

# Bosnia and Herzegovina - Multiple Indicator Cluster Survey 2011

**United Nations Children's Fund, Federal Office of Statistics, Republic of Srpska  
Institute of Statistics, Agency for Statistics of Bosnia and Herzegovina**

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# Sampling

## Sampling Procedure

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The primary objective of the sample design for the BiH Multiple Indicator Cluster Survey was to produce statistically reliable estimates of most indicators at the BiH, FBiH and RS level and for urban and rural areas. A two stage stratified sampling approach was used for the selection of the cluster sample.

The official population estimate for BiH is 3.8 million inhabitants living in about one million households. However, some sampling frame exercises conducted due to the lack of an official Census since 1991 estimate this number at approximately 3.3 million.

As stated previously, BiH is composed of three administrative units: two entities, the FBiH and RS and a third administrative unit, BD. The FBiH covers approximately 51 per cent of the territory of BiH and 62 per cent of the population. RS covers approximately 49 per cent of the territory and about 36 per cent of the population and BD covers less than 1 per cent of the territory and approximately 2 per cent of the population.

The target sample size was 6,800 households, which was determined based on lessons learned through the previous round of MICS as well as by budgetary limitations. The standard sample design used in most of the countries participating in the MICS programme needed to be adapted for BiH due to the low birth rate; therefore, it was necessary to target (oversample) households with children under 5 and members aged 5-24.

Accordingly, the sample was stratified by households with children under 5 (type 1), households with children aged 5-24 (type 2) and all other households (type 3). In addition, the size of the three strata could not jeopardise the indicator estimates for the other target populations, such as the indicators that referred to fertile women.

As the sample size was defined as 6,800 households it was necessary to calculate the size of stratum 1 and stratum 2. The size of stratum 3 was obtained as the difference between the total sample size and the sum of the size of strata 1 and 2.

The sampling procedures are more fully described in "Bosnia and Herzegovina Multiple Indicator Cluster Survey 2011 - Final Report" pp.150-153.

## Response Rate

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Of the 6,838 households in the sample 6,334 were found to be occupied; of these, 5,778 households were successfully interviewed for a household response rate of 91 percent. In the interviewed households 4,645 women aged 15-49 were identified and 4,446 successfully interviewed, yielding a response rate of 96 percent. In addition, 4,718 men aged 15-49 were listed in the household questionnaire as being household members. Questionnaires were completed for 4,353 eligible men, which corresponds to a response rate of 92 percent within the interviewed households. There were 2,332 children under age five listed in the household questionnaire. Questionnaires were completed for 2,297 children, which corresponds to a response rate of 99 percent within the interviewed households. The overall response rate for the women's, men's and children's questionnaires were 87 percent, 84 percent, and 90 percent, respectively.

## Weighting

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The BiH Multiple Indicator Cluster Survey sample is not self-weighting. Essentially, by allocating households in all three strata different sampling fractions were obtained by strata due to the variability in size of strata. The weights calculated were used in the subsequent analyses of the survey data.

Since the PSUs were selected with equal probability in each stratum during the first stage and that all listed households in each second stage stratum were combined across sampled clusters the weights were calculated using a combination of the first and second stage strata (for a total of 9 groups).

In order to calculate first stage selection probabilities the number of sampled EAs (PSUs) in each stratum was divided by the total number of EAs from the 2009 Master Sample.<sup>57</sup> The second stage selection probability was obtained by dividing the number of valid households (secondary sampling units (SSUs)) selected in each second stage stratum by the total number of households listed in the stratum. Table SD.5 shows the first stage selection probabilities of PSUs by stratum and the second stage probability of SSUs in each stratum.

A second component in the calculation of sample weights took into account the level of non-response for the household and individual interviews.

# Questionnaires

## Overview

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

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

The women's questionnaire includes woman's background, access to mass media and ICT, child mortality, desire for last birth, maternal and newborn health, illness symptoms, contraception, unmet need, attitudes toward domestic violence, marriage/union, sexual behavior, HIV/AIDS, tobacco and alcohol use, life satisfaction and health care.

The children's questionnaire includes child's age, early childhood development, breastfeeding, care of illness, immunisation and anthropometry.

The men's questionnaire includes man's background, access to mass media and ICT, attitudes toward domestic violence, marriage/union, sexual behavior, HIV/AIDS, tobacco and alcohol use, life satisfaction and health care.

The questionnaires were based on the MICS4 model questionnaire.<sup>19</sup> From the MICS4 model English version, the questionnaires were translated into local languages used in BiH. The questionnaires were pre-tested in the FBiH and RS in the City of Banja Luka and in Sarajevo Canton during September 2011. The pre-test plan provided for interviews to be conducted in 48 households in the FBiH and 24 households in RS. The households, of which 50 per cent were urban and rural households respectively, were randomly selected from the Master Sample template. Based on the results of the pre-test, modifications were made to the wording and translation of the questionnaires.

## Data Collection

### Data Collection Dates

Start	End	Cycle
2011-11	2012-02	Federation of BiH
2011-11	2012-03	Republic of Srpska

### Data Collection Mode

Face-to-face [f2f]

#### DATA COLLECTION NOTES

Training for the fieldwork was conducted over 12 days during October 2011 for the survey teams in the FBiH and in November 2011 for the survey teams working in RS and BD. Training included lectures on interviewing techniques and the content of the questionnaires as well as practical work on presenting the questions. Towards the end of the training period the trainees spent two days conducting practice interviews in urban and rural areas in the City of Banja Luka and Sarajevo Canton.

The fieldwork was conducted by eight teams in the FBiH and 4 teams in RS. These teams were generally comprised of 3 interviewers (two female and one male), one editor, one measurer and a supervisor. In some cantons in the FBiH the size of the team was determined by the number of households to be interviewed during the fieldwork. Fieldwork in the FBiH began in November 2011 and was concluded in February 2012, while fieldwork in RS began in November 2011 and was concluded in March 2012.

### Data Collectors

Name	Abbreviation	Affiliation
Federal Office of Statistics	FOS	
Republic of Srpska Institute of Statistics	RSIS	
Agency for Statistics of Bosnia and Herzegovina	BHAS	

#### SUPERVISION

There is one supervisor for each of the 12 data collection teams in the field.

# Data Processing

## Data Editing

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Data entry and processing was conducted separately for the FBiH, RS and BD. The data was entered using CSPro software. Data was entered into a total of 11 microcomputers by 8 data entry operators in the FBiH and 6 persons in RS; the process was supervised by data entry supervisors.

Data entry commenced in the FBiH four weeks after the start of data collection (December 2011) and was concluded in April 2012. In RS data entry for the RS and BD started one week after data collection began (December 2011) and was concluded in May 2012.

The data was analysed using the SPSS (Statistical Package for Social Sciences) software programme (Version 18) and the model syntax and tabulation plans developed by UNICEF were also used for this purpose. In order to ensure quality control all of the questionnaires were double entered and internal consistency checks were performed. Procedures and standard programmes developed under the global MICS4 programme and adapted to the BiH questionnaires were used throughout.

# Data Appraisal

## Estimates of Sampling Error

The sample of respondents selected for the BiH MICS was only one of the samples that could have been selected from the same population, using the same design and size. Each of these samples would have yielded results that differed somewhat from the results of the actual selected sample. Sampling errors are a measure of the variability between the estimates from all possible samples. The extent of variability is not known exactly but can be estimated statistically from the survey data.

The sampling error measures below are presented in this appendix for each of the selected indicators.

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

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

Sampling errors were calculated for indicators of primary interest, for the BiH, FBiH, RS and BD level and for urban and rural areas. Five of the selected indicators were based on household members, 17 were based on women, 9 were based on men and 16 were based on children under 5. All indicators presented here are in the form of proportions.

## Other forms of Data Appraisal

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

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

The results of each of these data quality tables are shown in appendix D in document "Bosnia and Herzegovina Multiple Indicator Cluster Survey 2011 - Final Report" pp.174-183.

# File Description

# Variable List

**hh**

Content	Data collected at the household level (MICS Household questionnaire modules: Household information panel, Water and sanitation, Household characteristics, Child discipline, Hand washing and Residency status.)
Cases	6838
Variable(s)	229
Structure	Type: relational Keys: HH1(Cluster number), HH2(Household number)
Version	
Producer	Dataset produced by United Nations Children's Fund (UNICEF), Federal Office of Statistics (FOS), Republic of Srpska Institute of Statistics (RSIS) and Agency for Statistics of Bosnia and Herzegovina (BHAS)
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V1	HH1	Cluster number	contin	numeric	
V2	HH2	Household number	contin	numeric	
V3	HH3	Interviewer number	contin	numeric	
V4	HH4	Supervisor number	discrete	numeric	
V5	HH5D	Day of interview	contin	numeric	
V6	HH5M	Month of interview	discrete	numeric	
V7	HH5Y	Year of interview	discrete	numeric	
V8	HH6	Area	discrete	numeric	
V9	HH7	Region	discrete	numeric	
V10	HH7A	Region	contin	numeric	
V11	HH9	Result of HH interview	discrete	numeric	
V12	HH10	Respondent to HH questionnaire	discrete	numeric	
V13	HH11	Number of HH members	discrete	numeric	
V14	HH12	Number of women 15 - 49 years	discrete	numeric	
V15	HH13	Number of woman' questionnaires completed	discrete	numeric	
V16	HH13A	Number of men 15 - 49 years	discrete	numeric	
V17	HH13B	Number of man' questionnaires completed	discrete	numeric	
V18	HH14	Number of children under age 5	discrete	numeric	
V19	HH15	Number of under - 5 questionnaires completed	discrete	numeric	
V20	HH16	Field editor	discrete	numeric	
V21	HH17	Data entry clerk	discrete	numeric	
V22	HH18H	Start of interview - Hour	discrete	numeric	
V23	HH18M	Start of interview - Minutes	contin	numeric	
V24	HH19H	End of interview - Hour	discrete	numeric	

ID	Name	Label	Type	Format	Question
V25	HH19M	End of interview - Minutes	contin	numeric	
V26	WS1	Main source of drinking water	discrete	numeric	What is the main source of drinking water for members of your household?
V27	WS2	Main source of water used for other purposes (if bottled water used for drinking)	discrete	numeric	What is the main source of water used in your household for other purposes such as cooking and washing hands?
V28	WS3	Location of the water source	discrete	numeric	Where is this water source located?
V29	WS4	Time (in minutes) to get water and come back	discrete	numeric	How long does it take to go to the water source, collect water, and come back?
V30	WS5	Person collecting water	discrete	numeric	Who usually goes to this source to collect the water for your household?
V31	WS6	Treat water to make safer for drinking	discrete	numeric	Do you do anything to the water to make it safer for drinking?
V32	WS7A	Water treatment: Boil	discrete	character	What do you usually do to make the water safer for drinking?
V33	WS7B	Water treatment: Add bleach/chlorine	discrete	character	What do you usually do to make the water safer for drinking?
V34	WS7C	Water treatment: Strain it through a cloth	discrete	character	What do you usually do to make the water safer for drinking?
V35	WS7D	Water treatment: Use water filter	discrete	character	What do you usually do to make the water safer for drinking?
V36	WS7E	Water treatment: Solar disinfection	discrete	character	What do you usually do to make the water safer for drinking?
V37	WS7F	Water treatment: Let it stand and settle	discrete	character	What do you usually do to make the water safer for drinking?
V38	WS7X	Water treatment: Other	discrete	character	What do you usually do to make the water safer for drinking?
V39	WS7Z	Water treatment: DK	discrete	character	What do you usually do to make the water safer for drinking?
V40	WS8	Type of toilet facility	discrete	numeric	What kind of toilet facility do members of your household usually use?
V41	WS9	Toilet facility shared	discrete	numeric	Do you share this facility with others who are not members of your household?
V42	WS10	Toilet shared with other household or with general public	discrete	numeric	Do you share this toilet facility only with members of other households that you know, or is the facility for public use?
V43	WS11	Households using this toilet facility	discrete	numeric	How many households in total use this toilet facility, including your own household?
V44	WS7X_OTH	Other - Water treatment	discrete	character	
V45	HC1B	Mother tongue of household head	discrete	numeric	What is the mother tongue of the head of household?
V46	HC2	Number of rooms used for sleeping	discrete	numeric	How many rooms in this household are used for sleeping?
V47	HC3	Main material of floor	discrete	numeric	
V48	HC4	Main material of roof	discrete	numeric	
V49	HC5	Main material of exterior wall	discrete	numeric	
V50	HC6	Type of fuel using for cooking	discrete	numeric	What type of fuel does your household mainly use for cooking?

ID	Name	Label	Type	Format	Question
V51	HC7	Cooking location	discrete	numeric	Is the cooking usually done in the house, in a separate building, or outdoors? If "In the house", probe: is it done in a separate room used as a kitchen?
V52	HC8A	Electricity	discrete	numeric	Does your household have: Electricity?
V53	HC8B	Radio	discrete	numeric	Does your household have: A radio?
V54	HC8C	Television	discrete	numeric	Does your household have: A television?
V55	HC8D	Non-mobile phone	discrete	numeric	Does your household have: A fixed telephone (non-mobile)?
V56	HC8E	Refrigerator	discrete	numeric	Does your household have: A refrigerator?
V57	HC8F	Bed	discrete	numeric	Does your household have: A bed?
V58	HC8G	Electric stove	discrete	numeric	Does your household have: Electrical cooker?
V59	HC8H	Computer / Laptop	discrete	numeric	Does your household have: Computer / Laptop?
V60	HC8I	Internet connection	discrete	numeric	Does your household have: Internet connection?
V61	HC8J	Air conditioner	discrete	numeric	Does your household have: Air-conditioning?
V62	HC8K	Digital camera	discrete	numeric	Does your household have: Digital camera?
V63	HC8L	Washing machine	discrete	numeric	Does your household have: Washing machine?
V64	HC8M	Dryer	discrete	numeric	Does your household have: Clothes dryer?
V65	HC8N	Dishwasher	discrete	numeric	Does your household have: Dishwasher?
V66	HC8O	Vacuum cleaner	discrete	numeric	Does your household have: Vacuum cleaner?
V67	HC8P	DVD	discrete	numeric	Does your household have: DVD player?
V68	HC8Q	Jacuzzi tub	discrete	numeric	Does your household have: Jacuzzi bathtub?
V69	HC8R	System for video surveillance	discrete	numeric	Does your household have: Video security system (CCTV)?
V70	HC9A	Watch	discrete	numeric	Does any member of your household own: A watch?
V71	HC9B	Mobile telephone	discrete	numeric	Does any member of your household own: A mobile telephone?
V72	HC9C	Bicycle	discrete	numeric	Does any member of your household own: A bicycle?
V73	HC9D	Motorcycle or scooter	discrete	numeric	Does any member of your household own: A motorcycle or scooter?
V74	HC9E	Animal-drawn cart	discrete	numeric	Does any member of your household own: An animal-drawn cart?
V75	HC9F	Car or truck	discrete	numeric	Does any member of your household own: A car or truck?
V76	HC9G	Tractor	discrete	numeric	Does any member of your household own: A tractor?
V77	HC10	Household owns the dwelling	discrete	numeric	Do you or someone living in this household own this dwelling?
V78	HC11	Any household member own land that can be used for agriculture	discrete	numeric	Does any member of this household own any land that can be used for agriculture?
V79	HC12	Dunums of agricultural land members of household owns	contin	numeric	How many dunums of agricultural land do members of this household own altogether?
V80	HC13	Household own any animals	discrete	numeric	Does this household own any livestock, herds, other farm animals or poultry?

ID	Name	Label	Type	Format	Question
V81	HC14A	Cattle, milk cows, or bulls	discrete	numeric	How many of the following animals does this household own? [A] Heifers, milk cows, calves or bulls?
V82	HC14B	Horses, donkeys, or mules	discrete	numeric	How many of the following animals does this household own? [B] Horses, donkeys, or mules?
V83	HC14C	Goats	discrete	numeric	How many of the following animals does this household own? [C] Goats?
V84	HC14D	Sheep	contin	numeric	How many of the following animals does this household own? [D] Sheep?
V85	HC14E	Chickens	contin	numeric	How many of the following animals does this household own? [E] Chickens, chicks or roosters?
V86	HC14H	Other poultry	discrete	numeric	How many of the following animals does this household own? [H] Other poultry?
V87	HC14F	Pigs	discrete	numeric	How many of the following animals does this household own? [F] Pigs?
V88	HC14G	Beehives	discrete	numeric	How many of the following animals does this household own? [G] Beehives?
V89	HC15	Any household member own bank account	discrete	numeric	Does any member of this household have a bank account?
V90	HC1B_OTH	Other - Mother tongue of household head	discrete	character	
V91	HC5_OTH	Other - Main material of exterior wall	discrete	character	
V92	CD6	Total children aged 2-14 years	discrete	numeric	Total number of children age 2-14 years
V93	CD8	Rank number of the selected child	discrete	numeric	
V94	CD9	Child line number	discrete	numeric	
V95	CD_FLAG	Flag for correct child line number	discrete	numeric	
V96	CD11	Took away privileges	discrete	numeric	Took away privileges, forbade something (name) liked or did not allow him/her to leave the house.
V97	CD12	Explained why behaviour was wrong	discrete	numeric	Explained why (name)'s behavior was wrong.
V98	CD13	Shook child	discrete	numeric	Shook him/her.
V99	CD14	Shouted, yelled or screamed at child	discrete	numeric	Shouted, yelled at or screamed at him/her.
V100	CD15	Gave child something else to do	discrete	numeric	Gave him/her something else to do.
V101	CD16	Spanked, hit or slapped child on bottom with bare hand	discrete	numeric	Spanked, hit or slapped him/her on the bottom with bare hand.
V102	CD17	Hit child on the bottom or elsewhere with belt, brush, stick, etc.	discrete	numeric	Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.
V103	CD18	Called child dumb, lazy or another name	discrete	numeric	Called him/her dumb, lazy or a similar name.
V104	CD19	Hit or slapped child on the face, head or ears	discrete	numeric	Hit or slapped him/her on the face, head or ears.
V105	CD20	Hit or slapped child on the hand, arm or leg	discrete	numeric	Hit or slapped him/her on the hand, arm or leg.
V106	CD21	Beat child up as hard as one could	discrete	numeric	Beat him/her up, that is hit him/her repeatedly as hard as one can.
V107	CD22	Child needs to be physically punished to be brought up properly	discrete	numeric	Do you believe that in order to bring up, raise or educate a child properly, the child needs to be physically punished?
V108	HW1	Place where household members most often wash their hands	discrete	numeric	Please show me where members of your household most often wash their hands.

ID	Name	Label	Type	Format	Question
V109	HW2	Water available at the place for handwashing	discrete	numeric	
V110	HW3A	Bar soap	discrete	character	
V111	HW3B	Detergent (Powder / Liquid / Paste)	discrete	character	
V112	HW3C	Liquid soap	discrete	character	
V113	HW3D	Ash / Mud / Sand	discrete	character	
V114	HW3Y	None	discrete	character	
V115	HW4	Soap/other material available for washing hands	discrete	numeric	Do you have any soap, detergent or any other cleaning agent in your household used for washing hands?
V116	HW5A	Bar soap	discrete	character	Can you please show it to me?
V117	HW5B	Detergent (Powder / Liquid / Paste)	discrete	character	Can you please show it to me?
V118	HW5C	Liquid soap	discrete	character	Can you please show it to me?
V119	HW5D	Ash / Mud / Sand	discrete	character	Can you please show it to me?
V120	HW5Y	Not able / Does not want to show	discrete	character	Can you please show it to me?
V121	RS1	Cluster number	contin	numeric	
V122	RS2	Household number	contin	numeric	
V123	RS4	Respondent's line number	discrete	numeric	
V124	RS5	Interviewer number	contin	numeric	
V125	RS6D	Day of interview	contin	numeric	
V126	RS6M	Month of interview	discrete	numeric	
V127	RS6Y	Year of interview	discrete	numeric	
V128	RS7	Result of RS's interview	discrete	numeric	Result of interview for residency status
V129	RS8	Field editor	discrete	numeric	
V130	RS9	Data entry clerk	discrete	numeric	
V131	RS10H	Start of interview - Hour	discrete	numeric	
V132	RS10M	Start of interview - Minutes	contin	numeric	
V133	RS26H	End of interview - Hour	discrete	numeric	
V134	RS26M	End of interview - Minutes	contin	numeric	
V135	RS12	Citizen of BiH	discrete	numeric	Are you a citizen of BiH?
V136	RS13	Place of living on 30 April 1991	discrete	numeric	On 30 April 1991, did you live in the same municipality as today, a different municipality in BiH, a different republic in Yugoslavia or outside Yugoslavia?
V137	RS14	Place of living on 30 April 1991 (if outside BiH)	discrete	numeric	Where did you live on 30 April 1991?
V138	RS15	Location of municipality in which respondent was living on 30 April 1991	discrete	numeric	In which entity (district) is the municipality you lived in on 30 April 1991 located?
V139	RS16	Fled to another municipality in BiH or abroad since 30 April 1991 until today	discrete	numeric	Since 30 April 1991 until today, have you fled to another municipality in BiH or abroad?
V140	RS16A	Fled to where after 30 April 1991	discrete	numeric	Where did you flee to after 30 April 1991?
V141	RS18	Year of (first) move/return to current municipality after 30 April 1991	discrete	numeric	In which year did you move (return) to this municipality after 30 April 1991? If respondent says they returned more than once, ask additional question: in which year did you first move (return) to this municipality?

