Household Questionnaire for another reason, you should circle '6' for 'Other' 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; adult household members were not found at home after repeated visits.

Respondent HH questionnaire (hh10)

File: ch

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Respondent to HH questionnaire:

Interviewer instructions

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

Number of household members (hh11)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 1-25

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Total number of household members:

Interviewer instructions

Count the number of household members recorded in column HL1 of the Household Listing and enter the total here.

Total eligible women (hh12)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-11

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

No. of women eligible for interview:

Interviewer instructions

Enter the total number of women eligible for interview for the Questionnaire for Individual Women - you will copy this from the row for totals at the bottom of the Household Listing, for HL6.

Women interviews completed (hh13)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-11

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

No. of women questionnaires completed:

Interviewer instructions

Women interviews completed (hh13)

File: ch

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

Total children under 5 (hh14)

File: ch

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 3	
Decimals: 0	
Range: 0-7	

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

No.of children under age 5:

Interviewer instructions

Enter the total number of children under five eligible for inclusion in the survey from the row for totals at the bottom of the Household Listing, for HL8. You will be using the Questionnaire for Children Under Five to interview the mothers or primary caretakers of these children.

Child interviews completed (hh15)

File: ch

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 3	
Decimals: 0	
Range: 0-7	

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

No.of under-5 questionnaires completed:

Interviewer instructions

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

Data entry clerk (hh16)

File: ch

Overview

Data entry clerk (hh16)

File: ch

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Interview information fields completed by interviewer

Pre question

Data entry clerk:

Interviewer instructions

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

Main source of drinking water (ws1)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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

Main source of drinking water (ws1)

File: ch

The purpose of the first two questions of this module is to assess the type of household water used for drinking as well as for other purposes, such as cooking and washing hands. Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2): '11' - Piped into dwelling, also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom. '12' - Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house. '13' - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete. '21' - A tube-well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater supplies. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy. '31' - A protected dug well is a dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole. '32' - An unprotected dug well is a dug well for which one or both of the following are true: (1) the well is not protected from run-off water; (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected. '41' - A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a 'spring box' that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution. '42' - An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a 'spring box' (described above). '51' - Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used. '61' - A tanker-truck water source transports and sells water by means of a tanker truck. '71' - Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means. '81' - Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly. '91' - Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles - this should not be coded as bottled water. --- Circle the code for the most usual source. If several sources are mentioned, probe to determine the most usual source. If the source varies by season, record the source for the season of the interview. Note that the next question is only asked if the response to this question is 'Bottled water'. You should skip WS2 if the response to WS1 is other than 'Bottled water'. If the response is 'Piped into dwelling' or 'Piped into yard/plot', circle '11' or '12', respectively, and skip to WS5. Otherwise, skip to WS3.

Main source of water used for other purposes (if bottled wat (ws2)

File: ch

Overview	
Type: Discrete	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 2	
Decimals: 0	
Range: 11-99	
Universe	
Households	
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	

Main source of water used for other purposes (if bottled wat (ws2)

File: ch

The purpose of the first two questions of this module is to assess the type of household water used for drinking as well as for other purposes, such as cooking and washing hands. Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2): '11' - Piped into dwelling, also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom. '12' - Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house. '13' - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete. '21' - A tube-well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater supplies. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy. '31' - A protected dug well is a dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole. '32' - An unprotected dug well is a dug well for which one or both of the following are true: (1) the well is not protected from run-off water; (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected. '41' - A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a 'spring box' that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution. '42' - An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a 'spring box' (described above). '51' - Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used. '61' - A tanker-truck water source transports and sells water by means of a tanker truck. '71' - Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means. '81' - Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly. '91' - Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles - this should not be coded as bottled water. --- 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' or 'Piped into yard/plot', circle '11' or '12', respectively, and skip to WS5. Otherwise continue to the next question.