ID	Name	Label	Type	Format	Question
V142	RS19	Reason for move to current municipality	discrete	numeric	Why did you move to this municipality?
V143	RS20	In the current municipality, ethnicity of respondent:	discrete	numeric	Can you please tell me whether in the municipality where you live today, your nationality: [a] represents a significant majority of the population [b] does not represent a significant majority of the population [c] the ethnic composition is balanced
V144	RS21A	ID card for BiH citizens (valid for 10 years)	discrete	numeric	Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not. Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column. [a] ID card for BiH citizens (valid for 10 years)?
V145	RS21B	BiH ID card for aliens	discrete	numeric	Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not. Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column. [b] BiH ID card for aliens?
V146	RS21C	ID card for displaced persons - for BiH citizens	discrete	numeric	Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not. Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column. [c] ID card for displaced persons - for BiH citizens?
V147	RS21D	Official decision on DP status	discrete	numeric	Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not. Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column. [d] Official decision on DP status?
V148	RS21E	Identification document for displaced persons	discrete	numeric	Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not. Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column. [e] Identification document for displaced persons?
V149	RS21F	BiH passport	discrete	numeric	Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not. Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column. [f] BiH passport?
V150	RS21G	Passport from other country	discrete	numeric	Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not. Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column. [g] Passport from other country?

ID	Name	Label	Type	Format	Question
V151	RS21H	ID card from other country	discrete	numeric	Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not. Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column. [H] ID card from other country?
V152	RS21I	Health insurance booklet issued in BiH	discrete	numeric	Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not. Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column. [i] Health insurance booklet issued in BiH?
V153	RS23A	Refugee card (issued in BiH)	discrete	numeric	Do you have any of the following documents do you have? [a] Refugee card (issued in BiH)?
V154	RS23B	International Protection Seeker Card	discrete	numeric	Do you have any of the following documents do you have? [b] International protection seeker card?
V155	RS23C	Confirmation of identity for stateless persons	discrete	numeric	Do you have any of the following documents do you have? [c] Confirmation of identity for stateless persons?
V156	RS24	Permission to see documents	discrete	numeric	Can you please show me the documents that you said you have?
V157	RS21_A	ID card for BiH citizens (valid for 10 years)	discrete	numeric	
V158	RS21_B	BiH ID card for aliens	discrete	numeric	
V159	RS21_C	ID card for displaced persons - for BiH citizens	discrete	numeric	
V160	RS21_D	Official decision on DP status	discrete	numeric	
V161	RS21_E	Identification document for displaced persons	discrete	numeric	
V162	RS21_F	BiH passport	discrete	numeric	
V163	RS21_G	Passport from other country	discrete	numeric	
V164	RS21_H	ID card from other country	discrete	numeric	
V165	RS21_I	Health insurance booklet issued in BiH	discrete	numeric	
V166	RS23_A	Refugee card (issued in BiH)	discrete	numeric	
V167	RS23_B	International Protection Seeker Card	discrete	numeric	
V168	RS23_C	Confirmation of identity for stateless persons	discrete	numeric	
V169	PD1	Cluster number	discrete	numeric	
V170	PD2	Household number	discrete	numeric	
V171	PD4	Respondent's line number	discrete	numeric	
V172	PD5	Interviewer number	discrete	numeric	
V173	PD6D	Day of interview	discrete	numeric	
V174	PD6M	Month of interview	discrete	numeric	
V175	PD6Y	Year of interview	discrete	numeric	
V176	PD7	Result of Roma interview	discrete	numeric	
V177	PD8	Field editor	discrete	numeric	

ID	Name	Label	Type	Format	Question
V178	PD9	Data entry clerk	discrete	numeric	
V179	PD10H	Start of interview - Hour	discrete	numeric	
V180	PD10M	Start of interview - Minutes	discrete	numeric	
V181	PD52H	End of interview - Hour	discrete	numeric	
V182	PD52M	End of interview - Minutes	discrete	numeric	
V183	PD11A	Total number of household members younger than 18 years	discrete	numeric	
V184	PD11B	Total number of household members aged 18 to 49 years	discrete	numeric	
V185	PD11C	Total number of household members aged 50 and above	discrete	numeric	
V186	PD11D	Total number of household members	discrete	numeric	
V187	PD12	All HH members aged 18+ have a unique ID number recorded in the UIN records in BiH	discrete	numeric	
V188	PD13	Number of HH members aged 18+ with a unique ID number recorded in the UIN records in BiH	discrete	numeric	
V189	PD15	All HH members younger than 18 years have a unique ID number recorded in the UIN records in BiH	discrete	numeric	
V190	PD16	Number of HH members younger than 18 years with a unique ID number recorded in the UIN records in BiH	discrete	numeric	
V191	PD17	All HH members aged 18+ have an ID card for BiH citizens (valid for 10 years)	discrete	numeric	
V192	PD18	Number of HH members aged 18+ with an ID card for BiH citizens (valid for 10 years)	discrete	numeric	
V193	PD19	Any HH members aged 18+ have a BiH ID card for aliens	discrete	numeric	
V194	PD20	Number of HH members aged 18+ with a BiH ID card for aliens	discrete	numeric	
V195	PD21	Any HH members aged 18+ have an ID card for BiH citizens - for displaced persons	discrete	numeric	
V196	PD22	Number of HH members aged 18+ with an ID card for BiH citizens - for displaced persons	discrete	numeric	
V197	PD23	Any HH members aged 18+ have an official decision on DP status	discrete	numeric	
V198	PD24	Number of HH members aged 18+ with an official decision on DP status	discrete	numeric	
V199	PD25	Any HH members aged 18+ have an identification document for displaced persons	discrete	numeric	
V200	PD26	Number of HH members aged 18+ with an identification document for displaced persons	discrete	numeric	
V201	PD27	All HH members aged 18+ have a BiH passport	discrete	numeric	
V202	PD28	Number of HH members aged 18+ with a BiH passport	discrete	numeric	

ID	Name	Label	Type	Format	Question
V203	PD30	All HH members younger than 18 years have a BiH passport	discrete	numeric	
V204	PD31	Number of HH members younger than 18 years with a BiH passport	discrete	numeric	
V205	PD32	Any HH members aged 18+ have a passport from another country	discrete	numeric	
V206	PD33	Number of HH members aged 18+ with a passport from another country	discrete	numeric	
V207	PD35	Any HH members younger than 18 years have a passport from another country	discrete	numeric	
V208	PD36	Number of HH members younger than 18 years with a passport from another country	discrete	numeric	
V209	PD38	Any HH members aged 18+ have a refugee card (issued in BiH)	discrete	numeric	
V210	PD39	Number of HH members aged 18+ with a refugee card (issued in BiH)	discrete	numeric	
V211	PD40	Any HH members aged 18+ have an international protection seeker card	discrete	numeric	
V212	PD41	Number of HH members aged 18+ with an international protection seeker card	discrete	numeric	
V213	PD42	Do any HH members aged 18+ have confirmation of identity for stateless persons	discrete	numeric	
V214	PD43	Number of HH members aged 18+ with confirmation of identity for stateless persons	discrete	numeric	
V215	PD45	All HH members aged 50+ have health insurance	discrete	numeric	
V216	PD46	Number of HH members aged 50+ with health insurance	discrete	numeric	
V217	PD47	Any HH members aged 50+ possess a health booklet	discrete	numeric	
V218	PD48	Number of HH members aged 50+ possessing a health booklet	discrete	numeric	
V219	PD50	All HH members aged 50+ provided with health care services at the nearest health centre free of charge	discrete	numeric	
V220	PD51	All HH members aged 50+ provided with health care services at the nearest hospital free of charge	discrete	numeric	
V221	HHSEX	Sex of household head	discrete	numeric	
V222	packet	Packet number	discrete	numeric	
V223	language	Language of household head	contin	numeric	
V224	helevel	Education of household head	contin	numeric	
V225	hhweight	Household sample weight	discrete	numeric	
V226	wscore	Wealth index score	contin	numeric	
V227	windex5	Wealth index quintiles	discrete	numeric	
V228	PSU	Primary sampling unit	contin	numeric	
V229	strata	Stratum	discrete	numeric	

**hl**

Content	Data collected at the household members' level (MICS Household members questionnaire modules: Household listing form and Education.)
Cases	20248
Variable(s)	45
Structure	Type: relational Keys: HH1(Cluster number), HH2(Household number), HL1(Line number)
Version	
Producer	Dataset produced by United Nations Children's Fund (UNICEF), Federal Office of Statistics (FOS), Republic of Srpska Institute of Statistics (RSIS) and Agency for Statistics of Bosnia and Herzegovina (BHAS)
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V230	HH1	Cluster number	contin	numeric	
V231	HH2	Household number	contin	numeric	
V232	HL1	Line number	discrete	numeric	
V233	HL3	Relationship to the head	discrete	numeric	What is the relationship of (name) to the head of the household?
V234	HL4	Sex	discrete	numeric	Is (name) male or female?
V235	HL5M	Month of birth	discrete	numeric	What is (name)'s date of birth?
V236	HL5Y	Year of birth	discrete	numeric	What is (name)'s date of birth?
V237	HL6	Age	discrete	numeric	How old is (name)?
V238	HL7	Line number of woman age 15 - 49	discrete	numeric	
V239	HL7A	Line number of man age 15 - 49	discrete	numeric	
V240	HL8	Line number of mother/caretaker for children age 5 - 14	discrete	numeric	Who is the mother or primary caretaker of this child?
V241	HL9	Line number of mother/caretaker for children under age 5	discrete	numeric	Who is the mother or primary caretaker of this child?
V242	HL11	Is natural mother alive	discrete	numeric	Is (name)'s biological mother alive?
V243	HL12	Natural mother's line number in HH	discrete	numeric	Does (name)'s biological mother live in this household?
V244	HL13	Is natural father alive	discrete	numeric	Is (name)'s biological father alive?
V245	HL14	Natural father's line number in HH	discrete	numeric	Does (name)'s biological father live in this household?
V246	ED1	Line number	discrete	numeric	
V247	ED3	Ever attended school or pre-school	discrete	numeric	Has (name) ever attended school or a preschool institution?
V248	ED4A	Highest level of education attended	discrete	numeric	What is the highest education level (name) has attended?
V249	ED4B	Highest grade completed at that level	discrete	numeric	What is the highest grade/year (name) completed at this level?
V250	ED5	Attended school during current school year (2009-2010)	discrete	numeric	During this school/academic year (2011-2012), did (name) attend school/university or preschool at any time?

ID	Name	Label	Type	Format	Question
V251	ED6A	Level of education attended current school year	discrete	numeric	During this school/academic year, which level and grade/year is (name) attending? Level:
V252	ED6B	Grade of education attended current school year	discrete	numeric	During this school/academic year, which level and grade/year is (name) attending? Grade/Year:
V253	ED7	Attended school previous school year (2008-2009)	discrete	numeric	During the previous school/academic year, that is (2010-2011), did (name) attend school or preschool at any time?
V254	ED8A	Level of education attended previous school year	discrete	numeric	During that previous school year, which level and grade/year did (name) attend? Level:
V255	ED8B	Grade of education attended previous school year	discrete	numeric	During that previous school year, which level and grade/year did (name) attend? Grade/Year:
V256	HH5D	Day of interview	contin	numeric	Day/month/year of interview:
V257	HH5M	Month of interview	discrete	numeric	Day/month/year of interview:
V258	HH5Y	Year of interview	discrete	numeric	Day/month/year of interview:
V259	HH6	Area	discrete	numeric	
V260	HH7	Region	discrete	numeric	
V261	HH7A	Region	discrete	numeric	
V262	MLINE	Mother's line number	discrete	numeric	
V263	FLINE	Father's line number	discrete	numeric	
V264	language	Language of household head	discrete	numeric	
V265	melevel	Mother's education	discrete	numeric	
V266	felevel	Father's education	discrete	numeric	
V267	helevel	Education of household head	discrete	numeric	
V268	packet	Packet number	discrete	numeric	
V269	schage	Age at beginning of school year	discrete	numeric	
V270	hhweight	Household sample weight	contin	numeric	
V271	wscore	Wealth index score	contin	numeric	
V272	windex5	Wealth index quintiles	discrete	numeric	
V273	PSU	Primary sampling unit	contin	numeric	
V274	strata	Stratum	discrete	numeric	

**mn**

Content	Data collected at the men's level (MICS Men's questionnaire modules: Man's information panel, Man's background, Access to mass media use of information and communication technologies, Attitudes toward domestic violence, Marriage/union, Sexual behavior, HIV/AIDS, Tobacco and alcohol use, Life satisfaction and Health care.)
Cases	4718
Variable(s)	189
Structure	Type: relational Keys: HH1(Cluster number), HH2(Household number), LN(Line number)
Version	
Producer	Dataset produced by United Nations Children's Fund (UNICEF), Federal Office of Statistics (FOS), Republic of Srpska Institute of Statistics (RSIS) and Agency for Statistics of Bosnia and Herzegovina (BHAS)
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V275	HH1	Cluster number	contin	numeric	
V276	HH2	Household number	contin	numeric	
V277	LN	Line number	discrete	numeric	
V278	MWM1	Cluster number	contin	numeric	
V279	MWM2	Household number	contin	numeric	
V280	MWM4	Man's line number	discrete	numeric	
V281	MWM5	Interviewer number	contin	numeric	
V282	MWM6D	Day of interview	contin	numeric	
V283	MWM6M	Month of interview	discrete	numeric	
V284	MWM6Y	Year of interview	discrete	numeric	
V285	MWM7	Result of man's interview	discrete	numeric	
V286	MWM8	Field editor	contin	numeric	
V287	MWM9	Data entry clerk	contin	numeric	
V288	MWM10H	Start of interview - Hour	discrete	numeric	
V289	MWM10M	Start of interview - Minutes	discrete	numeric	
V290	MWM11H	End of interview - Hour	discrete	numeric	
V291	MWM11M	End of interview - Minutes	discrete	numeric	
V292	MWB1M	Month of birth of man	discrete	numeric	In what month and year were you born?
V293	MWB1Y	Year of birth of man	discrete	numeric	In what month and year were you born?
V294	MWB2	Age of man	contin	numeric	How old are you?
V295	MWB3	Ever attended school	discrete	numeric	Have you ever attended school or a preschool institution?
V296	MWB4	Highest level of school attended	discrete	numeric	What is the highest education level you attended?
V297	MWB5	Highest grade completed at that level	discrete	numeric	What is the highest grade/year you completed at that level?

ID	Name	Label	Type	Format	Question
V298	MWB7	Can read part of the sentence	discrete	numeric	Now I would like you to read this sentence to me. Show the sentence on the card to the respondent. If the respondent cannot read the whole sentence, probe: Can you read part of the sentence to me?
V299	MMT2	Frequency of reading newspaper or magazine	discrete	numeric	How often do you read a newspaper or magazine: Almost every day, at least once a week, less than once a week or not at all?
V300	MMT3	Frequency of listening to the radio	discrete	numeric	Do you listen to the radio almost every day, at least once a week, less than once a week or not at all?
V301	MMT4	Frequency of watching TV	discrete	numeric	How often do you watch television: Would you say that you watch TV almost every day, at least once a week, less than once a week or not at all?
V302	MMT6	Ever used a computer	discrete	numeric	Have you ever used a computer?
V303	MMT7	Computer usage in the last 12 months	discrete	numeric	In the last 12 months, have you used a computer from any location?
V304	MMT8	Frequency of computer usage in the last month	discrete	numeric	During the last month, how often did you use a computer: almost every day, at least once a week, less than once a week or not at all?
V305	MMT9	Ever used internet	discrete	numeric	Have you ever used the internet?
V306	MMT10	Internet usage in the last 12 months	discrete	numeric	In the last 12 months, have you used the internet?
V307	MMT11	Frequency of Internet usage in the past month	discrete	numeric	During the last month, how often did you use the internet: almost every day, at least once a week, less than once a week or not at all?
V308	MCM1	Ever fathered any children with any women	discrete	numeric	Now i would like to ask about all the children you have had in your lifetime. I am interested in all of the children that are biologically yours, even if they are not legally yours or do not have your last name. Have you had any biological children with any woman?
V309	MCM3	Age when first child was born	discrete	numeric	How old were you when your (first) child was born?
V310	MCM4	Any sons or daughters living with you	discrete	numeric	Do you have any biological sons or daughters who are now living with you?
V311	MCM5A	Sons living with you	discrete	numeric	How many sons live with you?
V312	MCM5B	Daughters living with you	discrete	numeric	How many daughters live with you?
V313	MCM6	Any sons or daughters not living with you	discrete	numeric	Do you have any biological sons or daughters who are alive but do not live with you?
V314	MCM7A	Sons living elsewhere	discrete	numeric	How many sons are alive but do not live with you?
V315	MCM7B	Daughters living elsewhere	discrete	numeric	How many daughters are alive but do not live with you?
V316	MCM8	Ever had child who later died	discrete	numeric	Have you had a biological son or daughter who was born alive but later died?
V317	MCM9A	Boys dead	discrete	numeric	How many boys have died?
V318	MCM9B	Girls dead	discrete	numeric	How many girls have died?
V319	MCM10	Children ever born	discrete	numeric	
V320	MCM11A	Same biological mother	discrete	numeric	Did all the biological children you have, have the same biological mother?
V321	MCM11B	Number of women respondent fathered children with	discrete	numeric	In all, how many women have you had biological children with?
V322	MCM12D	Day of last birth	discrete	numeric	Of these (total number in MCM10) biological children, when was the last one born (even if he or she has died)?

ID	Name	Label	Type	Format	Question
V323	MCM12M	Month of last birth	discrete	numeric	Of these (total number in MCM10) biological children, when was the last one born (even if he or she has died)?
V324	MCM12Y	Year of last birth	discrete	numeric	Of these (total number in MCM10) biological children, when was the last one born (even if he or she has died)?
V325	MDV1A	If she goes out with out telling husband: wife beating justified	discrete	numeric	Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [A] If she goes out without telling him?
V326	MDV1B	If she neglects the children: wife beating justified	discrete	numeric	Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [B] If she neglects the children?
V327	MDV1C	If she argues with husband: wife beating justified	discrete	numeric	Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [C] If she argues with him?
V328	MDV1D	If she refuses sex with husband: wife beating justified	discrete	numeric	Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [D] If she refuses to have sex with him?
V329	MDV1E	If she burns the food: wife beating justified	discrete	numeric	Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [E] If she burns the food?
V330	MMA1	Currently married or living with a man	discrete	numeric	Are you currently married or living together with a woman as if married?
V331	MMA2	Age of wife/partner	discrete	numeric	How old is your wife/partner?
V332	MMA3	Haveing other wives or liveing with other women as if you are married	discrete	numeric	Do you have other wives or do you live with other women as if married?
V333	MMA4	How many other wives / partners living with you	discrete	numeric	How many other wives or live-in partners do you have?
V334	MMA5	Ever married or lived with a woman	discrete	numeric	Have you ever been married or lived together with a woman as if married?
V335	MMA6	Marital status	discrete	numeric	What is your marital status now: are you widowed, divorced or separated?
V336	MMA7	Married or lived with a woman once or more than once	discrete	numeric	Have you been married or lived with a woman only once or more than once?
V337	MMA8M	Month of first union	discrete	numeric	In what month and year did you first marry or start living with a woman as if married?
V338	MMA8Y	Year of first union	discrete	numeric	In what month and year did you first marry or start living with a woman as if married?
V339	MMA9	Age at first union	discrete	numeric	How old were you when you started living with your first wife/partner?
V340	MSB1	Age at first sexual intercourse	discrete	numeric	Now i would like to ask you some questions about sexual activity in order to get a better understanding of some important life issues. The information you provide will remain strictly confidential. How old were you when you had sexual intercourse for the very first time?
V341	MSB2	Condom used during first sexual intercourse	discrete	numeric	The first time you had sexual intercourse, was a condom used?

ID	Name	Label	Type	Format	Question
V342	MSB3U	Time since last sexual intercourse (unit)	discrete	numeric	When was the last time you had sexual intercourse? 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.
V343	MSB3N	Time since last sexual intercourse (number)	discrete	numeric	When was the last time you had sexual intercourse? 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.
V344	MSB4	Condom used at last sexual intercourse	discrete	numeric	The last time you had sexual intercourse, was a condom used?
V345	MSB5	Relationship to last sexual partner	discrete	numeric	What was your relationship to the person you last had sexual intercourse with?
V346	MSB7	Age of last sexual partner	discrete	numeric	How old is this person?
V347	MSB8	Sex with any other person in the last 12 month	discrete	numeric	Have you had sexual intercourse with any other person in the last 12 months?
V348	MSB9	Condom used with prior sexual partner	discrete	numeric	The last time you had sexual intercourse with this other person, was a condom used?
V349	MSB10	Relationship to prior sexual partner	discrete	numeric	What was your relationship to this person?
V350	MSB12	Age of prior sexual partner	discrete	numeric	How old is this person?
V351	MSB13	Sex with any other man in the last 12 months	discrete	numeric	In the last 12 months, have you had sexual intercourse with any other person, other than these two persons?
V352	MSB14	Number of sex partners in last 12 months	discrete	numeric	In total, with how many different people have you had sexual intercourse in the last 12 months?
V353	MSB15	Number of sex partners in lifetime	discrete	numeric	In total, with how many different people have you had sexual intercourse in your lifetime?
V354	MHA1	Ever heard of AIDS	discrete	numeric	Now i would like to talk with you about something else. Have you ever heard of the HIV virus or an illness called AIDS (or SIDA)?
V355	MHA2	Can avoid AIDS virus by having one uninfected partner	discrete	numeric	Can people reduce their chance of getting the virus that causes AIDS by having just one uninfected sex partner who has no other sex partners?
V356	MHA3	Can get AIDS virus through supernatural means	discrete	numeric	Can people get the virus that causes AIDS because of witchcraft or other supernatural means?
V357	MHA4	Can avoid AIDS virus by using a condom correctly every time	discrete	numeric	Can people reduce their chance of getting the virus that causes AIDS by using a condom every time they have sex?
V358	MHA5	Can get AIDS virus from mosquito bites	discrete	numeric	Can people get the virus that causes AIDS from mosquito bites?
V359	MHA6	Can get AIDS virus by sharing food with a person who has AIDS	discrete	numeric	Can people get the virus that causes AIDS by sharing food with a person who has AIDS?
V360	MHA7	Healthy-looking person may have AIDS virus	discrete	numeric	Is it possible for a healthy-looking person to have the virus that causes AIDS?
V361	MHA8A	AIDS virus from mother to child during pregnancy	discrete	numeric	Can the virus that causes AIDS be transmitted from a mother to her baby: [A] During pregnancy?
V362	MHA8B	AIDS virus from mother to child during delivery	discrete	numeric	Can the virus that causes AIDS be transmitted from a mother to her baby: [B] During delivery?
V363	MHA8C	AIDS virus from mother to child through breastfeeding	discrete	numeric	Can the virus that causes AIDS be transmitted from a mother to her baby: [C] By breastfeeding?
V364	MHA9	Should female teacher with AIDS virus be allowed to teach in school	discrete	numeric	In your opinion, if a female teacher has the virus that causes AIDS but is not sick, should she be allowed to continue teaching in school?

ID	Name	Label	Type	Format	Question
V365	MHA10	Would buy fresh vegetables from shopkeeper with AIDS virus	discrete	numeric	Would you buy fresh vegetables from a shopkeeper or salesperson if you knew that this person had the virus that causes AIDS?
V366	MHA11	If HH member became infected with AIDS virus, would want it to remain a secret	discrete	numeric	If a member of your family got infected with the virus that causes AIDS, would you want it to remain a secret?
V367	MHA12	Willing to care for person with AIDS in household	discrete	numeric	If a member of your family became sick with AIDS, would you be willing to care for him or her in your own household?
V368	MHA24	Ever been tested for AIDS virus	discrete	numeric	I don't want to know the results, but have you ever been tested to see if you have the virus that causes AIDS?
V369	MHA25	Most recent time of testing for AIDS virus	discrete	numeric	When was the most recent time you were tested?
V370	MHA26	Received results of AIDS virus test	discrete	numeric	I don't want to know the results, but did you get the results of this test?
V371	MHA27	Know a place to get AIDS virus test	discrete	numeric	Do you know of a place where people can go to get tested for the virus that causes AIDS?
V372	MTA1	Ever tried cigarette smoking	discrete	numeric	Have you ever tried smoking cigarettes, even taking one or two puffs?
V373	MTA2	Age when cigarette was smoked for the first time	discrete	numeric	How old were you when you smoked an entire cigarette for the first time?
V374	MTA3	Currently smoking cigarettes	discrete	numeric	Do you currently smoke cigarettes?
V375	MTA4	Number of cigarettes smoked in the last 24 hours	discrete	numeric	How many cigarettes did you smoke during the last month?
V376	MTA5	Number of days when cigarettes were smoked in past month	discrete	numeric	During the last month, on how many days did you smoke cigarettes?
V377	MTA6	Ever tried any smoked tobacco products other than cigarettes	discrete	numeric	Have you ever tried any smoked tobacco products other than cigarettes, such as cigars (e.g. Cuban), a pipe or waterpipe (narghile/hookah)?
V378	MTA7	Used any smoked tobacco products during the last month	discrete	numeric	During the last month, did you use any smoked tobacco products?
V379	MTA8A	Type of smoked tobacco product: Cigars	discrete	character	What type of smoked tobacco product did you use or smoke during the last month?
V380	MTA8B	Type of smoked tobacco product: Water pipe	discrete	character	What type of smoked tobacco product did you use or smoke during the last month?
V381	MTA8C	Type of smoked tobacco product: Cigarillos	discrete	character	What type of smoked tobacco product did you use or smoke during the last month?
V382	MTA8D	Type of smoked tobacco product: Pipe	discrete	character	What type of smoked tobacco product did you use or smoke during the last month?
V383	MTA8X	Type of smoked tobacco product: Other	discrete	character	What type of smoked tobacco product did you use or smoke during the last month?
V384	MTA9	Number of days when tobacco products were smoked in past month	discrete	numeric	On how many days did you use smoked tobacco products during the last month?
V385	MTA10	Ever tried any form of smokeless tobacco products	discrete	numeric	Have you ever tried any form of smokeless tobacco products, such as chewing tobacco, tobacco for sniffing (snuff) or dipping tobacco?
V386	MTA11	Used any smokeless tobacco products during the last month	discrete	numeric	Did you use any smokeless tobacco products during the last month?
V387	MTA12A	Type of smokeless tobacco product used: Chewing tobacco	discrete	character	What type of smokeless tobacco product did you use during the last month?

ID	Name	Label	Type	Format	Question
V388	MTA12B	Type of smokeless tobacco product used: Snuff	discrete	character	What type of smokeless tobacco product did you use during the last month?
V389	MTA12C	Type of smokeless tobacco product used: Dip	discrete	character	What type of smokeless tobacco product did you use during the last month?
V390	MTA12X	Type of smokeless tobacco product used: Other	discrete	character	What type of smokeless tobacco product did you use during the last month?
V391	MTA13	Number of days when smokeless tobacco products were used in past month	discrete	numeric	On how many days did you use smokeless tobacco products during the last month?
V392	MTA14	Ever drunk alcohol	discrete	numeric	Now i would like to ask you some questions about drinking alcohol. Have you ever drunk alcohol?
V393	MTA15	Age when alcohol was used for the first time	discrete	numeric	We count one drink of alcohol as one can or bottle of beer, one glass of wine, or one shot of strong drink. How old were you when you had your first drink of alcohol, not counting a few sips?
V394	MTA16	Number of days when at least one drink of alcohol was used in past month	discrete	numeric	During the last month, on how many days did you have at least one drink of alcohol?
V395	MTA17	Number of drinks usually consumed	discrete	numeric	In the last month, on those days that you drank alcohol, what is the number of drinks did you usually had?
V396	MLS2	Estimation of overall happiness	discrete	numeric	I would like to ask you some simple questions on happiness and satisfaction. First, taking all things together, would you say you are very happy, happy, neither happy nor unhappy, unhappy or very unhappy? You can also look at these pictures to help you respond.
V397	MLS3	Satisfaction with family life	discrete	numeric	Now i will ask you questions about your level of satisfaction in different areas of your life. In each case, we have five possible responses: Please tell me, for each question, whether you are very satisfied, satisfied, neither satisfied nor unsatisfied, unsatisfied or very unsatisfied. Again, you can look at these pictures to help you respond. How satisfied are you with your family life?
V398	MLS4	Satisfaction with friendships	discrete	numeric	How satisfied are you with your friendships?
V399	MLS5	School attendance during the current school year	discrete	numeric	During the current (2011-2012) school/academic year, did you attend school/ university at any time?
V400	MLS6	Satisfaction with school	discrete	numeric	How satisfied are you with your school/university?
V401	MLS7	Satisfaction with current job	discrete	numeric	How satisfied are you with your current job?
V402	MLS8	Satisfaction with health	discrete	numeric	How satisfied are you with your health?
V403	MLS9	Satisfaction with current residence	discrete	numeric	How satisfied are you with where you live?
V404	MLS10	Satisfaction with treatment by other people	discrete	numeric	How satisfied are you with how people around you generally treat you?
V405	MLS11	Satisfaction with appearance	discrete	numeric	How satisfied are you with the way you look?
V406	MLS12	Satisfaction with life overall	discrete	numeric	How satisfied are you with your life, overall?
V407	MLS13	Satisfaction with current income	discrete	numeric	How satisfied are you with your current income?
V408	MLS14	Life satisfaction in comparison with last year	discrete	numeric	Compared to this time last year, would you say that your life has improved, stayed more or less the same, or worsened, overall?
V409	MLS15	Life satisfaction expectation one year from now	discrete	numeric	And in one year from now, do you expect that your life will be better, will be more or less the same, or will be worse, overall?
V410	MHE1	Has a health card	discrete	numeric	Do you have a health booklet?

ID	Name	Label	Type	Format	Question
V411	MHE2	Has health insurance	discrete	numeric	Do you have health insurance?
V412	MHE3	Use of health care services at the health centre	discrete	numeric	Do you use health care services at the health centre?
V413	MHE4	Provided with health care services at the nearest health centre free of charge	discrete	numeric	Are you provided with health care services at the nearest health centre free of charge?
V414	MHE5	Use of health services at the hospital	discrete	numeric	Do you use health care services at the hospital?
V415	MHE6	Provided with health care services at the nearest hospital free of charge	discrete	numeric	Are you provided with health care services at the nearest hospital free of charge?
V416	MHE7	Use of emergency health care services	discrete	numeric	Do you use emergency health care services?
V417	MHE8	Provided with emergency health care services free of charge	discrete	numeric	Are you provided with emergency health care services free of charge?
V418	MHE9	Paying for all necessary health care services and medication	discrete	numeric	Do you pay all necessary health care services and medication?
V419	MHE10	Paying for only vital/urgently needed health care services and medication	discrete	numeric	Do you pay only vital/urgently needed health care services and medications?
V420	MHE11	Can afford the medication without one-off financial aid	discrete	numeric	Can you afford medications without one-off financial assistance?
V421	DU1	Cluster number	contin	numeric	
V422	DU2	Household number	contin	numeric	
V423	DU3	Interviewer number	contin	numeric	
V424	DU4D	Day of interview	contin	numeric	
V425	DU4M	Month of interview	discrete	numeric	
V426	DU4Y	Year of interview	discrete	numeric	
V427	DU6	Woman's line number	discrete	numeric	
V428	DU7	Man's line number	discrete	numeric	
V429	DU9	Result of interview	discrete	numeric	
V430	DU10	Result of interview	discrete	numeric	
V431	DU11	Field editor	contin	numeric	
V432	DU12	Data entry clerk	contin	numeric	
V433	DU13	Have you ever used any drugs (narcotic substances) in your life?	discrete	numeric	Have you ever used any drugs (narcotic substances) in your life?
V434	DU14A	Cannabis (marijuana and/or hashish)	discrete	numeric	When did you last take any of the following substances/drugs? [a] cannabis (marijuana and/or hashish)
V435	DU14B	Ecstasy	discrete	numeric	When did you last take any of the following substances/drugs? [b] ecstasy
V436	DU14C	Amphetamine and/or methamphetamine	discrete	numeric	When did you last take any of the following substances/drugs? [c] amphetamine and/or methamphetamine, most commonly referred to as "speed"
V437	DU14D	Cocaine or crack	discrete	numeric	When did you last take any of the following substances/drugs? [d] cocaine or crack
V438	DU14E	Heroin	discrete	numeric	When did you last take any of the following substances/drugs? [e] Heroin

ID	Name	Label	Type	Format	Question
V439	DU14F	LSD (trip / acid)	discrete	numeric	When did you last take any of the following substances/drugs? [f] LSD (trip / acid)
V440	DU14G	Magic mushrooms	discrete	numeric	When did you last take any of the following substances/drugs? [g] magic mushrooms
V441	DU14H	Inhalants (e.g. glue)	discrete	numeric	When did you last take any of the following substances/drugs? [h] substances which are inhaled, such as glue and other industrial products which are deliberately inhaled
V442	HH6	Area	discrete	numeric	
V443	HH7	Region	discrete	numeric	
V444	HH7A	Region	discrete	numeric	
V445	MWDOI	Date of interview women (CMC)	discrete	numeric	
V446	MWDOB	Date of birth of woman (CMC)	contin	numeric	
V447	MWAGE	Age	discrete	numeric	
V448	MWDOM	Date of marriage (CMC)	contin	numeric	
V449	MWAGEM	Age at first marriage/union	contin	numeric	
V450	MWDOBFC	Date of birth of first child (CMC)	discrete	numeric	
V451	MWDOBLC	Date of birth of last child (CMC)	discrete	numeric	
V452	MMSTATUS	Marital/Union status	discrete	numeric	
V453	MCEB	Children ever born	discrete	numeric	
V454	MCSURV	Children surviving	discrete	numeric	
V455	MCDEAD	Children dead	discrete	numeric	
V456	packet	Packet number	discrete	numeric	
V457	mmelevel	Education	discrete	numeric	
V458	language	Language of household head	discrete	numeric	
V459	mmweight	Men's sample weight	contin	numeric	
V460	wscore	Wealth index score	contin	numeric	
V461	windex5	Wealth index quintiles	discrete	numeric	
V462	PSU	Primary sampling unit	contin	numeric	
V463	strata	Stratum	discrete	numeric	

**wm**

Content	Data collected at the women's level (MICS Women's questionnaire modules: Woman's information panel, Woman's background, Access to mass media and ICT, Child mortality, Desire for last birth, Maternal and newborn health, Illness symptoms, Contraception, Unmet need, Attitudes toward domestic violence, Marriage/union, Sexual behavior, HIV/AIDS, Tobacco and alcohol use, Life satisfaction and health care.)
Cases	4645
Variable(s)	331
Structure	Type: relational Keys: HH1(Cluster number), HH2(Household number), LN(Line number)
Version	
Producer	Dataset produced by United Nations Children's Fund (UNICEF), Federal Office of Statistics (FOS), Republic of Srpska Institute of Statistics (RSIS) and Agency for Statistics of Bosnia and Herzegovina (BHAS)
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V703	HH1	Cluster number	contin	numeric	
V704	HH2	Household number	contin	numeric	
V705	LN	Line number	discrete	numeric	
V706	WM1	Cluster number	contin	numeric	
V707	WM2	Household number	contin	numeric	
V708	WM4	Woman's line number	discrete	numeric	
V709	WM5	Interviewer number	contin	numeric	
V710	WM6D	Day of interview	contin	numeric	
V711	WM6M	Month of interview	discrete	numeric	
V712	WM6Y	Year of interview	discrete	numeric	
V713	WM7	Result of woman's interview	discrete	numeric	
V714	WM8	Field editor	discrete	numeric	
V715	WM9	Data entry clerk	discrete	numeric	
V716	WM10H	Start of interview - Hour	discrete	numeric	
V717	WM10M	Start of interview - Minutes	contin	numeric	
V718	WM11H	End of interview - Hour	discrete	numeric	
V719	WM11M	End of interview - Minutes	contin	numeric	
V720	WB1M	Month of birth of woman	discrete	numeric	In what month and year were you born?
V721	WB1Y	Year of birth of woman	contin	numeric	In what month and year were you born?
V722	WB2	Age of woman	contin	numeric	How old are you?
V723	WB3	Ever attended school	discrete	numeric	Have you ever attended school or a preschool institution?
V724	WB4	Highest level of school attended	discrete	numeric	What is the highest education level you attended?
V725	WB5	Highest grade completed at that level	discrete	numeric	What is the highest grade/year you completed at that level?
V726	WB7	Can read part of the sentence	discrete	numeric	Now I would like you to read this sentence to me.

ID	Name	Label	Type	Format	Question
V727	MT2	Frequency of reading newspaper or magazine	discrete	numeric	How often do you read newspapers or magazines: Almost every day, at least once a week, less than once a week or not at all?
V728	MT3	Frequency of listening to the radio	discrete	numeric	Do you listen to the radio almost every day, at least once a week, less than once a week or not at all?
V729	MT4	Frequency of watching TV	discrete	numeric	How often do you watch television: Would you say that you watch TV almost every day, at least once a week, less than once a week or not at all?
V730	MT6	Ever used a computer	discrete	numeric	Have you ever used a computer?
V731	MT7	Computer usage in the last 12 months	discrete	numeric	In the last 12 months, have you used a computer from any location?
V732	MT8	Frequency of computer usage in the last month	discrete	numeric	During the last month, how often did you use a computer: almost every day, at least once a week, less than once a week or not at all?
V733	MT9	Ever used internet	discrete	numeric	Have you ever used the Internet?
V734	MT10	Internet usage in the last 12 months	discrete	numeric	In the last 12 months, have you used the Internet?
V735	MT11	Frequency of Internet usage in the past month	discrete	numeric	During the last month, how often did you use the internet: almost every day, at least once a week, less than once a week or not at all?
V736	CM0A	Number of live births	discrete	numeric	Now I would like to ask about all the births you have had during your lifetime. How many live born children have you had in your entire life?
V737	CM0BD	Day of last birth	contin	numeric	What is the date of your last birth (even if the baby died)?
V738	CM0BM	Month of last birth	discrete	numeric	What is the date of your last birth (even if the baby died)?
V739	CM0BY	Year of last birth	contin	numeric	What is the date of your last birth (even if the baby died)?
V740	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?
V741	CM2D	Day of first birth	discrete	numeric	What was the date of your first birth? I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.
V742	CM2M	Month of first birth	discrete	numeric	What was the date of your first birth? I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.
V743	CM2Y	Year of first birth	discrete	numeric	What was the date of your first birth? I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.
V744	CM3	Years since first birth	discrete	numeric	How many years ago did you have your first birth?
V745	CM4	Any sons or daughters living with you	discrete	numeric	Do you have any sons or daughters to whom you have given birth who are now living with you?
V746	CM5A	Sons living with you	discrete	numeric	How many sons live with you?
V747	CM5B	Daughters living with you	discrete	numeric	How many daughters live with you?
V748	CM6	Any sons or daughters not living with you	discrete	numeric	Do you have any sons or daughters to whom you have given birth who are alive but do not live with you?
V749	CM7A	Sons living elsewhere	discrete	numeric	How many sons are alive but do not live with you?
V750	CM7B	Daughters living elsewhere	discrete	numeric	How many daughters are alive but do not live with you?
V751	CM8	Ever had child who later died	discrete	numeric	Have you ever given birth to boy or girl who was born alive but later died?

ID	Name	Label	Type	Format	Question
V752	CM9A	Boys dead	discrete	numeric	How many boys have died?
V753	CM9B	Girls dead	discrete	numeric	How many girls have died?
V754	CM10	Children ever born	discrete	numeric	
V755	CM12D	Day of last birth	discrete	numeric	Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?
V756	CM12M	Month of last birth	discrete	numeric	Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?
V757	CM12Y	Year of last birth	discrete	numeric	Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?
V758	CM12A	Ever had miscarried pregnancies	discrete	numeric	Sometimes women have pregnancies that might not end with a live birth. Have you ever had any pregnancy that was miscarried, ended in a stillbirth, or that was terminated early (aborted)?
V759	CM12B	Number of miscarriages	discrete	numeric	How many miscarriages have you had during your lifetime? By miscarriage, I mean an early and involuntary end of pregnancy within the first 5th month of pregnancy.
V760	CM12C	Number of still births	discrete	numeric	In how many cases have your pregnancies ended with a stillbirth? By stillbirth, I mean a birth that took place after the 5th month of pregnancy, but the child did not show any signs of life.
V761	CM12_D	Number of abortions	discrete	numeric	And how many early terminations of pregnancy (abortions) have you had during your lifetime? By early termination of pregnancy (abortion), I mean a pregnancy that was voluntarily terminated within the first 5 months of pregnancy.
V762	CM12E_M	Month of last abortion	discrete	numeric	When did your (last) early termination of pregnancy (abortion) take place?
V763	CM12E_Y	Year of last abortion	contin	numeric	When did your (last) early termination of pregnancy (abortion) take place?
V764	CM12I1U	Unit of pregnancy duration	discrete	numeric	How many months (weeks) were you pregnant when your pregnancy was aborted?
V765	CM12I1N	Number of units of pregnancy duration	discrete	numeric	How many months (weeks) were you pregnant when your pregnancy was aborted?
V766	CM12H2_M	Month of previous to last abortion	discrete	numeric	What month and year did your (last) early termination (abortion) take place?
V767	CM12H2_Y	Year of previous to last abortion	discrete	numeric	What month and year did your (last) early termination (abortion) take place?
V768	CM12I2U	Unit of pregnancy duration	discrete	numeric	How many months (weeks) were you pregnant when your pregnancy was aborted?
V769	CM12I2N	Number of units of pregnancy duration	discrete	numeric	How many months (weeks) were you pregnant when your pregnancy was aborted?
V770	CM12H3_M	Month of second last before the last abortion	discrete	numeric	What month and year did your (last) early termination (abortion) take place?
V771	CM12H3_Y	Year of second last before the last abortion	discrete	numeric	What month and year did your (last) early termination (abortion) take place?
V772	CM12I3U	Unit of pregnancy duration	discrete	numeric	How many months (weeks) were you pregnant when your pregnancy was aborted?
V773	CM12I3N	Number of units of pregnancy duration	discrete	numeric	How many months (weeks) were you pregnant when your pregnancy was aborted?