Time to get water and come back (ws3)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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

This question is used to find out how convenient the source of water is to the dwelling. Note that the question is asked for water sources coded as '13-81' and '96' in WS1, or water sources coded as '13-96' in WS2. 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 water source is on the dwelling premises or if water is delivered to the dwelling by a vendor, circle '995' for 'Water on premises' and skip to WS5. If the respondent does not know how long it takes, circle '998' and continue on to the next question.

Person fetching water (ws4)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex?

Post question

Circle code that best describes this person.

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 IS THIS PERSON?" 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.

Treat water to make safer for drinking (ws5)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Do you treat your water in any way to make it safer to drink?

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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 WS7.

Boil (ws6a)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Boil (ws6a)

File: ch

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Add bleach/chlorine (ws6b)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

Add bleach/chlorine (ws6b)

File: ch

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Strain it through a cloth (ws6c)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Use water filter (ws6d)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Solar disinfection (ws6e)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

Solar disinfection (ws6e)

File: ch

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Let it stand and settle (ws6f)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Other (ws6x)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

DK (ws6z)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What do you usually do to the water to make it safer to drink? Anything else?

Post question

Record all items mentioned.

Interviewer instructions

DK (ws6z)

File: ch

The purpose of the following two questions, WS5 and WS6, 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. --- 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'. 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. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) '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. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. '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.

Kind of toilet facility (ws7)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to?

Post question

If necessary, ask permission to observe the facility.

Interviewer instructions

Kind of toilet facility (ws7)

File: ch

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- The purpose of this question is to obtain a measure of the cleanliness 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. . '14' - A flush/pour flush to somewhere else refers to excreta being deposited in or nearby the household environment (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 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 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 or hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly. '95' - No facilities or bush or 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).

Facility located within dwelling or yard (ws7aa)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Is this facility located within your dwelling, or yard or compound?

Interviewer instructions

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

How far is house from nearest toilet facility (ws7bb)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How far is house from nearest toilet facility (ws7bb)

File: ch

How far is your house/residence from the nearest toilet facility?

Interviewer instructions

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

How far is your house from nearest refuse disposal side (ws7cc)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How far is your house/residence from the nearest refuse disposal site?

Interviewer instructions

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

How far is your kitchen from nearest toilet facility (ws7dd)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How far is your kitchen/cooking place from the nearest toilet facility?

Interviewer instructions

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

How far is kitchen from nearest disposal side (ws7ee)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

How far is your kitchen/cooking place from the nearest disposal site?

Interviewer instructions

How far is kitchen from nearest disposal site (ws7ee)

File: ch

For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note the in WS7EE DISPOSAL site refers to final waste dumping site authorized or unauthorized.

What happen with stools of young children (ws7ff)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

What happens with the stools of young children (0-3 years) when they do not use the latrine or toilet facility?

Do you use soap after toilet (ws7gg)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

DO you use soap after toilet or WHEN YOU remove waste/faeces from children?

Toilet facility shared (ws8)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Do you share this facility with other households?

Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- 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. --- Circle the code corresponding to the response given. If 'No', go to the next module.

Households using this toilet facility (ws9)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many households in total use this toilet facility?

Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- 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. --- 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 this household that uses the facility; if that is the case, you should go back to WS8 and correct the response there). Circle '98' for 'DK' ('Doesn't know').

Religion (hc1a)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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.

Mother tongue (hc1b)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Mother tongue (hc1b)

File: ch

Households

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

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

Ethnicity (hc1c)

File: ch

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 1-9

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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.

Number of rooms for sleeping (hc2)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Pre question

Main material of the dwelling floor:

Post question

Record observation.

Interviewer instructions

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, record the main flooring material (the material that covers the largest amount of floor space).

Main material of roof (hc4)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Pre question

Main material of the roof.

Post question

Record observation.

Interviewer instructions

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).

Main material of wall (hc5)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Main material of wall (hc5)

File: ch

Universe

Households

Source of information

Head of household or other responsible household member

Pre question

Main material of the walls.

Post question

Record observation.