ID	Name	Label	Type	Format	Question
V774	CM12H4_M	Month of third last before the last abortion	discrete	numeric	What month and year did your (last) early termination (abortion) take place?
V775	CM12H4_Y	Year of third last before the last abortion	discrete	numeric	What month and year did your (last) early termination (abortion) take place?
V776	CM12I4U	Unit of pregnancy duration	discrete	numeric	How many months (weeks) were you pregnant when your pregnancy was aborted?
V777	CM12I4N	Number of units of pregnancy duration	discrete	numeric	How many months (weeks) were you pregnant when your pregnancy was aborted?
V778	CM12KM	Date of first abortion - Month	discrete	numeric	In what month and year did you have your first early termination of pregnancy (abortion)?
V779	CM12KY	Date of first abortion - Year	discrete	numeric	In what month and year did you have your first early termination of pregnancy (abortion)?
V780	CM12L	Age of woman at first abortion	discrete	numeric	How old were you when you had your first early termination (abortion)?
V781	CM13	Last birth in last two years	discrete	character	
V782	DB1	Wanted last child then	discrete	numeric	When you got pregnant with (name), did you want to get pregnant at that time?
V783	DB2	Wanted child later or did not want more children	discrete	numeric	Did you want to have a baby later on, or did you not want any (more) children?
V784	DB3U	Desired waiting time (units)	discrete	numeric	How much longer did you want to wait?
V785	DB3N	Desired waiting time (number)	discrete	numeric	How much longer did you want to wait?
V786	MN1	Received antenatal care	discrete	numeric	Did you see anyone for antenatal care during your last pregnancy with (name)?
V787	MN2A	Antenatal care: Doctor	discrete	character	Whom did you see?
V788	MN2B	Antenatal care: Nurse / Midwife	discrete	character	Whom did you see?
V789	MN2F	Antenatal care: Traditional birth attendant	discrete	character	Whom did you see?
V790	MN2H	Antenatal care: Relative / Friend	discrete	character	Whom did you see?
V791	MN2X	Antenatal care: Other	discrete	character	Whom did you see?
V792	MN3	Times received antenatal care	contin	numeric	How many times did you receive antenatal care during this pregnancy?
V793	MN4A	Blood pressure	discrete	numeric	As part of your antenatal care during this pregnancy, were any of the following done at least once: Was your blood pressure measured?
V794	MN4B	Urine sample	discrete	numeric	As part of your antenatal care during this pregnancy, were any of the following done at least once: Did you give a urine sample?
V795	MN4C	Blood sample	discrete	numeric	As part of your antenatal care during this pregnancy, were any of the following done at least once: Did you give a blood sample?
V796	MN17A	Assistance at delivery: Doctor	discrete	character	Who assisted with the delivery of (name)?
V797	MN17B	Assistance at delivery: Nurse / Midwife	discrete	character	Who assisted with the delivery of (name)?
V798	MN17F	Assistance at delivery: Traditional birth attendant	discrete	character	Who assisted with the delivery of (name)?
V799	MN17H	Assistance at delivery: Relative / Friend	discrete	character	Who assisted with the delivery of (name)?
V800	MN17X	Assistance at delivery: Other	discrete	character	Who assisted with the delivery of (name)?
V801	MN17Y	Assistance at delivery: No one	discrete	character	Who assisted with the delivery of (name)?

ID	Name	Label	Type	Format	Question
V802	MN18	Place of delivery	discrete	numeric	Where did you give birth to (name)?
V803	MN19	Delivery by caesarean section	discrete	numeric	Was (name) delivered by caesarean section? That is, did they cut your belly open to take the baby out?
V804	MN20	Size of child at birth	discrete	numeric	When (name) was born, was he/she very large, larger than average, average, smaller than average or very small?
V805	MN21	Child weighed at birth	discrete	numeric	Was (name) weighed at birth?
V806	MN22A	Weight from card or recall	discrete	numeric	How much did (name) weigh?
V807	MN22	Weight at birth (Kilograms)	contin	numeric	How much did (name) weigh?
V808	MN23	Menstrual period returned since the birth of child	discrete	numeric	Has your menstrual period returned since the birth of (name)?
V809	MN24	Ever breastfeed	discrete	numeric	Did you ever breastfeed (name)?
V810	MN25U	Time baby put to breast (unit)	discrete	numeric	How long after birth did you first put (name) to the breast?
V811	MN25N	Time baby put to breast (number)	discrete	numeric	How long after birth did you first put (name) to the breast?
V812	MN26	Within first 3 days after delivery, child given anything to drink other than breast milk	discrete	numeric	In the first three days after delivery, was (name) given anything to drink other than breast milk?
V813	MN27A	Child given to drink - Milk (other than breast milk)	discrete	character	What was (name) given to drink?
V814	MN27B	Child given to drink - Plain water	discrete	character	What was (name) given to drink?
V815	MN27C	Child given to drink - Sugar or glucose water	discrete	character	What was (name) given to drink?
V816	MN27D	Child given to drink - Gripe water	discrete	character	What was (name) given to drink?
V817	MN27E	Child given to drink - Sugar - salt - water solution	discrete	character	What was (name) given to drink?
V818	MN27F	Child given to drink - Fruit juice	discrete	character	What was (name) given to drink?
V819	MN27G	Child given to drink - Infant formula	discrete	character	What was (name) given to drink?
V820	MN27H	Child given to drink - Tea / Infusions	discrete	character	What was (name) given to drink?
V821	MN27I	Child given to drink - Honey	discrete	character	What was (name) given to drink?
V822	MN27X	Child given to drink - Other	discrete	character	What was (name) given to drink?
V823	IS2A	Symptoms: Child not able to drink or breastfeed	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V824	IS2B	Symptoms: Child becomes sicker	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V825	IS2C	Symptoms: Child develops a fever	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V826	IS2D	Symptoms: Child has fast breathing	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

ID	Name	Label	Type	Format	Question
V827	IS2E	Symptoms: Child has difficult breathing	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V828	IS2F	Symptoms: Child has blood in stools	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V829	IS2G	Symptoms: Child is drinking poorly	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V830	IS2X	Symptoms: Other	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V831	IS2Y	Symptoms: Other	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V832	IS2Z	Symptoms: Other	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V833	CP0A	Heard of: Woman sterilization	discrete	numeric	I would like to talk with you about another subject - family planning. Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [A] Female sterilisation? Probe: An operation women undertake in order to avoid pregnancy.
V834	CP0B	Heard of: Man sterilization	discrete	numeric	I would like to talk with you about another subject - family planning. Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [B] Male sterilisation? Probe: An operation men undertake in order to avoid pregnancy.
V835	CP0C	Heard of: IUD	discrete	numeric	I would like to talk with you about another subject - family planning. Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [C] IUD ? Probe: Women can have a coil placed inside the uterus by a doctor.
V836	CP0D	Heard of: Injectables	discrete	numeric	I would like to talk with you about another subject - family planning. Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [D] Injectibles? Probe: Women can receive injections that have an effect on their hormones and prevent pregnancy over a period of a few months.
V837	CP0E	Heard of: Implants	discrete	numeric	I would like to talk with you about another subject - family planning. Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [E] Implants? Probe: Women can have one or more small implants (rods) implanted in their upper arm by a doctor that prevent pregnancy for a number of years.
V838	CP0F	Heard of: Pill	discrete	numeric	I would like to talk with you about another subject - family planning. Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [F] Pill? Probe: Women can take pills on an everyday basis to avoid getting pregnant.

ID	Name	Label	Type	Format	Question
V839	CP0G	Heard of: Male condom	discrete	numeric	I would like to talk with you about another subject - family planning. Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [G] Male Condom? Probe: Men can put a rubber cover on their penis before or during sexual intercourse.
V840	CP0H	Heard of: Female condom	discrete	numeric	I would like to talk with you about another subject - family planning. Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [H] Female Condom? Probe: Women can put a cover inside their vagina before sexual intercourse.
V841	CP0I	Heard of: Diaphragm	discrete	numeric	I would like to talk with you about another subject - family planning. Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [I] Diaphragm? Probe: Women can insert a soft rubber cup in their vagina to block the sperm from entering their uterus or fallopian tubes.
V842	CP0J	Heard of: Foam / Jelly	discrete	numeric	I would like to talk with you about another subject - family planning. Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [J] Foam/ Jelly? Probe: Women may use spermicidal products (e.g. foam, jelly, cream) that can kill or prevent the sperm from moving and reaching the egg.
V843	CP0K	Heard of:LAM	discrete	numeric	I would like to talk with you about another subject - family planning. Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [K] Lactational amenorrhoea method (LAM)?
V844	CP0L	Heard of: Periodic abstinence	discrete	numeric	I would like to talk with you about another subject - family planning. Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [L] Periodic abstinence/ Rhythm method? Probe: the woman can avoid pregnancy by not having sexual intercourse during fertile days in the month, i.e. days she is most likely to get pregnant.
V845	CP0M	Heard of: Withdrawal	discrete	numeric	I would like to talk with you about another subject - family planning. Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of:[M] Withdrawal? Probe: Men can pull out directly before ejaculating.
V846	CP0N	Heard of: Urgent contraception	discrete	numeric	I would like to talk with you about another subject - family planning. Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [N] Emergency/ postcoital contraception? Probe: As an emergency measure, within a period of 3 days, after having unprotected sexual intercourse, women can take special pills to prevent pregnancy.
V847	CP0X	Heard of: Other	discrete	numeric	I would like to talk with you about another subject - family planning. Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [X] Have you heard of any other ways or methods that men or women can utilise in order to avoid pregnancy?
V848	CP1	Currently pregnant	discrete	numeric	Are you pregnant now?
V849	CP2	Currently using a method to avoid pregnancy	discrete	numeric	As we mentioned earlier, couples use various ways or methods to delay or avoid a pregnancy. Are you currently doing something or using any method to delay or avoid pregnancy?
V850	CP3A	Current method: Female sterilization	discrete	character	What are you doing to delay or avoid a pregnancy?

ID	Name	Label	Type	Format	Question
V851	CP3B	Current method: Male sterilization	discrete	character	What are you doing to delay or avoid a pregnancy?
V852	CP3C	Current method: IUD	discrete	character	What are you doing to delay or avoid a pregnancy?
V853	CP3D	Current method: Injectables	discrete	character	What are you doing to delay or avoid a pregnancy?
V854	CP3E	Current method: Implants	discrete	character	What are you doing to delay or avoid a pregnancy?
V855	CP3F	Current method: Pill	discrete	character	What are you doing to delay or avoid a pregnancy?
V856	CP3G	Current method: Male condom	discrete	character	What are you doing to delay or avoid a pregnancy?
V857	CP3H	Current method: Female condom	discrete	character	What are you doing to delay or avoid a pregnancy?
V858	CP3I	Current method: Diaphragm	discrete	character	What are you doing to delay or avoid a pregnancy?
V859	CP3J	Current method: Foam / Jelly	discrete	character	What are you doing to delay or avoid a pregnancy?
V860	CP3K	Current method: Lactational amenorrhoea method	discrete	character	What are you doing to delay or avoid a pregnancy?
V861	CP3L	Current method: Periodic abstinence / Rhythm	discrete	character	What are you doing to delay or avoid a pregnancy?
V862	CP3M	Current method: Withdrawal	discrete	character	What are you doing to delay or avoid a pregnancy?
V863	CP3X	Current method: Other	discrete	character	What are you doing to delay or avoid a pregnancy?
V864	UN2	Wanted to get pregnant at the time	discrete	numeric	Now, I would like to talk to you about your current pregnancy. When you got pregnant, did you want to get pregnant at that time?
V865	UN3	Wanted baby later or did not want more children	discrete	numeric	Did you want to have a baby later on or did you not want any (more) children?
V866	UN4	Would like to have another child (currently pregnant)	discrete	numeric	Now I would like to ask some questions about the future. After the child you are now expecting, would you like to have another child, or would you prefer not to have any more children?
V867	UN6	Would like to have another child (not currently pregnant)	discrete	numeric	Now I would like to ask you some questions about the future. Would you like to have (a/another) child, or would you prefer not to have any (more) children?
V868	UN7U	Desired waiting time (unit)	discrete	numeric	How long would you like to wait before the birth of (a/another) child?
V869	UN7N	Desired waiting time (number)	discrete	numeric	How long would you like to wait before the birth of (a/another) child?
V870	UN10	Able to get pregnant	discrete	numeric	Do you think you are physically able to get pregnant at this time?
V871	UN11A	Reason: Infrequent sex / No sex	discrete	character	Why do you think you are not physically able to get pregnant?
V872	UN11B	Reason: Menopausal	discrete	character	Why do you think you are not physically able to get pregnant?
V873	UN11C	Reason: Never menstruated	discrete	character	Why do you think you are not physically able to get pregnant?
V874	UN11D	Reason: Hysterectomy	discrete	character	Why do you think you are not physically able to get pregnant?
V875	UN11E	Reason: Trying to get pregnant for 2 years without result	discrete	character	Why do you think you are not physically able to get pregnant?
V876	UN11F	Reason: Postpartum amenorrheic	discrete	character	Why do you think you are not physically able to get pregnant?
V877	UN11G	Reason: Breastfeeding	discrete	character	Why do you think you are not physically able to get pregnant?
V878	UN11H	Reason: Too old	discrete	character	Why do you think you are not physically able to get pregnant?

ID	Name	Label	Type	Format	Question
V879	UN11I	Reason: Fatalistic	discrete	character	Why do you think you are not physically able to get pregnant?
V880	UN11X	Reason: Other	discrete	character	Why do you think you are not physically able to get pregnant?
V881	UN11Z	Reason: Don't know	discrete	character	Why do you think you are not physically able to get pregnant?
V882	UN13U	Start of last menstrual period (unit)	discrete	numeric	When did your last menstrual period start?
V883	UN13N	Start of last menstrual period (number)	contin	numeric	When did your last menstrual period start?
V884	DV1A	If she goes out with out telling husband: wife beating justified	discrete	numeric	Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she goes out without telling him?
V885	DV1B	If she neglects the children: wife beating justified	discrete	numeric	Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she neglects the children?
V886	DV1C	If she argues with husband: wife beating justified	discrete	numeric	Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she argues with him?
V887	DV1D	If she refuses sex with husband: wife beating justified	discrete	numeric	Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she refuses to have sex with him?
V888	DV1E	If she burns the food: wife beating justified	discrete	numeric	Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she burns the food?
V889	MA1	Currently married or living with a man	discrete	numeric	Are you currently married or living together with a man as if married?
V890	MA2	Age of husband/partner	contin	numeric	How old is your husband/partner?
V891	MA3	Husband/partner has other wives	discrete	numeric	Besides yourself, does your husband/partner have any other wives or partners or does he live with other women as if married?
V892	MA4	Number of other wives	discrete	numeric	How many other wives or partners does he have?
V893	MA5	Ever married or lived with a man	discrete	numeric	Have you ever been married or lived together with a man as if married?
V894	MA6	Marital status	discrete	numeric	What is your marital status now: are you widowed, divorced or separated?
V895	MA7	Married or lived with a man once or more than once	discrete	numeric	Have you been married or lived with a man only once or more than once?
V896	MA8M	Month of first union	discrete	numeric	In what month and year did you first marry or start living with a man as if married?
V897	MA8Y	Year of first union	contin	numeric	In what month and year did you first marry or start living with a man as if married?
V898	MA9	Age at first union	discrete	numeric	How old were you when you started living with your first husband/partner?
V899	SB1	Age at first sexual intercourse	contin	numeric	Now, I would like to ask you some questions about sexual activity in order to gain a better understanding of some important life issues. The information you supply will remain strictly confidential. How old were you when you had sexual intercourse for the very first time?

ID	Name	Label	Type	Format	Question
V900	SB2	Condom used during first sexual intercourse	discrete	numeric	The first time you had sexual intercourse, was a condom used?
V901	SB3U	Time since last sexual intercourse (unit)	discrete	numeric	When was the last time you had sexual intercourse?
V902	SB3N	Time since last sexual intercourse (number)	contin	numeric	When was the last time you had sexual intercourse?
V903	SB4	Condom used at last sexual intercourse	discrete	numeric	The last time you had sexual intercourse, was a condom used?
V904	SB5	Relationship to last sexual partner	discrete	numeric	What was your relationship to the person you last had sexual intercourse with?
V905	SB7	Age of last sexual partner	contin	numeric	How old is this person?
V906	SB8	Sex with any other man in the last 12 month	discrete	numeric	Have you had sexual intercourse with any other person in the last 12 months?
V907	SB9	Condom used with prior sexual partner	discrete	numeric	The last time you had sexual intercourse with this other person was a condom used?
V908	SB10	Relationship to prior sexual partner	discrete	numeric	What was your relationship to this person?
V909	SB12	Age of prior sexual partner	discrete	numeric	How old is this person?
V910	SB13	Sex with any other man in the last 12 months	discrete	numeric	In the last 12 months, have you had sexual intercourse with any other person, other than these two persons?
V911	SB14	Number of sex partners in last 12 months	discrete	numeric	In total, with how many different people have you had sexual intercourse in the last 12 months?
V912	SB15	Number of sex partners in lifetime	discrete	numeric	In total, with how many different people have you had sexual intercourse in your lifetime?
V913	HA1	Ever heard of AIDS	discrete	numeric	Now I would like to talk with you about something else. Have you ever heard of the HIV virus or an illness called AIDS (or SIDA)?
V914	HA2	Can avoid AIDS virus by having one uninfected partner	discrete	numeric	Can people reduce their chance of getting the virus that causes AIDS by having just one uninfected sex partner who has no other sex partners?
V915	HA3	Can get AIDS virus through supernatural means	discrete	numeric	Can people get the virus that causes AIDS because of witchcraft or other supernatural means?
V916	HA4	Can avoid AIDS virus by using a condom correctly every time	discrete	numeric	Can people reduce their chance of getting the virus that causes AIDS by using a condom every time they have sex?
V917	HA5	Can get AIDS virus from mosquito bites	discrete	numeric	Can people get the virus that causes AIDS from mosquito bites?
V918	HA6	Can get AIDS virus by sharing food with a person who has AIDS	discrete	numeric	Can people get the virus that causes AIDS by sharing food with a person who has AIDS?
V919	HA7	Healthy-looking person may have AIDS virus	discrete	numeric	Is it possible for a healthy-looking person to have the virus that causes AIDS?
V920	HA8A	AIDS virus from mother to child during pregnancy	discrete	numeric	Can the virus that causes AIDS be transmitted from a mother to her baby: During pregnancy?
V921	HA8B	AIDS virus from mother to child during delivery	discrete	numeric	Can the virus that causes AIDS be transmitted from a mother to her baby: During delivery?
V922	HA8C	AIDS virus from mother to child through breastfeeding	discrete	numeric	Can the virus that causes AIDS be transmitted from a mother to her baby: By breastfeeding?
V923	HA9	Should female teacher with AIDS virus be allowed to teach in school	discrete	numeric	In your opinion, if a female teacher has the virus that causes AIDS but is not sick, should she be allowed to continue teaching in school?

ID	Name	Label	Type	Format	Question
V924	HA10	Would buy fresh vegetables from shopkeeper with AIDS virus	discrete	numeric	Would you buy fresh vegetables from a shopkeeper or salesperson if you knew that this person had the virus that causes AIDS?
V925	HA11	If HH member became infected with AIDS virus, would want it to remain a secret	discrete	numeric	If a member of your family got infected with the virus that causes AIDS, would you want it to remain a secret?
V926	HA12	Willing to care for person with AIDS in household	discrete	numeric	If a member of your family became sick with AIDS, would you be willing to care for him or her in your own household?
V927	HA15A	Given information about transmission of the AIDS virus from mother to baby	discrete	numeric	During any of the visits as part of antenatal care for your pregnancy with (name), were you given any information about: [A] Babies contracting the virus that causes AIDS from their mother?
V928	HA15B	Given information about what you can do to prevent getting the virus that causes AIDS	discrete	numeric	During any of the visits as part of antenatal care for your pregnancy with (name), were you given any information about: [B] Things that you can do to prevent getting the virus that causes AIDS?
V929	HA15C	Given information about testing for the virus that causes AIDS	discrete	numeric	During any of the visits as part of antenatal care for your pregnancy with (name), were you given any information about: [C] Getting tested for the virus that causes AIDS? were you:
V930	HA15D	Offered to be tested for the virus that causes AIDS	discrete	numeric	During any of the visits as part of antenatal care for your pregnancy with (name), were you given any information about: [D] offered a test for the virus that causes AIDS?
V931	HA16	Tested for AIDS virus as part of antenatal care	discrete	numeric	I don't want to know the results, but were you tested for the virus that causes AIDS as part of your antenatal care (pregnancy checks)?
V932	HA17	Received results from test during antenatal care	discrete	numeric	I don't want to know the results, but did you get the results of the test?
V933	HA18	Received consultation after testing during antenatal care	discrete	numeric	Regardless of the result, all women who are tested are supposed to receive counselling/attend consultations after getting the result. After you were tested, did you receive counselling/attend consultations?
V934	HA20	Tested for AIDS virus during delivery	discrete	numeric	I don't want to know the results, but were you tested for the virus that causes AIDS between the time you went for delivery but before the baby was born?
V935	HA21	Received results from test during delivery	discrete	numeric	I don't want to know the results, but did you get the results of the test?
V936	HA22	Tested for AIDS virus since test during pregnancy	discrete	numeric	Have you been tested for the virus that causes AIDS since that time you were tested during your pregnancy?
V937	HA23	Most recent time of testing for AIDS virus	discrete	numeric	When was the most recent time you were tested for the virus that causes AIDS?
V938	HA24	Ever been tested for AIDS virus	discrete	numeric	I don't want to know the results, but have you ever been tested to see if you have the virus that causes AIDS?
V939	HA25	Most recent time of testing for AIDS virus	discrete	numeric	When was the most recent time you were tested?
V940	HA26	Received results of AIDS virus test	discrete	numeric	I don't want to know the results, but did you get the results of the test?
V941	HA27	Know a place to get AIDS virus test	discrete	numeric	Do you know of a place where people can go to get tested for the virus that causes AIDS?
V942	TA1	Ever tried cigarette smoking	discrete	numeric	Have you ever tried smoking cigarettes, even taking one or two puffs?
V943	TA2	Age when cigarette was smoked for the first time	contin	numeric	How old were you when you smoked an entire cigarette for the first time?

ID	Name	Label	Type	Format	Question
V944	TA3	Currently smoking cigarettes	discrete	numeric	Do you currently smoke cigarettes?
V945	TA4	Number of cigarettes smoked in the last 24 hours	contin	numeric	How many cigarettes did you smoke in the last 24 hours?
V946	TA5	Number of days when cigarettes were smoked in past month	discrete	numeric	On how many days did you smoke cigarettes during the last month?
V947	TA6	Ever tried any smoked tobacco products other than cigarettes	discrete	numeric	Have you ever tried any smoked tobacco products other than cigarettes, such as cigars (e.g. Cuban), a pipe or waterpipe (narghile/hookah)?
V948	TA7	Used any smoked tobacco products during the last month	discrete	numeric	During the last month, did you use any smoked tobacco products?
V949	TA8A	Type of smoked tobacco product: Cigars	discrete	character	What type of smoked tobacco product did you use or smoke during the last month?
V950	TA8B	Type of smoked tobacco product: Water pipe	discrete	character	What type of smoked tobacco product did you use or smoke during the last month?
V951	TA8C	Type of smoked tobacco product: Cigarillos	discrete	character	What type of smoked tobacco product did you use or smoke during the last month?
V952	TA8D	Type of smoked tobacco product: Pipe	discrete	character	What type of smoked tobacco product did you use or smoke during the last month?
V953	TA8X	Type of smoked tobacco product: Other	discrete	character	What type of smoked tobacco product did you use or smoke during the last month?
V954	TA9	Number of days when tobacco products were smoked in past month	discrete	numeric	On how many days did you use smoked tobacco products during the last month?
V955	TA10	Ever tried any form of smokeless tobacco products	discrete	numeric	Have you ever tried any form of smokeless tobacco products, such as chewing tobacco, tobacco for sniffing (snuff) or dipping tobacco?
V956	TA11	Used any smokeless tobacco products during the last month	discrete	numeric	Did you use any smokeless tobacco products during the last month?
V957	TA12A	Type of smokeless tobacco product used: Chewing tobacco	discrete	character	What type of smokeless tobacco product did you use during the last month?
V958	TA12B	Type of smokeless tobacco product used: Snuff	discrete	character	What type of smokeless tobacco product did you use during the last month?
V959	TA12C	Type of smokeless tobacco product used: Dip	discrete	character	What type of smokeless tobacco product did you use during the last month?
V960	TA12X	Type of smokeless tobacco product used: Other	discrete	character	What type of smokeless tobacco product did you use during the last month?
V961	TA13	Number of days when smokeless tobacco products were used in past month	discrete	numeric	On how many days did you use smokeless tobacco products during the last month?
V962	TA14	Ever drunk alcohol	discrete	numeric	Now i would like to ask you some questions about drinking alcohol. Have you ever drunk alcohol?
V963	TA15	Age when alcohol was used for the first time	contin	numeric	We count one drink of alcohol as one can or bottle of beer, one glass of wine, or one shot of strong drink. How old were you when you had your first drink of alcohol, other than a few sips?
V964	TA16	Number of days when at least one drink of alcohol was used in past month	discrete	numeric	During the last month, on how many days did you have at least one drink of alcohol?
V965	TA17	Number of drinks usually consumed	discrete	numeric	In the last month, on those days that you drank alcohol, what is the number of drinks did you usually had?

ID	Name	Label	Type	Format	Question
V966	LS2	Estimation of overall happiness	discrete	numeric	I would like to ask you some simple questions on happiness and satisfaction. First, taking all things together, would you say you are very happy, happy, neither happy nor unhappy, unhappy or very unhappy? You can also look at these pictures to help you respond.
V967	LS3	Satisfaction with family life	discrete	numeric	Now I will ask you questions about your level of satisfaction in different areas of your life. In each case, we have five possible responses: Please tell me, for each question, whether you are very satisfied, satisfied, neither satisfied nor unsatisfied, unsatisfied or very unsatisfied. Again, you can look at these pictures to help you respond. How satisfied are you with your family life?
V968	LS4	Satisfaction with friendships	discrete	numeric	How satisfied are you with your friendships?
V969	LS5	School attendance during the current school year	discrete	numeric	During the current (2011-2012) school/academic year, did you attend school/university at any time?
V970	LS6	Satisfaction with school	discrete	numeric	How satisfied are you with your school/university?
V971	LS7	Satisfaction with current job	discrete	numeric	How satisfied are you with your current job?
V972	LS8	Satisfaction with health	discrete	numeric	How satisfied are you with your health?
V973	LS9	Satisfaction with current residence	discrete	numeric	How satisfied are you with where you live? If necessary, explain that the question refers to the living environment, including the neighbourhood and the dwelling.
V974	LS10	Satisfaction with treatment by other people	discrete	numeric	How satisfied are you with how people around you generally treat you?
V975	LS11	Satisfaction with appearance	discrete	numeric	How satisfied are you with the way you look?
V976	LS12	Satisfaction with life overall	discrete	numeric	How satisfied are you with your life, overall?
V977	LS13	Satisfaction with current income	discrete	numeric	How satisfied are you with your current income?
V978	LS14	Life satisfaction in comparison with last year	discrete	numeric	Compared to this time last year, would you say that your life has improved, stayed more or less the same, or worsened, overall?
V979	LS15	Life satisfaction expectation one year from now	discrete	numeric	And in one year from now, do you expect that your life will be better, will be more or less the same, or will be worse, overall?
V980	HE1	Has a health card	discrete	numeric	Do you have a health booklet?
V981	HE2	Has health insurance	discrete	numeric	Do you have health insurance?
V982	HE3	Use of health care services at the health centre	discrete	numeric	Do you use health care services at the health centre?
V983	HE4	Provided with health care services at the nearest health centre free of charge	discrete	numeric	Are you provided with health care services at the nearest health centre of charge?
V984	HE5	Use of health services at the hospital	discrete	numeric	Do you use health care services at the hospital?
V985	HE6	Provided with health care services at the nearest hospital free of charge	discrete	numeric	Are you provided with health care services at the nearest hospital free of charge?
V986	HE7	Use of emergency health care services	discrete	numeric	Do you use emergency health care services?
V987	HE8	Provided with emergency health care services free of charge	discrete	numeric	Are you provided with emergency health care services free of charge?
V988	HE9	Paying for all necessary health care services and medication	discrete	numeric	Do you pay all necessary health care services and medication?

ID	Name	Label	Type	Format	Question
V989	HE10	Paying for only vital/urgently needed health care services and medication	discrete	numeric	Do you pay only vital/urgently needed health care services and medications?
V990	HE11	Can afford the medication without one-off financial aid	discrete	numeric	Can you afford medications without one-off financial assistance?
V991	DU1	Cluster number	contin	numeric	
V992	DU2	Household number	contin	numeric	
V993	DU3	Interviewer number	contin	numeric	
V994	DU4D	Day of interview	contin	numeric	
V995	DU4M	Month of interview	discrete	numeric	
V996	DU4Y	Year of interview	discrete	numeric	
V997	DU6	Woman's line number	discrete	numeric	
V998	DU7	Man's line number	discrete	numeric	
V999	DU9	Result of interview	discrete	numeric	
V1000	DU10	Result of interview	discrete	numeric	
V1001	DU11	Field editor	discrete	numeric	
V1002	DU12	Data entry clerk	discrete	numeric	
V1003	DU13	Have you ever used any drugs (narcotic substances) in your life?	discrete	numeric	Have you ever used any drugs (narcotic substances) in your life?
V1004	DU14A	Cannabis (marijuana and/or hashish)	discrete	numeric	When did you last take any of the following substances/drugs? [a] cannabis (marijuana and/or hashish)
V1005	DU14B	Ecstasy	discrete	numeric	When did you last take any of the following substances/drugs? [b] ecstasy
V1006	DU14C	Amphetamine and/or methamphetamine	discrete	numeric	When did you last take any of the following substances/drugs? [c] amphetamine and/or methamphetamine, most commonly referred to as "speed"
V1007	DU14D	Cocaine or crack	discrete	numeric	When did you last take any of the following substances/drugs? [d] cocaine or crack
V1008	DU14E	Heroin	discrete	numeric	When did you last take any of the following substances/drugs? [e] Heroin
V1009	DU14F	LSD (trip / acid)	discrete	numeric	When did you last take any of the following substances/drugs? [f] LSD (trip/acid)
V1010	DU14G	Magic mushrooms	discrete	numeric	When did you last take any of the following substances/drugs? [g] magic mushrooms
V1011	DU14H	Inhalants (e.g. glue)	discrete	numeric	When did you last take any of the following substances/drugs? [H] substances which are inhaled, such as glue and other industrial products which are deliberately inhaled
V1012	HH6	Area	discrete	numeric	
V1013	HH7	Region	discrete	numeric	
V1014	HH7A	Region	contin	numeric	
V1015	WDOI	Date of interview women (CMC)	discrete	numeric	
V1016	WDOB	Date of birth of woman (CMC)	contin	numeric	
V1017	WAGE	Age	discrete	numeric	
V1018	WDOM	Date of marriage (CMC)	contin	numeric	
V1019	WAGEM	Age at first marriage/union	contin	numeric	

ID	Name	Label	Type	Format	Question
V1020	WDOBFC	Date of birth of first child (CMC)	discrete	numeric	
V1021	WDOBLC	Date of birth of last child (CMC)	contin	numeric	
V1022	MSTATUS	Marital/Union status	discrete	numeric	
V1023	CEB	Children ever born	discrete	numeric	
V1024	CSURV	Children surviving	discrete	numeric	
V1025	CDEAD	Children dead	discrete	numeric	
V1026	packet	Packet number	discrete	numeric	
V1027	welevel	Education	contin	numeric	
V1028	language	Language of household head	contin	numeric	
V1029	wmweight	Women's sample weight	discrete	numeric	
V1030	wscore	Wealth index score	contin	numeric	
V1031	windex5	Wealth index quintiles	discrete	numeric	
V1032	PSU	Primary sampling unit	contin	numeric	
V1033	strata	Stratum	discrete	numeric	

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Content	Data collected at the children's level (MICS Under Five Children's questionnaire modules: Under-five child information panel, Child's age, Early childhood development, Breastfeeding, Care of illness, Immunisation and Anthropometry.)
Cases	2332
Variable(s)	239
Structure	Type: relational Keys: HH1(Cluster number), HH2(Household number), LN(Line number)
Version	
Producer	Dataset produced by United Nations Children's Fund (UNICEF), Federal Office of Statistics (FOS), Republic of Srpska Institute of Statistics (RSIS) and Agency for Statistics of Bosnia and Herzegovina (BHAS)
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V464	HH1	Cluster number	contin	numeric	
V465	HH2	Household number	contin	numeric	
V466	LN	Line number	discrete	numeric	
V467	UF1	Cluster number	contin	numeric	
V468	UF2	Household number	contin	numeric	
V469	UF4	Child's line number	discrete	numeric	
V470	UF6	Mother / Caretaker's line number	discrete	numeric	
V471	UF7	Interviewer number	contin	numeric	
V472	UF8D	Day of interview	contin	numeric	
V473	UF8M	Month of interview	discrete	numeric	
V474	UF8Y	Year of interview	discrete	numeric	
V475	UF9	Result of interview for children under 5	discrete	numeric	
V476	UF10	Field editor	contin	numeric	
V477	UF11	Data entry clerk	contin	numeric	
V478	UF12H	Start of interview - Hour	discrete	numeric	
V479	UF12M	Start of interview - Minutes	discrete	numeric	
V480	UF13H	End of interview - Hour	discrete	numeric	
V481	UF13M	End of interview - Minutes	discrete	numeric	
V482	AG1D	Day of birth of child	discrete	numeric	Now i would like to ask you some questions about the (name)'s health. In what month and year was (name) born?
V483	AG1M	Month of birth of child	discrete	numeric	Now i would like to ask you some questions about the (name)'s health. In what month and year was (name) born?
V484	AG1Y	Year of birth of child	discrete	numeric	Now i would like to ask you some questions about the (name)'s health. In what month and year was (name) born?
V485	AG2	Age of child	discrete	numeric	How old is (name)?
V486	BR1	Birth certificate	discrete	numeric	Does (name) have a birth certificate?

ID	Name	Label	Type	Format	Question
V487	BR2	Birth registered	discrete	numeric	Has (name)'s birth been registered with the registry office?
V488	BR3	Know how to register birth	discrete	numeric	Do you know how to register your child's birth in the birth register?
V489	EC1	Number of children's books or picture books for child	discrete	numeric	How many children's books or picture books do you have for (name)?
V490	EC2A	Homemade toys	discrete	numeric	I am interested in learning about the things that (name) plays with when he/she is at home. Does he/she play with: homemade toys (such as dolls, cars or some other toys made at home)?
V491	EC2B	Toys from shops	discrete	numeric	I am interested in learning about the things that (name) plays with when he/she is at home. Does he/she play with: toys from a shop or manufactured toys?
V492	EC2C	Household objects or outside objects	discrete	numeric	I am interested in learning about the things that (name) plays with when he/she is at home. Does he/she play with: household objects (such as bowls or pots) or objects found outside (such as sticks, rocks, leaves etc.)?
V493	EC3A	In past week, days left alone for more than 1 hour	discrete	numeric	Sometimes adults taking care of children have to leave the house to go shopping, to the doctor or for other reasons and have to leave young children. On how many days in the past week was (name): [A] left alone for more than an hour?
V494	EC3B	In past week, days left with other child for more than 1 hour	discrete	numeric	Sometimes adults taking care of children have to leave the house to go shopping, to the doctor or for other reasons and have to leave young children. On how many days in the past week was (name): [B] left in the care of another child, that is, someone less than 10 years old, for more than one hour?
V495	EC5	Attends early childhood education programme	discrete	numeric	Does (name) attend any organised learning or early childhood education programme, such as a private or public facility, including kindergarten or a child care centre in the community?
V496	EC6	Within last 7 days, hours attended education	discrete	numeric	Within the last 7 days, about how many hours did (name) attend?
V497	EC7AA	Books-Mother	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [A] Read books to (name) or looked at picture books with (name)?
V498	EC7AB	Books-Father	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [A] Read books to (name) or looked at picture books with (name)?
V499	EC7AX	Books-Other	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [A] Read books to (name) or looked at picture books with (name)?
V500	EC7AY	Books-No one	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [A] Read books to (name) or looked at picture books with (name)?

ID	Name	Label	Type	Format	Question
V501	EC7BA	Tell stories-Mother	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [B] Told stories to (name)?
V502	EC7BB	Tell stories-Father	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [B] Told stories to (name)?
V503	EC7BX	Tell stories-Other	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [B] Told stories to (name)?
V504	EC7BY	Tell stories-No one	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [B] Told stories to (name)?
V505	EC7CA	Sang songs-Mother	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [C] Sang songs to (name) or with (name), including lullabies?
V506	EC7CB	Sang songs-Father	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [C] Sang songs to (name) or with (name), including lullabies?
V507	EC7CX	Sang songs-Other	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [C] Sang songs to (name) or with (name), including lullabies?
V508	EC7CY	Sang songs-No one	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [C] Sang songs to (name) or with (name), including lullabies?
V509	EC7DA	Took outside-Mother	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [D] Took (name) outside the home or yard?
V510	EC7DB	Took outside-Father	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [D] Took (name) outside the home or yard?
V511	EC7DX	Took outside-Other	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [D] Took (name) outside the home or yard?
V512	EC7DY	Took outside-No one	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [D] Took (name) outside the home or yard?
V513	EC7EA	Played with-Mother	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [E] Played with (name)?
V514	EC7EB	Played with-Father	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [E] Played with (name)?

ID	Name	Label	Type	Format	Question
V515	EC7EX	Played with-Other	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [E] Played with (name)?
V516	EC7EY	Played with-No one	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [E] Played with (name)?
V517	EC7FA	Named/counted-Mother	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [F] Named, counted, or drew things to or with (name)?
V518	EC7FB	Named/counted-Father	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [F] Named, counted, or drew things to or with (name)?
V519	EC7FX	Named/counted-Other	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [F] Named, counted, or drew things to or with (name)?
V520	EC7FY	Named/counted-No one	discrete	character	In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name): [F] Named, counted, or drew things to or with (name)?
V521	EC8	Child identifies at least ten letters of the alphabet	discrete	numeric	I would like to ask you some questions about the health and development of your child. Children do not all develop and learn at the same rate. For example, some walk earlier than others. These questions are related to several aspects of your child's development. Can (name) identify or name at least ten letters of the (Latin/Cyrillic) alphabet?
V522	EC9	Child reads at least four simple, popular words	discrete	numeric	Can (name) read at least four simple, popular words?
V523	EC10	Child knows name and recognizes symbol of all numbers from 1-10	discrete	numeric	Does (name) know the name and recognize the symbol of all numbers from 1 to 10?
V524	EC11	Child able to pick up small object with 2 fingers	discrete	numeric	Can (name) pick up a small object with two fingers, like a stick or a rock from the ground?
V525	EC12	Child sometimes too sick to play	discrete	numeric	Is (name) sometimes too sick to play?
V526	EC13	Child follows simple directions	discrete	numeric	Does (name) follow simple directions on how to do something correctly?
V527	EC14	Child able to do something independently	discrete	numeric	When (name) is given something to do, can he/she do it independently?
V528	EC15	Child gets along well with other children	discrete	numeric	Does (name) get along well with other children?
V529	EC16	Child kicks, bites or hits other children or adults	discrete	numeric	Does (name) bite or hit other children or adults?
V530	EC17	Child gets distracted easily	discrete	numeric	Does (name) get distracted easily?
V531	BF1	Child ever been breastfed	discrete	numeric	Has (name) ever been breastfed?
V532	BF2	Child still being breastfed	discrete	numeric	Is he/she still being breastfed?

ID	Name	Label	Type	Format	Question
V533	BF3	Child drank plain water yesterday	discrete	numeric	I would like to ask you about liquids that (name) may have had yesterday during the day or the night. I am interested in whether (name) had the liquid even if it was combined with other foods. Did (name) drink plain water yesterday, during the day or night?
V534	BF4	Child drank infant formula yesterday	discrete	numeric	Did (name) drink infant formula yesterday, during the day or night?
V535	BF5	Times child drank infant formula	discrete	numeric	How many times did (name) drink infant formula yesterday, during the day or night?
V536	BF6	Child drank milk yesterday	discrete	numeric	Did (name) drink milk, such as powdered or fresh animal milk yesterday, during the day or night?
V537	BF7	Times child drank milk	discrete	numeric	How many times did (name) drink powdered or fresh animal milk yesterday, during the day or night?
V538	BF8	Child drank juice or juice drinks yesterday	discrete	numeric	Did (name) drink juice or fruit drinks yesterday, during the day or night?
V539	BF9	Child drank soup yesterday	discrete	numeric	Did (name) drink clear soup yesterday, during the day or night?
V540	BF10	Child drank or ate vitamin or mineral supplements yesterday	discrete	numeric	Did (name) consume vitamin or mineral supplements or any medicines yesterday, during the day or night?
V541	BF11	Child drank ORS yesterday	discrete	numeric	Did (name) drink an oral rehydration solution (ORS) yesterday, during the day or night?
V542	BF12	Child drank any other liquid yesterday	discrete	numeric	Did (name) drink any other liquids yesterday, during the day or night?
V543	BF13	Child drank or ate yogurt yesterday	discrete	numeric	Did (name) drink or eat sour-milk or yoghurt yesterday, during the day or night?
V544	BF14	Times drank or ate yogurt	discrete	numeric	How many times did (name) drink or eat sour-milk or yoghurt yesterday, during the day or night?
V545	BF15	Child ate thin porridge yesterday	discrete	numeric	Did (name) eat thin porridge or semolina porridge yesterday, during the day or night?
V546	BF16	Child ate solid or semi-solid food yesterday	discrete	numeric	Did (name) eat solid or semi-solid (soft, mushy) food yesterday, during the day or night?
V547	BF17	Times child ate solid or semi-solid food	discrete	numeric	How many times did (name) eat solid or semi-solid (soft, mushy) food yesterday, during the day or night?
V548	BF18	Child drank anything else from the bottle with a nipple yesterday	discrete	numeric	Yesterday, during the day or night, did (name) drink anything from a bottle with a nipple?
V549	CA1	Child had diarrhoea in last 2 weeks	discrete	numeric	In the last two weeks, has (name) had diarrhoea?
V550	CA2	Child drank less or more during illness	discrete	numeric	I would like to know how much (name) was given to drink while he/she had diarrhoea (including breastmilk). During the time (name) had diarrhoea, was he/she given less than usual to drink, about the same amount or more than usual?
V551	CA3	Child ate less or more during illness	discrete	numeric	During the time (name) had diarrhoea, was he/she given less than usual to eat, about the same amount, more than usual or nothing?
V552	CA4A	Drank fluid made from special packet (ORS)	discrete	numeric	During the episode of diarrhoea, was (name) given to drink any of the following: [A] A fluid for oral rehydration made from a special infusion called orosal, nelit or something similar?