Interviewer instructions

Circle the correct code for the material of the dwelling 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, record the main wall material (the material that covers the largest amount of wall space).

Type of fuel using for cooking (hc6)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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, or biogas is mainly used, circle '01', '02', '03', or '04', respectively, 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.

Food cooked on stove or open fire (hc7)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Food cooked on stove or open fire (hc7)

File: ch

Literal question

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

Post question

Probe for type.

Interviewer instructions

Probe for type of stove and circle the code corresponding to the response given. If a response is given other than the pre-coded ones, circle '96' and specify the type of stove on the line provided. For 'Closed stove', skip the next question and ask HC8.

Does the fire stove have a chimney or a hood (hc7a)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does the fire/stove have a chimney or a hood?

Interviewer instructions

Circle the appropriate response.

Cooking location (hc8)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

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?

Interviewer instructions

Circle the code corresponding to the response given. If a response is given other than the pre-coded ones, circle '6' and specify on the line provided.

Electricity (hc9a)

File: ch

Electricity (hc9a)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Radio (hc9b)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Television (hc9c)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Television (hc9c)

File: ch

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Mobile phone (hc9d)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Non-mobile phone (hc9e)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

Interviewer instructions

Non-mobile phone (hc9e)

File: ch

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Refrigerator (hc9f)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does your household have:

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, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR?

Electrical generator (hc9g)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Video (hc9h)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Literal question

Does your household have:

Fan (hc9i)

File: ch

Overview

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

Valid cases: 0
 Invalid: 0

Literal question

Does your household have:

Cassette or video player (hc9j)

File: ch

Overview

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

Valid cases: 0
 Invalid: 0

Literal question

Does your household have:

Sofa (hc9k)

File: ch

Overview

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

Valid cases: 0
 Invalid: 0

Literal question

Does your household have:

Cupboard (hc9l)

File: ch

Overview

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

Valid cases: 0
 Invalid: 0

Literal question

Does your household have:

Air conditioner (hc9m)

File: ch

Air conditioner (hc9m)

File: ch

Overview

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

Valid cases: 0
 Invalid: 0

Literal question

Does your household have:

Watch (hc10a)

File: ch

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Bicycle (hc10b)

File: ch

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

Interviewer instructions

Bicycle (hc10b)

File: ch

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Motorcycle or scooter (hc10c)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Animal-drawn cart (hc10d)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Car or truck (hc10e)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Boat with a motor (hc10f)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own:

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. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

Does any member of your household own any land for agriculture (hc11)

File: ch

Overview

Does any member of your household own any land for agriculture (hc11)

File: ch

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

Circle the code corresponding to the response given. If 'No', skip to HC13.

How many hectares of agriculture (hc12)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

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

Post question

If more than 97, record '97'. If unknown, record '98'.

Interviewer instructions

Record the total number of hectares of land owned by all members of the household that can be used for agriculture. If 97 or more hectares (or other units) are owned, record '97'. If unknown, record '98'.

Does this household own any livestock, heds, or animals (hc13)

File: ch

Overview

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

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

Does this household own any livestock, heds, or animals (hc13)

File: ch

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

Interviewer instructions

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

Number of cattle (hc14a)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of milk cows or bulls (hc14b)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of horses donkeys, or mules (hc14c)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of goats (hc14d)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of sheep (hc14e)

File: ch

Overview

Number of sheep (hc14e)

File: ch

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Number of chickens (hc14f)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-96
Invalid: 97-

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Households

Source of information

Head of household or other responsible household member

Literal question

How many of the following animals does this household have?

Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal. If the household has 97 or more of any one type of animal, record '97'. If the household owns a particular type of animal, 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.