ID	Name	Label	Type	Format	Question
V553	CA4B	Pre-packaged ORS fluid for diarrhoea	discrete	numeric	During the episode of diarrhoea, was (name) given to drink any of the following: [B] A pre-packaged ORS fluid for diarrhoea?
V554	CA5	Anything else given to treat the diarrhoea	discrete	numeric	Was anything (else) given to treat the diarrhoea?
V555	CA6A	Other treatment (pill or syrup): Antibiotic	discrete	character	What (else) was given to treat the diarrhoea?
V556	CA6B	Other treatment (pill or syrup): Antimotility	discrete	character	What (else) was given to treat the diarrhoea?
V557	CA6C	Other treatment (pill or syrup): Zinc	discrete	character	What (else) was given to treat the diarrhoea?
V558	CA6G	Other treatment (pill or syrup): Other (not antibiotic, antimotility or zinc)	discrete	character	What (else) was given to treat the diarrhoea?
V559	CA6H	Other treatment (pill or syrup): Unknown	discrete	character	What (else) was given to treat the diarrhoea?
V560	CA6L	Other treatment (injection): Antibiotic	discrete	character	What (else) was given to treat the diarrhoea?
V561	CA6M	Other treatment (injection): Non-antibiotic	discrete	character	What (else) was given to treat the diarrhoea?
V562	CA6N	Other treatment (injection): Unknown	discrete	character	What (else) was given to treat the diarrhoea?
V563	CA6O	Other treatment: Intravenous	discrete	character	What (else) was given to treat the diarrhoea?
V564	CA6Q	Other treatment: Home remedy/Herbal medicine	discrete	character	What (else) was given to treat the diarrhoea?
V565	CA6X	Other treatment: Other	discrete	character	What (else) was given to treat the diarrhoea?
V566	CA7	Child ill with cough in last 2 weeks	discrete	numeric	During the last two weeks, has (name) had an illness with a cough?
V567	CA8	Difficulty breathing during illness with cough	discrete	numeric	When (name) had an illness with a cough, did he/she breathe faster than usual with short, rapid breaths or have difficulty breathing?
V568	CA9	Symptoms due to problem in chest or blocked nose	discrete	numeric	Was the fast or difficult breathing due to a problem in the chest or a blocked or runny nose?
V569	CA10	Sought advice or treatment for illness	discrete	numeric	Did you seek any advice or treatment for the illness from any source?
V570	CA11A	Place sought care: (public sector) Government hospital	discrete	character	From where did you seek advice or treatment?
V571	CA11B	Place sought care: (public sector) Government health center	discrete	character	From where did you seek advice or treatment?
V572	CA11E	Place sought care: (public sector) Mobile / Outreach clinic	discrete	character	From where did you seek advice or treatment?
V573	CA11H	Place sought care: Other public	discrete	character	From where did you seek advice or treatment?
V574	CA11I	Place sought care: Private hospital / clinic	discrete	character	From where did you seek advice or treatment?
V575	CA11J	Place sought care: Private physician	discrete	character	From where did you seek advice or treatment?
V576	CA11K	Place sought care: Private pharmacy	discrete	character	From where did you seek advice or treatment?
V577	CA11L	Place sought care: Mobile clinic	discrete	character	From where did you seek advice or treatment?
V578	CA11O	Place sought care: Other private medical	discrete	character	From where did you seek advice or treatment?
V579	CA11P	Place sought care: Relative / Friend	discrete	character	From where did you seek advice or treatment?
V580	CA11Q	Place sought care: Shop	discrete	character	From where did you seek advice or treatment?
V581	CA11R	Place sought care: Traditional practitioner	discrete	character	From where did you seek advice or treatment?
V582	CA11X	Place sought care: Other	discrete	character	From where did you seek advice or treatment?

ID	Name	Label	Type	Format	Question
V583	CA12	Given medicine to treat this illness	discrete	numeric	Was (name) given any medicine to treat this illness?
V584	CA13A	Medicine: Antibiotic pill / syrup	discrete	character	What medicine was (name) given?
V585	CA13B	Medicine: Antibiotic injection	discrete	character	What medicine was (name) given?
V586	CA13P	Medicine: Paracetamol / Panadol / Acetaminophen	discrete	character	What medicine was (name) given?
V587	CA13Q	Medicine: Aspirin	discrete	character	What medicine was (name) given?
V588	CA13R	Medicine: Ibuprofen	discrete	character	What medicine was (name) given?
V589	CA13X	Medicine: Other	discrete	character	What medicine was (name) given?
V590	CA13Z	Medicine: DK	discrete	character	What medicine was (name) given?
V591	CA15	What was done to dispose of the stools	discrete	numeric	The last time (name) passed stools, how were the stools disposed of?
V592	IM1	Vaccination card for child	discrete	numeric	Do you have a health booklet / vaccination card immunisations (name) received are recorded? (If "Yes") May i see it please?
V593	IM2	Ever had vaccination card	discrete	numeric	Did you ever have a health booklet / vaccination card for (name)?
V594	IM3BD	Day of BCG immunization	discrete	numeric	
V595	IM3BM	Month of BCG immunization	discrete	numeric	
V596	IM3BY	Year of BCG immunization	discrete	numeric	
V597	IM3P1D	Day of Polio1	discrete	numeric	
V598	IM3P1M	Month of Polio1	discrete	numeric	
V599	IM3P1Y	Year of Polio1	discrete	numeric	
V600	IM3P2D	Day of Polio2 immunization	discrete	numeric	
V601	IM3P2M	Month of Polio2 immunization	discrete	numeric	
V602	IM3P2Y	Year of Polio2 immunization	discrete	numeric	
V603	IM3P3D	Day of Polio3 immunization	discrete	numeric	
V604	IM3P3M	Month of Polio3 immunization	discrete	numeric	
V605	IM3P3Y	Year of Polio3 immunization	discrete	numeric	
V606	IM3P4D	Day of Polio4 immunization	discrete	numeric	
V607	IM3P4M	Month of Polio4 immunization	discrete	numeric	
V608	IM3P4Y	Year of Polio4 immunization	discrete	numeric	
V609	IM3D1D	Day of DPT1 immunization	discrete	numeric	
V610	IM3D1M	Month of DPT1 immunization	discrete	numeric	
V611	IM3D1Y	Year of DPT1 immunization	discrete	numeric	
V612	IM3D2D	Day of DPT2 immunization	discrete	numeric	
V613	IM3D2M	Month of DPT2 immunization	discrete	numeric	
V614	IM3D2Y	Year of DPT2 immunization	discrete	numeric	
V615	IM3D3D	Day of DPT3 immunization	discrete	numeric	
V616	IM3D3M	Month of DPT3 immunization	discrete	numeric	
V617	IM3D3Y	Year of DPT3 immunization	discrete	numeric	
V618	IM3D4D	Day of DPT4 immunization	discrete	numeric	
V619	IM3D4M	Month of DPT4 immunization	discrete	numeric	

ID	Name	Label	Type	Format	Question
V620	IM3D4Y	Year of DPT4 immunization	discrete	numeric	
V621	IM3H1D	Day of HepB1 immunization	discrete	numeric	
V622	IM3H1M	Month of HepB1 immunization	discrete	numeric	
V623	IM3H1Y	Year of HepB1 immunization	discrete	numeric	
V624	IM3H2D	Day of HepB2 immunization	discrete	numeric	
V625	IM3H2M	Month of HepB2 immunization	discrete	numeric	
V626	IM3H2Y	Year of HepB2 immunization	discrete	numeric	
V627	IM3H3D	Day of HepB3 immunization	discrete	numeric	
V628	IM3H3M	Month of HepB3 immunization	discrete	numeric	
V629	IM3H3Y	Year of HepB3 immunization	discrete	numeric	
V630	IM3I1D	Day of HIB1 immunization	discrete	numeric	
V631	IM3I1M	Month of HIB1 immunization	discrete	numeric	
V632	IM3I1Y	Year of HIB1 immunization	discrete	numeric	
V633	IM3I2D	Day of HIB2 immunization	discrete	numeric	
V634	IM3I2M	Month of HIB2 immunization	discrete	numeric	
V635	IM3I2Y	Year of HIB2 immunization	discrete	numeric	
V636	IM3I3D	Day of HIB3 immunization	discrete	numeric	
V637	IM3I3M	Month of HIB3 immunization	discrete	numeric	
V638	IM3I3Y	Year of HIB3 immunization	discrete	numeric	
V639	IM3I4D	Day of HIB4 immunization	discrete	numeric	
V640	IM3I4M	Month of HIB4 immunization	discrete	numeric	
V641	IM3I4Y	Year of HIB4 immunization	discrete	numeric	
V642	IM3MD	Day measles or MRP immunization	discrete	numeric	
V643	IM3MM	Month Measles or MRP immunization	discrete	numeric	
V644	IM3MY	Year of Measles or MRP immunization	discrete	numeric	
V645	IM5	Child received any other vaccinations	discrete	numeric	In addition to what is recorded in this book / on this card, did (name) receive any other vaccines?
V646	IM6	Child ever received any vaccinations	discrete	numeric	Has (name) ever received any vaccinations to prevent him/her from contracting diseases?
V647	IM7	Child ever given BCG vaccination	discrete	numeric	Has (name) ever received a BCG vaccination against tuberculosis - that is, an injection in the arm or shoulder that usually causes a scar?
V648	IM8	Child ever given Polio vaccination	discrete	numeric	Has (name) ever received any vaccination drops in the mouth or injection to protect him/her from getting child paralysis (polio)?
V649	IM10	Times child given Polio vaccination	discrete	numeric	How many times was the vaccine against child paralysis (polio) received?
V650	IM11	Child ever given DPT vaccination	discrete	numeric	Has (name) ever received a DPT vaccination - that is, an injection in the thigh or arm (shoulder) - to prevent him/her from getting tetanus, whooping cough, or diphtheria?
V651	IM12	Times child given DPT vaccination	discrete	numeric	How many times was a DPT vaccine received?

ID	Name	Label	Type	Format	Question
V652	IM13	Child ever given Hepatitis B vaccination	discrete	numeric	Has (name) ever been given a Hepatitis B (infectious jaundice) vaccination - that is, an injection in the thigh or arm (shoulder) - to prevent him/her from getting Hepatitis B (infectious jaundice)?
V653	IM14	Hepatitis B first given within 24 h after birth or later	discrete	numeric	Was the first Hepatitis B (infectious jaundice) vaccine received within 24 hours after birth, or later?
V654	IM15	Times child given Hepatitis B vaccination	discrete	numeric	How many times was a hepatitis B (infectious jaundice) vaccine received?
V655	IM15A	Child ever given HIB vaccination	discrete	numeric	Has (name) ever been given two vaccinations at the same time, - that is, two injections in the arm (shoulder) or one in the thigh and one in the arm (shoulder) - to prevent him/her from getting Haemophilus influenzae type B (HIB)?
V656	IM15B	Times child given HIB vaccination	discrete	numeric	How many times was the Haemophilus influenzae type B (HIB) vaccine received?
V657	IM16	Child ever given Measles or MRP vaccination	discrete	numeric	Has (name) ever received an MMR (Mo-Ru-Pa ) injection - that is, a shot in the arm at the age of 12 months or older - to prevent him/her from getting measles, rubella or mumps?
V658	AN1	Measurer's identification code	contin	numeric	
V659	AN2	Result of height/length and weight measurement	discrete	numeric	
V660	AN3	Child's weight (kilograms)	discrete	numeric	
V661	AN4A	Child measured lying or standing	discrete	numeric	
V662	AN4	Child's length or height (centimetres)	discrete	numeric	
V663	HAP	Height for age percentile NCHS	contin	numeric	
V664	HAZ	Height for age z-score NCHS	contin	numeric	
V665	HAM	Height for age percent of reference median NCHS	contin	numeric	
V666	WAP	Weight for age percentile NCHS	contin	numeric	
V667	WAZ	Weight for age z-score NCHS	contin	numeric	
V668	WAM	Weight for age percent of reference median NCHS	contin	numeric	
V669	WHP	Weight for height percentile NCHS	contin	numeric	
V670	WHZ	Weight for height z-score NCHS	contin	numeric	
V671	WHM	Weight for height percent of reference median NCHS	contin	numeric	
V672	FLAG	Flag for anthropometric indicators	discrete	numeric	
V673	BMI	Body Mass Index WHO	discrete	numeric	
V674	ZBMI	Body Mass Index z-score WHO	discrete	numeric	
V675	HAZ2	Height for age z-score WHO	discrete	numeric	
V676	WAZ2	Weight for age z-score WHO	discrete	numeric	
V677	WHZ2	Weight for height z-score WHO	discrete	numeric	
V678	HAZFLAG	Height for age flag WHO	discrete	numeric	
V679	WAZFLAG	Weight for age flag WHO	discrete	numeric	
V680	WHZFLAG	Weight for height flag WHO	discrete	numeric	

ID	Name	Label	Type	Format	Question
V681	BMIFLAG	BMI flag WHO	discrete	numeric	
V682	WHZNOAGE	Weight for height - Age flag WHO	discrete	numeric	
V683	HH6	Area	discrete	numeric	
V684	HH7	Region	discrete	numeric	
V685	HH7A	Region	discrete	numeric	
V686	HL4	Sex	discrete	numeric	Is (name) male or female?
V687	ED4A	Highest level of education attended	discrete	numeric	What is the highest education level (name) has attended?
V688	ED4B	Highest grade completed at that level	discrete	numeric	What is the highest grade/year (name) completed at this level?
V689	CDOI	Date of interview child (CMC)	discrete	numeric	
V690	CDOB	Date of birth of child (CMC)	contin	numeric	
V691	CAGE	Age (months)	contin	numeric	
V692	CAGE_6	Age	discrete	numeric	
V693	CAGE_11	Age	discrete	numeric	
V694	CAGED	Age in days	contin	numeric	
V695	packet	Packet number	discrete	numeric	
V696	melevel	Mother's education level	discrete	numeric	
V697	language	Language of household head	discrete	numeric	
V698	chweight	Children's sample weight	contin	numeric	
V699	wscore	Wealth index score	contin	numeric	
V700	windex5	Wealth index quintiles	discrete	numeric	
V701	PSU	Primary sampling unit	contin	numeric	
V702	strata	Stratum	discrete	numeric	



## Cluster number (HH1)

File: hh

### Overview

Type: Continuous	Valid cases: 6838
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 474
Range: 1-474	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: hh

### Overview

Type: Continuous	Valid cases: 6838
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 84
Range: 1-84	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Interviewer number (HH3)

File: hh

### Overview

Type: Continuous	Valid cases: 6838
Format: numeric	Invalid: 0
Width: 3	Minimum: 101
Decimals: 0	Maximum: 218
Range: 101-218	

### Source of information

Interview information fields completed by interviewer

### Pre question

Interviewer name and code number:

### Interviewer instructions

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

## Supervisor number (HH4)

File: hh

### Overview

## Supervisor number (HH4)

File: hh

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 331-604

Valid cases: 6838  
Invalid: 0

### Source of information

Interview information fields completed by interviewer

### Pre question

Supervisor name and code number:

### Interviewer instructions

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

## Day of interview (HH5D)

File: hh

### Overview

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

Valid cases: 6838  
Invalid: 0  
Minimum: 1  
Maximum: 31

### Source of information

Interview information fields completed by interviewer

### Pre question

Day / Month / Year of interview in BS:

### Interviewer instructions

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

## Month of interview (HH5M)

File: hh

### Overview

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

Valid cases: 6838  
Invalid: 0

### Source of information

Interview information fields completed by interviewer

### Pre question

Day / Month / Year of interview in BS:

### Interviewer instructions

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

## Year of interview (HH5Y)

File: hh

### Overview

Type: Discrete	Valid cases: 6838
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: 2011-2012	

### Source of information

Interview information fields completed by interviewer

### Pre question

Day / Month / Year of interview in BS:

### Interviewer instructions

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

## Area (HH6)

File: hh

### Overview

Type: Discrete	Valid cases: 6838
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Source of information

Interview information fields completed by interviewer

### Pre question

Area:

### Interviewer instructions

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

## Region (HH7)

File: hh

### Overview

Type: Discrete	Valid cases: 6838
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

## Region (HH7)

### File: hh

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

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

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

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

## Region (HH7A)

### File: hh

#### Overview

Type: Continuous	Valid cases: 6838
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 15
Range: 1-15	

#### Source of information

Interview information fields completed by interviewer

## Result of HH interview (HH9)

### File: hh

#### Overview

Type: Discrete	Valid cases: 6838
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-96	

#### Source of information

Interview information fields completed by interviewer

#### Post question

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

#### Interviewer instructions

## Result of HH interview (HH9)

### File: hh

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

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

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

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

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

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

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

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

## Respondent to HH questionnaire (HH10)

### File: hh

#### Overview

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

Valid cases: 5778  
Invalid: 1060

#### Source of information

Interview information fields completed by interviewer

#### Post question

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

#### Interviewer instructions

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

## Number of HH members (HH11)

### File: hh

#### Overview

## Number of HH members (HH11)

File: hh

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Interview information fields completed by interviewer

### Post question

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

### Interviewer instructions

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

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

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Interview information fields completed by interviewer

### Post question

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

### Interviewer instructions

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

## Number of woman' questionnaires completed (HH13)

File: hh

### Overview

## Number of woman' questionnaires completed (HH13)

File: hh

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Interview information fields completed by interviewer

### Post question

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

### Interviewer instructions

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

## Number of men 15 - 49 years (HH13A)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Interview information fields completed by interviewer

## Number of man' questionnaires completed (HH13B)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Interview information fields completed by interviewer

## Number of children under age 5 (HH14)

File: hh

### Overview

## Number of children under age 5 (HH14)

File: hh

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-4

Valid cases: 5778  
Invalid: 1060

### Source of information

Interview information fields completed by interviewer

### Post question

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

### Interviewer instructions

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

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

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-4

Valid cases: 5778  
Invalid: 1060

### Source of information

Interview information fields completed by interviewer

### Post question

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

### Interviewer instructions

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

## Field editor (HH16)

File: hh

### Overview

## Field editor (HH16)

File: hh

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 301-506

Valid cases: 6838  
Invalid: 0

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Data entry clerk (HH17)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 1-806

Valid cases: 6838  
Invalid: 0

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Start of interview - Hour (HH18H)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

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

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

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

## Start of interview - Minutes (HH18M)

File: hh

### Overview

## Start of interview - Minutes (HH18M)

File: hh

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

Valid cases: 5778  
Invalid: 1060  
Minimum: 0  
Maximum: 99

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

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

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

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

## End of interview - Hour (HH19H)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## End of interview - Minutes (HH19M)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060  
Minimum: 0  
Maximum: 99

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Main source of drinking water (WS1)

File: hh

### Overview

Type: Discrete	Valid cases: 5778
Format: numeric	Invalid: 1060
Width: 2	
Decimals: 0	
Range: 11-99	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

File: hh

### Overview

Type: Discrete	Valid cases: 157
Format: numeric	Invalid: 6681
Width: 2	
Decimals: 0	
Range: 11-99	

### Source of information

Head of household or other responsible household member

### Literal question

What is the main source of water used in your household for other purposes such as cooking and washing hands?

### Interviewer instructions

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

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

## Location of the water source (WS3)

File: hh

### Overview

Type: Discrete	Valid cases: 744
Format: numeric	Invalid: 6094
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

## Location of the water source (WS3)

File: hh

Where is this water source located?

### Interviewer instructions

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

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

File: hh

### Overview

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

Valid cases: 367  
Invalid: 6471

### Source of information

Head of household or other responsible household member

### Literal question

How long does it take to go to the water source, collect water, and come back?

### Interviewer instructions

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

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

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

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

## Person collecting water (WS5)

File: hh

### Overview

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

Valid cases: 367  
Invalid: 6471

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

## Person collecting water (WS5)

File: hh

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

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

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

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Do you do anything to the water to make it safer for drinking?

### Interviewer instructions

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

## Water treatment: Boil (WS7A)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 143  
Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to make the water safer for drinking?

### Interviewer instructions

## Water treatment: Boil (WS7A)

File: hh

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

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

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 117

Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to make the water safer for drinking?

### Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

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

File: hh

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

File: hh

### Overview

Type: Discrete

Valid cases: 6

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to make the water safer for drinking?

### Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

## Water treatment: Use water filter (WS7D)

File: hh

### Overview

Type: Discrete

Valid cases: 38

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to make the water safer for drinking?

### Interviewer instructions

## Water treatment: Use water filter (WS7D)

File: hh

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

## Water treatment: Solar disinfection (WS7E)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 3

Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to make the water safer for drinking?

### Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

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

File: hh

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

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 3

Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to make the water safer for drinking?

### Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

## Water treatment: Other (WS7X)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 19

Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to make the water safer for drinking?

### Interviewer instructions

## Water treatment: Other (WS7X)

File: hh

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

## Water treatment: DK (WS7Z)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 3

Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to make the water safer for drinking?

### Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

## Type of toilet facility (WS8)

File: hh

## Type of toilet facility (WS8)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Pre question

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

### Literal question

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

### Interviewer instructions

## Type of toilet facility (WS8)

File: hh

If necessary ask permission to observe the facility.

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

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

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

Definitions of various types of toilet facilities are as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Toilet facility shared (WS9)

File: hh

### Overview

## Toilet facility shared (WS9)

File: hh

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

Valid cases: 5775  
Invalid: 1063

### Source of information

Head of household or other responsible household member

### Pre question

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

### Literal question

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

### Interviewer instructions

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

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

File: hh

### Overview

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

Valid cases: 49  
Invalid: 6789

### Source of information

Head of household or other responsible household member

### Pre question

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

### Literal question

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

### Interviewer instructions

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

## Households using this toilet facility (WS11)

File: hh

### Overview

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

Valid cases: 48  
Invalid: 6790

### Source of information

Head of household or other responsible household member

### Pre question

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

### Literal question

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

### Interviewer instructions

## Households using this toilet facility (WS11)

File: hh

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

## Other - Water treatment (WS7X\_OTH)

File: hh

### Overview

Type: Discrete	Valid cases: 12
Format: character	Invalid: 0
Width: 19	

### Source of information

Head of household or other responsible household member

## Mother tongue of household head (HC1B)

File: hh

### Overview

Type: Discrete	Valid cases: 5778
Format: numeric	Invalid: 1060
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

What is the mother tongue of the head of household?

### Interviewer instructions

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

## Number of rooms used for sleeping (HC2)

File: hh

### Overview

Type: Discrete	Valid cases: 5778
Format: numeric	Invalid: 1060
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

Head of household or other responsible household member

### Literal question

How many rooms in this household are used for sleeping?

### Interviewer instructions

## Number of rooms used for sleeping (HC2)

File: hh

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: 5778  
Invalid: 1060

### Source of information

Interviewer's visual observation

### Interviewer instructions

Record observation.

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

## Main material of roof (HC4)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Interviewer's visual observation

### Interviewer instructions

Record observation.

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

## Main material of exterior wall (HC5)

File: hh

### Overview

## Main material of exterior wall (HC5)

File: hh

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 12-99

Valid cases: 5778  
Invalid: 1060

### Source of information

Interviewer's visual observation

### Interviewer instructions

Record observation.

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

## Type of fuel using for cooking (HC6)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

## Cooking location (HC7)

File: hh

### Overview

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

Valid cases: 3832  
Invalid: 3006

### Source of information

Head of household or other responsible household member

### Literal question

## Cooking location (HC7)

File: hh

Is the cooking usually done in the house, in a separate building, or outdoors?  
If "In the house", probe: is it done in a separate room used as a kitchen?

### Interviewer instructions

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

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

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

## Electricity (HC8A)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Electricity?

### Interviewer instructions

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

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

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

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

## Radio (HC8B)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

## Radio (HC8B)

File: hh

Does your household have: A radio?

### Interviewer instructions

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

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

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

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

## Television (HC8C)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: A television?

### Interviewer instructions

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

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

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

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

## Non-mobile phone (HC8D)

File: hh

### Overview

## Non-mobile phone (HC8D)

File: hh

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: A fixed telephone (non-mobile)?

### Interviewer instructions

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

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

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

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

## Refrigerator (HC8E)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: A refrigerator?

### Interviewer instructions

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

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

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

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

## Bed (HC8F)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: A bed?

### Interviewer instructions

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

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

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

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

## Electric stove (HC8G)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Electrical cooker?

### Interviewer instructions

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

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

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

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

## Computer / Laptop (HC8H)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Computer / Laptop?

### Interviewer instructions

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

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

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

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

## Internet connection (HC8I)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Internet connection?

### Interviewer instructions

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

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

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

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

## Air conditioner (HC8J)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Air-conditioning?

### Interviewer instructions

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

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

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

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

## Digital camera (HC8K)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Digital camera?

### Interviewer instructions

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

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

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

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

## Washing machine (HC8L)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Washing machine?

### Interviewer instructions

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

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

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

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

## Dryer (HC8M)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Clothes dryer?

### Interviewer instructions

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

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

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

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

## Dishwasher (HC8N)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Dishwasher?

### Interviewer instructions

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

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

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

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

## Vacuum cleaner (HC8O)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Vacuum cleaner?

### Interviewer instructions

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

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

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

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

## DVD (HC8P)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: DVD player?

### Interviewer instructions

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

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

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

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

## Jacuzzi tub (HC8Q)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Jacuzzi bathtub?

### Interviewer instructions

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

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

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

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

## System for video surveillance (HC8R)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Video security system (CCTV)?

### Interviewer instructions

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

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

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

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

## Watch (HC9A)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own: A watch?

### Interviewer instructions

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

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

## Mobile telephone (HC9B)

File: hh

### Overview

## Mobile telephone (HC9B)

File: hh

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

## Bicycle (HC9C)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own: A bicycle?

### Interviewer instructions

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

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

## Motorcycle or scooter (HC9D)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

## Motorcycle or scooter (HC9D)

File: hh

### Literal question

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

### Interviewer instructions

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

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

## Animal-drawn cart (HC9E)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

## Car or truck (HC9F)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

## Car or truck (HC9F)

File: hh

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

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

## Tractor (HC9G)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own: A tractor?

### Interviewer instructions

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

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

## Household owns the dwelling (HC10)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Do you or someone living in this household own this dwelling?

### Interviewer instructions

Note that the question pertains to the situation at the time of interview. If the respondent or anyone else living in the household owns the dwelling, circle '1' and continue with the next question. If the answer is 'No' then ask Do you rent this dwelling from someone not living in this household? If the dwelling is rented, circle '2'. If the household lives in the dwelling without paying rent, if the household is squatting (occupied illegally), or if there is another arrangement, circle '6'; probe if the dwelling is not owned or rented by a household member.

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

File: hh

### Overview

Type: Discrete	Valid cases: 5778
Format: numeric	Invalid: 1060
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

File: hh

### Overview

Type: Continuous	Valid cases: 2772
Format: numeric	Invalid: 4066
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Head of household or other responsible household member

### Literal question

How many dunums of agricultural land do members of this household own altogether?

### Interviewer instructions

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

## Household own any animals (HC13)

File: hh

### Overview

Type: Discrete	Valid cases: 5778
Format: numeric	Invalid: 1060
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

File: hh

### Overview

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

Valid cases: 1945  
Invalid: 4893

### Source of information

Head of household or other responsible household member

### Literal question

How many of the following animals does this household own?  
[A] Heifers, milk cows, calves or bulls?

### Interviewer instructions

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

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

## Horses, donkeys, or mules (HC14B)

File: hh

### Overview

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

Valid cases: 1945  
Invalid: 4893

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

## Goats (HC14C)

File: hh

### Overview

## Goats (HC14C)

File: hh

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

Valid cases: 1945  
Invalid: 4893

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

## Sheep (HC14D)

File: hh

### Overview

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

Valid cases: 1945  
Invalid: 4893  
Minimum: 0  
Maximum: 99

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

## Chickens (HC14E)

File: hh

### Overview

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

Valid cases: 1945  
Invalid: 4893  
Minimum: 0  
Maximum: 99

### Source of information

## Chickens (HC14E)

File: hh

Head of household or other responsible household member

### Literal question

How many of the following animals does this household own?  
[E] Chickens, chicks or roosters?

### Interviewer instructions

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

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

## Other poultry (HC14H)

File: hh

### Overview

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

Valid cases: 1945  
Invalid: 4893

### Source of information

Head of household or other responsible household member

### Literal question

How many of the following animals does this household own?  
[H] Other poultry?

### Interviewer instructions

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

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

## Pigs (HC14F)

File: hh

### Overview

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

Valid cases: 1945  
Invalid: 4893

### Source of information

Head of household or other responsible household member

### Literal question

How many of the following animals does this household own?  
[F] Pigs?

### Interviewer instructions

## Pigs (HC14F)

File: hh

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

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

## Beehives (HC14G)

File: hh

### Overview

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

Valid cases: 1945  
Invalid: 4893

### Source of information

Head of household or other responsible household member

### Literal question

How many of the following animals does this household own?  
[G] Beehives?

### Interviewer instructions

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

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

## Any household member own bank account (HC15)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of this household have a bank account?

### Interviewer instructions

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

## Other - Mother tongue of household head (HC1B\_OTH)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 20

Valid cases: 61  
Invalid: 0

## Other - Main material of exterior wall (HC5\_OTH)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 16

Valid cases: 40  
Invalid: 0

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

File: hh

### Overview

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

Valid cases: 2582  
Invalid: 4256

### Source of information

Interview information fields completed by interviewer

### Literal question

Total number of children age 2-14 years

### Interviewer instructions

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

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

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

## Rank number of the selected child (CD8)

File: hh

### Overview

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

Valid cases: 2582  
Invalid: 4256

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Child line number (CD9)

File: hh

### Overview

Type: Discrete	Valid cases: 2582
Format: numeric	Invalid: 4256
Width: 2	
Decimals: 0	
Range: 2-97	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

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

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

File: hh

### Overview

Type: Discrete	Valid cases: 2582
Format: numeric	Invalid: 4256
Width: 1	
Decimals: 0	
Range: 1-2	

## Took away privileges (CD11)

File: hh

### Overview

Type: Discrete	Valid cases: 2582
Format: numeric	Invalid: 4256
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Mother or primary caretaker of the selected child

### Pre question

Adults use certain ways to teach children proper 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) during the past month.

### Literal question

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

### Interviewer instructions

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

## Explained why behaviour was wrong (CD12)

File: hh

### Overview

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

Valid cases: 2582  
Invalid: 4256

### Source of information

Mother or primary caretaker of the selected child

### Pre question

Adults use certain ways to teach children proper 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) during the past month.

### Literal question

Explained why (name)'s behavior was wrong.

### Interviewer instructions

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

## Shook child (CD13)

File: hh

### Overview

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

Valid cases: 2582  
Invalid: 4256

### Source of information

Mother or primary caretaker of the selected child

### Pre question

Adults use certain ways to teach children proper 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) during the past month.

### Literal question

Shook him/her.

### Interviewer instructions

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

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

File: hh

### Overview

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

Valid cases: 2582  
Invalid: 4256

### Source of information

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

File: hh

Mother or primary caretaker of the selected child

### Pre question

Adults use certain ways to teach children proper 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) during the past month.

### Literal question

Shouted, yelled at or screamed at him/her.

### Interviewer instructions

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

## Gave child something else to do (CD15)

File: hh

### Overview

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

Valid cases: 2582  
Invalid: 4256

### Source of information

Mother or primary caretaker of the selected child

### Pre question

Adults use certain ways to teach children proper 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) during the past month.

### Literal question

Gave him/her something else to do.

### Interviewer instructions

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

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

File: hh

### Overview

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

Valid cases: 2582  
Invalid: 4256

### Source of information

Mother or primary caretaker of the selected child

### Pre question

Adults use certain ways to teach children proper 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) during the past month.

### Literal question

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

### Interviewer instructions

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

File: hh

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

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

File: hh

### Overview

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

Valid cases: 2582  
Invalid: 4256

### Source of information

Mother or primary caretaker of the selected child

### Pre question

Adults use certain ways to teach children proper 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) during 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

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

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

File: hh

### Overview

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

Valid cases: 2582  
Invalid: 4256

### Source of information

Mother or primary caretaker of the selected child

### Pre question

Adults use certain ways to teach children proper 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) during the past month.

### Literal question

Called him/her dumb, lazy or a similar name.

### Interviewer instructions

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

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

File: hh

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

File: hh

### Overview

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

Valid cases: 2582  
Invalid: 4256

### Source of information

Mother or primary caretaker of the selected child

### Pre question

Adults use certain ways to teach children proper 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) during the past month.

### Literal question

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

### Interviewer instructions

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

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

File: hh

### Overview

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

Valid cases: 2582  
Invalid: 4256

### Source of information

Mother or primary caretaker of the selected child

### Pre question

Adults use certain ways to teach children proper 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) during the past month.

### Literal question

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

### Interviewer instructions

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

## Beat child up as hard as one could (CD21)

File: hh

### Overview

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

Valid cases: 2582  
Invalid: 4256

### Source of information

## Beat child up as hard as one could (CD21)

File: hh

Mother or primary caretaker of the selected child

### Pre question

Adults use certain ways to teach children proper 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) during the past month.

### Literal question

Beat him/her up, that is hit him/her repeatedly as hard as one can.

### Interviewer instructions

Circle the code corresponding to the response given.

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

File: hh

### Overview

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

Valid cases: 2582  
Invalid: 4256

### Source of information

Mother or primary caretaker of the selected child

### Literal question

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

### Interviewer instructions

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

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

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

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

File: hh

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

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

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

File: hh

### Overview

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

Valid cases: 5626  
Invalid: 1212

### Source of information

Interviewer's visual observation

### Interviewer instructions

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

## Bar soap (HW3A)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 4464  
Invalid: 0

### Source of information

Interviewer's visual observation

### Interviewer instructions

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

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

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1235  
Invalid: 0

### Source of information

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

File: hh

Interviewer's visual observation

### Interviewer instructions

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

## Liquid soap (HW3C)

File: hh

### Overview

Type: Discrete

Valid cases: 2842

Format: character

Invalid: 0

Width: 1

### Source of information

Interviewer's visual observation

### Interviewer instructions

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

## Ash / Mud / Sand (HW3D)

File: hh

### Overview

Type: Discrete

Valid cases: 5

Format: character

Invalid: 0

Width: 1

### Source of information

Interviewer's visual observation

### Interviewer instructions

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

## None (HW3Y)

File: hh

### Overview

Type: Discrete

Valid cases: 59

Format: character

Invalid: 0

Width: 1

### Source of information

Interviewer's visual observation

### Interviewer instructions

## None (HW3Y)

File: hh

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

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

File: hh

### Overview

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

Valid cases: 211  
Invalid: 6627

### Source of information

Head of household or other responsible household member

### Literal question

Do you have any soap, detergent or any other cleaning agent in your household used for washing hands?

## Bar soap (HW5A)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 117  
Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

Can you please show it to me?

### Interviewer instructions

Record observation. Circle all that apply.

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

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

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 29  
Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

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

File: hh

Can you please show it to me?

### Interviewer instructions

Record observation. Circle all that apply.

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

## Liquid soap (HW5C)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 11

Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

Can you please show it to me?

### Interviewer instructions

Record observation. Circle all that apply.

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

## Ash / Mud / Sand (HW5D)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

Can you please show it to me?

### Interviewer instructions

Record observation. Circle all that apply.

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

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

File: hh

### Overview

Type: Discrete	Valid cases: 74
Format: character	Invalid: 0
Width: 1	

### Source of information

Head of household or other responsible household member

### Literal question

Can you please show it to me?

### Interviewer instructions

Record observation. Circle all that apply.

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

## Cluster number (RS1)

File: hh

### Overview

Type: Continuous	Valid cases: 5778
Format: numeric	Invalid: 1060
Width: 3	Minimum: 1
Decimals: 0	Maximum: 474
Range: 1-474	

## Household number (RS2)

File: hh

### Overview

Type: Continuous	Valid cases: 5778
Format: numeric	Invalid: 1060
Width: 3	Minimum: 1
Decimals: 0	Maximum: 611
Range: 1-611	

## Respodent's line number (RS4)

File: hh

### Overview

Type: Discrete	Valid cases: 5778
Format: numeric	Invalid: 1060
Width: 2	
Decimals: 0	
Range: 1-10	

## Interviewer number (RS5)

File: hh

### Overview

Type: Continuous	Valid cases: 5778
Format: numeric	Invalid: 1060
Width: 3	Minimum: 101
Decimals: 0	Maximum: 218
Range: 101-218	

## Day of interview (RS6D)

File: hh

### Overview

Type: Continuous	Valid cases: 5778
Format: numeric	Invalid: 1060
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	

## Month of interview (RS6M)

File: hh

### Overview

Type: Discrete	Valid cases: 5778
Format: numeric	Invalid: 1060
Width: 2	
Decimals: 0	
Range: 1-12	

## Year of interview (RS6Y)

File: hh

### Overview

Type: Discrete	Valid cases: 5778
Format: numeric	Invalid: 1060
Width: 4	
Decimals: 0	
Range: 2011-2012	

## Result of RS's interview (RS7)

File: hh

### Overview

Type: Discrete	Valid cases: 5778
Format: numeric	Invalid: 1060
Width: 2	
Decimals: 0	
Range: 1-96	

### Literal question

Result of interview for residency status

## Field editor (RS8)

File: hh

### Overview

Type: Discrete	Valid cases: 5778
Format: numeric	Invalid: 1060
Width: 3	
Decimals: 0	
Range: 301-507	

## Data entry clerk (RS9)

File: hh

### Overview

Type: Discrete	Valid cases: 5778
Format: numeric	Invalid: 1060
Width: 3	
Decimals: 0	
Range: 1-806	

## Start of interview - Hour (RS10H)

File: hh

### Overview

Type: Discrete	Valid cases: 5772
Format: numeric	Invalid: 1066
Width: 2	
Decimals: 0	
Range: 7-99	

## Start of interview - Minutes (RS10M)

File: hh

### Overview

Type: Continuous	Valid cases: 5772
Format: numeric	Invalid: 1066
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

## End of interview - Hour (RS26H)

File: hh

### Overview

Type: Discrete	Valid cases: 5772
Format: numeric	Invalid: 1066
Width: 2	
Decimals: 0	
Range: 7-99	

## End of interview - Minutes (RS26M)

File: hh

### Overview

Type: Continuous	Valid cases: 5772
Format: numeric	Invalid: 1066
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

## Citizen of BiH (RS12)

File: hh

### Overview

Type: Discrete	Valid cases: 5772
Format: numeric	Invalid: 1066
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Are you a citizen of BiH?

## Place of living on 30 April 1991 (RS13)

File: hh

### Overview

Type: Discrete	Valid cases: 5772
Format: numeric	Invalid: 1066
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

On 30 April 1991, did you live in the same municipality as today, a different municipality in BiH, a different republic in Yugoslavia or outside Yugoslavia?

## Place of living on 30 April 1991 (if outside BiH) (RS14)

File: hh

### Overview

Type: Discrete	Valid cases: 181
Format: numeric	Invalid: 6657
Width: 2	
Decimals: 0	
Range: 1-99	

### Literal question

Where did you live on 30 April 1991?

## Location of municipality in which respondent was living on 30 April 1991 (RS15)

File: hh

## Location of municipality in which respondent was living on 30 April 1991 (RS15)

File: hh

### Overview

Type: Discrete	Valid cases: 821
Format: numeric	Invalid: 6017
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

In which entity (district) is the municipality you lived in on 30 April 1991 located?

## Fled to another municipality in BiH or abroad since 30 April 1991 until today (RS16)

File: hh

### Overview

Type: Discrete	Valid cases: 5772
Format: numeric	Invalid: 1066
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Since 30 April 1991 until today, have you fled to another municipality in BiH or abroad?

## Fled to where after 30 April 1991 (RS16A)

File: hh

### Overview

Type: Discrete	Valid cases: 509
Format: numeric	Invalid: 6329
Width: 2	
Decimals: 0	
Range: 1-99	

### Literal question

Where did you flee to after 30 April 1991?

## Year of (first) move/return to current municipality after 30 April 1991 (RS18)

File: hh

### Overview

Type: Discrete	Valid cases: 1981
Format: numeric	Invalid: 4857
Width: 4	
Decimals: 0	
Range: 1991-9999	

### Literal question

## Year of (first) move/return to current municipality after 30 April 1991 (RS18)

File: hh

In which year did you move (return) to this municipality after 30 April 1991?  
If respondent says they returned more than once, ask additional question: in which year did you first move (return) to this municipality?

## Reason for move to current municipality (RS19)

File: hh

### Overview

Type: Discrete	Valid cases: 1981
Format: numeric	Invalid: 4857
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Why did you move to this municipality?

## In the current municipality, ethnicity of respondent: (RS20)

File: hh

### Overview

Type: Discrete	Valid cases: 5772
Format: numeric	Invalid: 1066
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Can you please tell me whether in the municipality where you live today, your nationality:

- [a] represents a significant majority of the population
- [b] does not represent a significant majority of the population
- [c] the ethnic composition is balanced

### Interviewer instructions

If respondent says they do not want to declare their nationality, circle code '4'.

## ID card for BiH citizens (valid for 10 years) (RS21A)

File: hh

### Overview

Type: Discrete	Valid cases: 5772
Format: numeric	Invalid: 1066
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not.

Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column.

- [a] ID card for BiH citizens (valid for 10 years)?

## BiH ID card for aliens (RS21B)

File: hh

### Overview

Type: Discrete	Valid cases: 41
Format: numeric	Invalid: 6797
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not.

Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column.

[b] BiH ID card for aliens?

## ID card for displaced persons – for BiH citizens (RS21C)

File: hh

### Overview

Type: Discrete	Valid cases: 36
Format: numeric	Invalid: 6802
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not.

Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column.

[c] ID card for displaced persons – for BiH citizens?

### Interviewer instructions

Valid for 2 years.

## Official decision on DP status (RS21D)

File: hh

### Overview

Type: Discrete	Valid cases: 36
Format: numeric	Invalid: 6802
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not.

Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column.

[d] Official decision on DP status?

## Identification document for displaced persons (RS21E)

File: hh

### Overview

## Identification document for displaced persons (RS21E)

File: hh

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

Valid cases: 5  
Invalid: 6833

### Literal question

Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not.

Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column.

[e] Identification document for displaced persons?

## BiH passport (RS21F)

File: hh

### Overview

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

Valid cases: 5772  
Invalid: 1066

### Literal question

Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not.

Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column.

[f] BiH passport?

## Passport from other country (RS21G)

File: hh

### Overview

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

Valid cases: 5772  
Invalid: 1066

### Literal question

Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not.

Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column.

[g] Passport from other country?

## ID card from other country (RS21H)

File: hh

### Overview

## ID card from other country (RS21H)

File: hh

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

Valid cases: 5772  
Invalid: 1066

### Literal question

Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not.

Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column.

[H] ID card from other country?

## Health insurance booklet issued in BiH (RS21I)

File: hh

### Overview

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

Valid cases: 5772  
Invalid: 1066

### Literal question

Which of the following documents do you have? Complete the first column only, indicating whether the respondent has the document or not.

Later on you will be asking the respondent to show you all the documents he/she names and recording whether the document was seen or not in the second column.

[i] Health insurance booklet issued in BiH?

## Refugee card (issued in BiH) (RS23A)

File: hh

### Overview

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

Valid cases: 17  
Invalid: 6821

### Literal question

Do you have any of the following documents do you have?

[a] Refugee card (issued in BiH)?

## International Protection Seeker Card (RS23B)

File: hh

### Overview

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

Valid cases: 17  
Invalid: 6821

### Literal question

## International Protection Seeker Card (RS23B)

File: hh

Do you have any of the following documents do you have?  
[b] International protection seeker card?