Do you or someone in this household own or rent this dwellin (hc15a)

File: ch

Overview

Do you or someone in this household own or rent this dwellin
(hc15a)

File: ch

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

Valid cases: 0
Invalid: 0

Do you or someone in this household have a title deed for th
(hc15b)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Certificate of occupation (or adjudication certificate) (hc15ca)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Property tax certification (hc15cb)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Utility bills (hc15cc)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

others cx (hc15cx)

File: ch

Overview

others cx (hc15cx)

File: ch

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

None/no document cy (hc15cy)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Do you have a written rental contract for this dwelling (hc15d)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Informal agreement (written) (hc15ea)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Verbal agreement (no document) (hc15eb)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Occupied rent free with knowledge of the owner (hc15ec)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Occupied rent free without knowledge of the owner (hc15ed)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Other ex (hc15ex)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

None/no document ey (hc15ey)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Do you feel secure from eviction from this dwelling (hc15f)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Have you been evicted from your home in the 5 past years (hc15g)

File: ch

Overview

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

Valid cases: 0
Invalid: 0

Landslide area (hc15ha)

File: ch

Overview

Landslide area (hc15ha)

File: ch

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

Flood-prone area (hc15hb)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

River bank (hc15hc)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

Steep hill (hc15hd)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

Garbage mountain/pile (hc15he)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

Industrial pollution area (hc15hf)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

Railroad (hc15hg)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

Power plant (hc15hh)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

Flyover (hc15hi)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

None of the above hy (hc15hy)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Dwelling located in or near:

Cracks/openings in walls (hc15ia)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

No windows (hc15ib)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Windows with broken glass/no glass (hc15ic)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Visible holes in the roof (hc15id)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Incomplete roof (hc15ie)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Insecure door (hc15if)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

None of the above iy (hc15iy)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Very narrow passage between house instead of road (hc15ja)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Too many power cables connecting to neighborhood's (hc15jb)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

None of the above jy (hc15jy)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Date of interview child (CMC) (cmcdioc)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 8
Decimals: 0
Range: 1269-1270

Valid cases: 0 (0)
Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Date of birth (CMC) (cdob)

File: ch

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 8	
Decimals: 0	
Range: 1210-1269	
Invalid: 9999	

Universe

Children aged 0-4

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Age (months) (cage)

File: ch

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 8	
Decimals: 0	
Range: 0-59	

Universe

Children aged 0-4

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Age (cage_6)

File: ch

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 8	
Decimals: 0	
Range: 1-6	

Universe

Children aged 0-4

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Age (cage_11)

File: ch

Age (cage_11)

File: ch

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-5

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Children's sample weight (chweight)

File: ch

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 6
 Range: 0-1.206914

Valid cases: 0
 Invalid: 0

Universe

Children aged 0-4

Source of information

Sample is not self weighting. Variables constructed for analysis

Pre question

Recoded variable

Mother's education (melevel)

File: ch

Overview

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

Valid cases: 0 (0)
 Invalid: 0 (0)

Universe

Children aged 0-4

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Wealth index score (wlthscor)

File: ch

Wealth index score (wlthscor)

File: ch

Overview

Type: Continuous	Valid cases: 0 (0)
Format: numeric	Invalid: 0 (0)
Width: 9	
Decimals: 5	
Range: -2.52999196552133-2.23273965290285	

Universe

Children aged 0-4

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Wealth index quintiles (wlthind5)

File: ch

Overview

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

Universe

Children aged 0-4

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Related Materials

Questionnaires

Multiple Indicators Cluster Survey 2005 - Household Questionnaire

Title Multiple Indicators Cluster Survey 2005 - Household Questionnaire
 Author(s) Bureau of Statistics and UNICEF
 Date 2005-12-01
 Country Gambia
 Language English
 Description This questionnaire was used for collecting information at the household level
 Filename MICS3HHfinal 30 12 05.pdf

Multiple Indicators Cluster Survey 2005 - Questionnaire for Individual Women

Title Multiple Indicators Cluster Survey 2005 - Questionnaire for Individual Women
 Author(s) Bureau of Statistics and UNICEF
 Date 2005-12-01
 Country Gambia
 Language English
 Description Questions on women
 Filename MICS3WMfinal 31 12 05.pdf

Multiple Indicators Cluster Survey 2005 - Questionnaire for Children Under Five

Title Multiple Indicators Cluster Survey 2005 - Questionnaire for Children Under Five
 Author(s) Bureau of Statistics and UNICEF
 Date 2005-12-01
 Country Gambia
 Language English
 Description Questions on under five children
 Filename MICS3U5final 31 12 05.pdf

Reports

Multiple Indicator Cluster Survey 2005 - Final Report

Title Multiple Indicator Cluster Survey 2005 - Final Report
 Author(s) Gambia Bureau of Statistics UNICEF The World Bank
 Date 2007-01-01
 Country Gambia
 Language English
 Filename http://www.childinfo.org/files/MICS3_Gambia_FinalReport_2005-06_Eng.pdf

Technical documents

Field Work Manual for MICS3, 2005

Title Field Work Manual for MICS3, 2005
 Author(s) UNICEF customized by Edrissa Ceesay
 Date 2005-11-01
 Country Gambia
 Language English
 Description Instructions to Field workers
 Filename MANUALMICS3FIELDWORK.pdf

Data Processing Manual MICS3, 2005

Title Data Processing Manual MICS3, 2005
 Author(s) UNICEF customized by Edrissa Ceesay
 Date 2005-11-01
 Country Gambia
 Language English
 Description Data processing manual
 Filename MANUALMICS3-DATA PROCESSING.pdf

The Gambia MICS3 Sample Design

Title The Gambia MICS3 Sample Design
 Country Gambia
 Language English
 Description Description of the design and selection of sample
 Filename The Gambia MICS 3 Sample Design.doc

Supplementary coding manual for data processing

Title Supplementary coding manual for data processing
 Country Gambia
 Language English
 Description Instructions for coding specific variables on the questionnaires.
 Filename Coding manual supplementary.pdf

Occupation Code

Title Occupation Code
 Country Gambia
 Language English
 Filename OCCUPATION.zip

Possible combinations for education for persons aged 5 - 24

Title Possible combinations for education for persons aged 5 - 24
 Country Gambia
 Language English
 Filename POSSIBLE COMBINATIONS FOR EDUCATION FOR PERSONS.pdf

Settlement Codes

Title Settlement Codes
 Country Gambia
 Language English
 Filename SETTLEMENT CODES2.doc

Forms and Checklist

Title Forms and Checklist
 Country Gambia
 Language English
 Filename FORMS.doc

Other materials

SPS syntax files for secondary data processing

Title SPS syntax files for secondary data processing
 Country Gambia
 Language English
 Description All syntax files used to create the tables in the final MICS report
 Filename SPSS Syntax.zip

Data aggregation program

Title Data aggregation program
 Country Gambia
 Language English
 Filename MICS3 programs.pdf

Gambia MICS3 Tables

Title Gambia MICS3 Tables
 Country Gambia
 Language English
 Description Complete set of final MICS tables as they appear in the final MICS report
 Filename Final_Tables.pdf

Gambia MICS3 Data Quality Tables

Title Gambia MICS3 Data Quality Tables
 Country Gambia
 Language English
 Description Data Quality Tables

Table of contents	Age distribution of the household population
	Age distribution of eligible women and interviewed women
	Age distribution of eligible children and children for whom the mother or caretaker was interviewed
	Age distribution of children under age 5 by 3 month groups
	Age and period ratios at boundaries of eligibility
	Percent of observations with missing information on selected variables
	Presence of mother in the household and person interviewed for the under 5 questionnaire
	School attendance by single year age
	Sex ratio at birth among children ever born, surviving and dead by age of respondent
	Distribution of women by time since last birth
Filename	Data_Quality.pdf

Gambia MICS3 Sampling Error Tables

Title	Gambia MICS3 Sampling Error Tables
Country	Gambia
Language	English
Description	Sampling error tables to show the sampling errors on selected indicators at the national, urban/rural and regional levels.
Filename	Sampling_Errors.pdf