## Confirmation of identity for stateless persons (RS23C)

File: hh

### Overview

Type: Discrete	Valid cases: 17
Format: numeric	Invalid: 6821
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Do you have any of the following documents do you have?  
[c] Confirmation of identity for stateless persons?

## Permission to see documents (RS24)

File: hh

### Overview

Type: Discrete	Valid cases: 5772
Format: numeric	Invalid: 1066
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Can you please show me the documents that you said you have?

## ID card for BiH citizens (valid for 10 years) (RS21\_A)

File: hh

### Overview

Type: Discrete	Valid cases: 5521
Format: numeric	Invalid: 1317
Width: 1	
Decimals: 0	
Range: 3-9	

## BiH ID card for aliens (RS21\_B)

File: hh

### Overview

Type: Discrete	Valid cases: 5
Format: numeric	Invalid: 6833
Width: 1	
Decimals: 0	
Range: 3-9	

## ID card for displaced persons – for BiH citizens (RS21\_C)

File: hh

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	
Range: 3-9	

## Official decision on DP status (RS21\_D)

File: hh

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	
Range: 3-9	

## Identification document for displaced persons (RS21\_E)

File: hh

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	
Range: 3-9	

## BiH passport (RS21\_F)

File: hh

### Overview

Type: Discrete	Valid cases: 1760
Format: numeric	Invalid: 5078
Width: 1	
Decimals: 0	
Range: 3-9	

## Passport from other country (RS21\_G)

File: hh

### Overview

Type: Discrete	Valid cases: 452
Format: numeric	Invalid: 6386
Width: 1	
Decimals: 0	
Range: 3-9	

## ID card from other country (RS21\_H)

File: hh

### Overview

Type: Discrete	Valid cases: 153
Format: numeric	Invalid: 6685
Width: 1	
Decimals: 0	
Range: 3-9	

## Health insurance booklet issued in BiH (RS21\_I)

File: hh

### Overview

Type: Discrete	Valid cases: 5326
Format: numeric	Invalid: 1512
Width: 1	
Decimals: 0	
Range: 3-9	

## Refugee card (issued in BiH) (RS23\_A)

File: hh

### Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 6837
Width: 1	
Decimals: 0	
Range: 3-9	

## International Protection Seeker Card (RS23\_B)

File: hh

### Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 6837
Width: 1	
Decimals: 0	
Range: 3-9	

## Confirmation of identity for stateless persons (RS23\_C)

File: hh

### Overview

Type: Discrete	Valid cases: 5
Format: numeric	Invalid: 6833
Width: 1	
Decimals: 0	
Range: 3-9	

## Cluster number (PD1)

File: hh

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	

## Household number (PD2)

File: hh

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	

## Respodent's line number (PD4)

File: hh

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	

## Interviewer number (PD5)

File: hh

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	

## Day of interview (PD6D)

File: hh

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	

## Month of interview (PD6M)

File: hh

### Overview

## Month of interview (PD6M)

File: hh

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

Valid cases: 0  
Invalid: 6838

## Year of interview (PD6Y)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Result of Roma interview (PD7)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-96

Valid cases: 0  
Invalid: 6838

## Field editor (PD8)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Data entry clerk (PD9)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Start of interview - Hour (PD10H)

File: hh

### Overview

## Start of interview - Hour (PD10H)

File: hh

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

Valid cases: 0  
Invalid: 6838

## Start of interview - Minutes (PD10M)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## End of interview - Hour (PD52H)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## End of interview - Minutes (PD52M)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Total number of household members younger than 18 years (PD11A)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Total number of household members aged 18 to 49 years (PD11B)

File: hh

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	

## Total number of household members aged 50 and above (PD11C)

File: hh

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	

## Total number of household members (PD11D)

File: hh

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	

## All HH members aged 18+ have a unique ID number recorded in the UIN records in BiH (PD12)

File: hh

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	
Range: 1-9	

## Number of HH members aged 18+ with a unique ID number recorded in the UIN records in BiH (PD13)

File: hh

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 2	
Decimals: 0	
Range: 99-99	

All HH members younger than 18 years have a unique ID number recorded in the UIN records in BiH (PD15)

File: hh

#### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	
Range: 1-9	

Number of HH members younger than 18 years with a unique ID number recorded in the UIN records in BiH (PD16)

File: hh

#### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 2	
Decimals: 0	
Range: 99-99	

All HH members aged 18+ have an ID card for BiH citizens (valid for 10 years) (PD17)

File: hh

#### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	
Range: 1-9	

Number of HH members aged 18+ with an ID card for BiH citizens (valid for 10 years) (PD18)

File: hh

#### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 2	
Decimals: 0	
Range: 99-99	

Any HH members aged 18+ have a BiH ID card for aliens (PD19)

File: hh

#### Overview

## Any HH members aged 18+ have a BiH ID card for aliens (PD19)

File: hh

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

Valid cases: 0  
Invalid: 6838

## Number of HH members aged 18+ with a BiH ID card for aliens (PD20)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Any HH members aged 18+ have an ID card for BiH citizens - for displaced persons (PD21)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Number of HH members aged 18+ with an ID card for BiH citizens - for displaced persons (PD22)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Any HH members aged 18+ have an official decision on DP status (PD23)

File: hh

### Overview

## Any HH members aged 18+ have an official decision on DP status (PD23)

File: hh

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

Valid cases: 0  
Invalid: 6838

## Number of HH members aged 18+ with an official decision on DP status (PD24)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Any HH members aged 18+ have an identification document for displaced persons (PD25)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Number of HH members aged 18+ with an identification document for displaced persons (PD26)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## All HH members aged 18+ have a BiH passport (PD27)

File: hh

### Overview

## All HH members aged 18+ have a BiH passport (PD27)

File: hh

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

Valid cases: 0  
Invalid: 6838

## Number of HH members aged 18+ with a BiH passport (PD28)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## All HH members younger than 18 years have a BiH passport (PD30)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Number of HH members younger than 18 years with a BiH passport (PD31)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Any HH members aged 18+ have a passport from another country (PD32)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

Number of HH members aged 18+ with a passport from another country (PD33)

File: hh

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 2	
Decimals: 0	
Range: 99-99	

Any HH members younger than 18 years have a passport from another country (PD35)

File: hh

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	
Range: 1-9	

Number of HH members younger than 18 years with a passport from another country (PD36)

File: hh

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 2	
Decimals: 0	
Range: 99-99	

Any HH members aged 18+ have a refugee card (issued in BiH) (PD38)

File: hh

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	
Range: 1-9	

Number of HH members aged 18+ with a refugee card (issued in BiH) (PD39)

File: hh

**Overview**

## Number of HH members aged 18+ with a refugee card (issued in BiH) (PD39)

File: hh

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

Valid cases: 0  
Invalid: 6838

## Any HH members aged 18+ have an international protection seeker card (PD40)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Number of HH members aged 18+ with an international protection seeker card (PD41)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Do any HH members aged 18+ have confirmation of identity for stateless persons (PD42)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Number of HH members aged 18+ with confirmation of identity for stateless persons (PD43)

File: hh

### Overview

## Number of HH members aged 18+ with confirmation of identity for stateless persons (PD43)

File: hh

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

Valid cases: 0  
Invalid: 6838

## All HH members aged 50+ have health insurance (PD45)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Number of HH members aged 50+ with health insurance (PD46)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Any HH members aged 50+ possess a health booklet (PD47)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

## Number of HH members aged 50+ possessing a health booklet (PD48)

File: hh

### Overview

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

Valid cases: 0  
Invalid: 6838

All HH members aged 50+ provided with health care services at the nearest health centre free of charge (PD50)

File: hh

#### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	
Range: 1-9	

All HH members aged 50+ provided with health care services at the nearest hospital free of charge (PD51)

File: hh

#### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 6838
Width: 1	
Decimals: 0	
Range: 1-9	

Sex of household head (HHSEX)

File: hh

#### Overview

Type: Discrete	Valid cases: 5778
Format: numeric	Invalid: 1060
Width: 1	
Decimals: 0	
Range: 1-9	

#### Source of information

Head of household or other responsible household member

Packet number (packet)

File: hh

#### Overview

Type: Discrete	Valid cases: 6838
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

Language of household head (language)

File: hh

#### Overview

## Language of household head (language)

File: hh

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

Valid cases: 5778  
Invalid: 1060  
Minimum: 1  
Maximum: 4

## Education of household head (helevel)

File: hh

### Overview

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

Valid cases: 5778  
Invalid: 1060  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

## Household sample weight (hhweight)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 8  
Decimals: 6  
Range: 0-2.27747393520583

Valid cases: 6838  
Invalid: 0

## Wealth index score (wscore)

File: hh

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 5  
Range: -5.16521981264204-2.38210339759967

Valid cases: 6838  
Invalid: 0  
Minimum: -5.2  
Maximum: 2.4

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: hh

### Overview

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

Valid cases: 6838  
Invalid: 0

## Wealth index quintiles (windex5)

File: hh

### Source of information

Constructed variables used for analysis

## Primary sampling unit (PSU)

File: hh

### Overview

Type: Continuous	Valid cases: 6838
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 474
Range: 1-474	

## Stratum (strata)

File: hh

### Overview

Type: Discrete	Valid cases: 6838
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

## Cluster number (HH1)

File: hl

### Overview

Type: Continuous	Valid cases: 20248
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 474
Range: 1-474	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: hl

### Overview

Type: Continuous	Valid cases: 20248
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 84
Range: 1-84	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Line number (HL1)

File: hl

### Overview

Type: Discrete	Valid cases: 20248
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-14	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

Probe for additional household members.

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

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

## Relationship to the head (HL3)

File: hl

## Relationship to the head (HL3)

File: hl

### Overview

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

Valid cases: 20248  
Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

You should begin by saying:

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

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

Are there any others who live here, even if they are not at home now? If yes, complete the listing for questions HL2-HL4. Then, ask questions starting with HL5 for each person at a time.

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

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

## Sex (HL4)

File: hl

### Overview

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

Valid cases: 20248  
Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

Is (name) male or female?

### Interviewer instructions

## Sex (HL4)

### File: hl

You should begin by saying:

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

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

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

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

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

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

## Month of birth (HL5M)

### File: hl

#### Overview

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

Valid cases: 20248  
Invalid: 0

#### Source of information

Head of household or other responsible household member

#### Literal question

What is (name)'s date of birth?

#### Interviewer instructions

You should begin by saying:

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

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

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

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

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

## Year of birth (HL5Y)

### File: hl

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1913-9999

Valid cases: 20248  
Invalid: 0  
Minimum: 1913  
Maximum: 9999

#### Source of information

## Year of birth (HL5Y)

File: hl

Head of household or other responsible household member

### Literal question

What is (name)'s date of birth?

### Interviewer instructions

You should begin by saying:

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

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

Are there any others who live here, even if they are not at home now? If yes, complete the listing for questions HL2-HL4. Then, ask questions starting with HL5 for each person at a time.

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

## Age (HL6)

File: hl

### Overview

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

Valid cases: 20248  
Invalid: 0  
Minimum: 0  
Maximum: 99

### Source of information

Head of household or other responsible household member

### Literal question

How old is (name)?

### Interviewer instructions

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

This column should never be left blank.

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

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

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

File: hl

### Overview

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

Valid cases: 20248  
Invalid: 0

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

File: hl

### Source of information

Interview information fields completed by interviewer

### Pre question

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

### Interviewer instructions

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

## Line number of man age 15 - 49 (HL7A)

File: hl

### Overview

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

Valid cases: 20248  
Invalid: 0

### Source of information

Interview information fields completed by interviewer

### Pre question

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

### Interviewer instructions

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

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

File: hl

### Overview

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

Valid cases: 20248  
Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

Who is the mother or primary caretaker of this child?

### Interviewer instructions

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

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

File: hl

### Overview

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

File: hl

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

Valid cases: 20248  
Invalid: 0

### Source of information

Head of household or other responsible household member

### Pre question

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

### Literal question

Who is the mother or primary caretaker of this child?

### Interviewer instructions

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

## Is natural mother alive (HL11)

File: hl

### Overview

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

Valid cases: 5621  
Invalid: 14627

### Source of information

Head of household or other responsible household member

### Literal question

Is (name)'s biological mother alive?

### Interviewer instructions

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

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

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

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

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

File: hl

### Overview

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

Valid cases: 5568  
Invalid: 14680

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

File: hl

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

## Is natural father alive (HL13)

File: hl

### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 5621

Invalid: 14627

### Source of information

Head of household or other responsible household member

### Literal question

Is (name)'s biological father alive?

### Interviewer instructions

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

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

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

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

File: hl

### Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: 0-99

Valid cases: 5489

Invalid: 14759

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

### File: hl

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

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

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

## Line number (ED1)

### File: hl

#### Overview

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

Valid cases: 20248  
Invalid: 0

#### Interviewer instructions

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

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

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

### File: hl

#### Overview

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

Valid cases: 17916  
Invalid: 2332

#### Source of information

Head of household or other responsible household member

#### Literal question

Has (name) ever attended school or a preschool institution?

#### Interviewer instructions

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

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

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

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

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

## Highest level of education attended (ED4A)

File: hl

### Overview

Type: Discrete	Valid cases: 16764
Format: numeric	Invalid: 3484
Width: 1	
Decimals: 0	
Range: 0-9	

### Source of information

Head of household or other responsible household member

### Literal question

What is the highest education level (name) has attended?

### Interviewer instructions

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

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

## Highest grade completed at that level (ED4B)

File: hl

### Overview

Type: Discrete	Valid cases: 16700
Format: numeric	Invalid: 3548
Width: 2	
Decimals: 0	
Range: 0-99	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

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

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

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

File: hl

### Overview

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

File: hl

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

Valid cases: 4385  
Invalid: 15863

### Source of information

Head of household or other responsible household member

### Literal question

During this school/academic year (2011-2012), did (name) attend school/university or preschool at any time?

### Interviewer instructions

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

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

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

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

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

File: hl

### Overview

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

Valid cases: 3402  
Invalid: 16846

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

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

File: hl

### Overview

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

File: hl

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

Valid cases: 3346  
Invalid: 16902

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

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

File: hl

### Overview

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

Valid cases: 4385  
Invalid: 15863

### Source of information

Head of household or other responsible household member

### Literal question

During the previous school/academic year, that is (2010-2011), did (name) attend school or preschool at any time?

### Interviewer instructions

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

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

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

File: hl

### Overview

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

Valid cases: 3261  
Invalid: 16987

### Source of information

Head of household or other responsible household member

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

File: hl

### Literal question

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

### Interviewer instructions

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

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

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

File: hl

### Overview

Type: Discrete	Valid cases: 3201
Format: numeric	Invalid: 17047
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

## Day of interview (HH5D)

File: hl

### Overview

Type: Continuous	Valid cases: 20248
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	

### Source of information

Interview information fields completed by interviewer

### Literal question

Day/month/year of interview:

### Interviewer instructions

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

## Month of interview (HH5M)

File: hl

## Month of interview (HH5M)

File: hl

### Overview

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

Valid cases: 20248  
Invalid: 0

### Source of information

Interview information fields completed by interviewer

### Literal question

Day/month/year of interview:

### Interviewer instructions

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

## Year of interview (HH5Y)

File: hl

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2011-2012

Valid cases: 20248  
Invalid: 0

### Source of information

Interview information fields completed by interviewer

### Literal question

Day/month/year of interview:

### Interviewer instructions

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

## Area (HH6)

File: hl

### Overview

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

Valid cases: 20248  
Invalid: 0

### Pre question

Type of settlement:

### Interviewer instructions

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

## Region (HH7)

File: hl

### Overview

Type: Discrete	Valid cases: 20248
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

### Interviewer instructions

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

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

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

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

## Region (HH7A)

File: hl

### Overview

Type: Discrete	Valid cases: 20248
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 15
Range: 1-15	

## Mother's line number (MLINE)

File: hl

### Overview

Type: Discrete	Valid cases: 5621
Format: numeric	Invalid: 14627
Width: 2	
Decimals: 0	
Range: 0-11	

### Source of information

Interview information fields completed by interviewer

## Father's line number (FLINE)

File: hl

### Overview

## Father's line number (FLINE)

File: hl

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

Valid cases: 5621  
Invalid: 14627

### Source of information

Interview information fields completed by interviewer

## Language of household head (language)

File: hl

### Overview

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

Valid cases: 20248  
Invalid: 0  
Minimum: 1  
Maximum: 4

## Mother's education (melevel)

File: hl

### Overview

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

Valid cases: 5621  
Invalid: 14627  
Minimum: 1  
Maximum: 5

### Source of information

Head of household or other responsible household member

## Father's education (felevel)

File: hl

### Overview

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

Valid cases: 5621  
Invalid: 14627  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

## Education of household head (helevel)

File: hl

### Overview

## Education of household head (helevel)

File: hl

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

Valid cases: 20248  
Invalid: 0  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

## Packet number (packet)

File: hl

### Overview

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

Valid cases: 20248  
Invalid: 0

## Age at beginning of school year (schage)

File: hl

### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 0-998

Valid cases: 20248  
Invalid: 0  
Minimum: 0  
Maximum: 998

## Household sample weight (hhweight)

File: hl

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 6  
Range: 0.153133428800277-2.27747393520583

Valid cases: 20248  
Invalid: 0  
Minimum: 0.2  
Maximum: 2.3

## Wealth index score (wscore)

File: hl

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 5  
Range: -5.16521981264204-2.38210339759967

Valid cases: 20248  
Invalid: 0  
Minimum: -5.2  
Maximum: 2.4

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: hl

### Overview

Type: Discrete	Valid cases: 20248
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-5	

### Source of information

Constructed variables used for analysis

## Primary sampling unit (PSU)

File: hl

### Overview

Type: Continuous	Valid cases: 20248
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 474
Range: 1-474	

## Stratum (strata)

File: hl

### Overview

Type: Discrete	Valid cases: 20248
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

## Cluster number (HH1)

File: mn

### Overview

Type: Continuous	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 473
Range: 1-473	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: mn

### Overview

Type: Continuous	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 84
Range: 1-84	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Line number (LN)

File: mn

### Overview

Type: Discrete	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-11	

### Source of information

Interview information fields completed by interviewer

## Cluster number (MWM1)

File: mn

### Overview

Type: Continuous	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 473
Range: 1-473	

## Household number (MWM2)

File: mn

### Overview

Type: Continuous	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 611
Range: 1-611	

## Man's line number (MWM4)

File: mn

### Overview

Type: Discrete	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-11	

## Interviewer number (MWM5)

File: mn

### Overview

Type: Continuous	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 3	Minimum: 101
Decimals: 0	Maximum: 218
Range: 101-218	

## Day of interview (MWM6D)

File: mn

### Overview

Type: Continuous	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	

## Month of interview (MWM6M)

File: mn

### Overview

Type: Discrete	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-12	

## Year of interview (MWM6Y)

File: mn

### Overview

Type: Discrete	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: 2011-2012	

## Result of man's interview (MWM7)

File: mn

### Overview

Type: Discrete	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-96	

## Field editor (MWM8)

File: mn

### Overview

Type: Continuous	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 3	Minimum: 301
Decimals: 0	Maximum: 404
Range: 301-404	

## Data entry clerk (MWM9)

File: mn

### Overview

Type: Continuous	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 806
Range: 1-806	

## Start of interview - Hour (MWM10H)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 2	
Decimals: 0	
Range: 8-99	

## Start of interview - Minutes (MWM10M)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

## End of interview - Hour (MWM11H)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 2	
Decimals: 0	
Range: 8-99	

## End of interview - Minutes (MWM11M)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

## Month of birth of man (MWB1M)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 2	
Decimals: 0	
Range: 1-99	

### Literal question

In what month and year were you born?

## Year of birth of man (MWB1Y)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 4	Minimum: 1962
Decimals: 0	Maximum: 9998
Range: 1962-9999	

### Literal question

## Year of birth of man (MWB1Y)

File: mn

In what month and year were you born?

## Age of man (MWB2)

File: mn

### Overview

Type: Continuous	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 2	Minimum: 15
Decimals: 0	Maximum: 49
Range: 15-49	

### Literal question

How old are you?

### Interviewer instructions

Probe: How old were you on your last birthday?  
Compare MWB1 and/or MWB2 and correct if inconsistent.

## Ever attended school (MWB3)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 1	
Decimals: 0	
Range: 1-2	

### Literal question

Have you ever attended school or a preschool institution?

## Highest level of school attended (MWB4)

File: mn

### Overview

Type: Discrete	Valid cases: 4343
Format: numeric	Invalid: 375
Width: 1	
Decimals: 0	
Range: 0-3	

### Literal question

What is the highest education level you attended?

## Highest grade completed at that level (MWB5)

File: mn

### Overview

## Highest grade completed at that level (MWB5)

File: mn

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

Valid cases: 4343  
Invalid: 375

### Literal question

What is the highest grade/year you completed at that level?

### Interviewer instructions

If less than 1 grade, enter '00'.

## Can read part of the sentence (MWB7)

File: mn

### Overview

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

Valid cases: 594  
Invalid: 4124

### Literal question

Now I would like you to read this sentence to me.

Show the sentence on the card to the respondent. If the respondent cannot read the whole sentence, probe: Can you read part of the sentence to me?

## Frequency of reading newspaper or magazine (MMT2)

File: mn

### Overview

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

Valid cases: 4346  
Invalid: 372

### Literal question

How often do you read a newspaper or magazine: Almost every day, at least once a week, less than once a week or not at all?

## Frequency of listening to the radio (MMT3)

File: mn

### Overview

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

Valid cases: 4353  
Invalid: 365

### Literal question

Do you listen to the radio almost every day, at least once a week, less than once a week or not at all?

## Frequency of watching TV (MMT4)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

How often do you watch television: Would you say that you watch TV almost every day, at least once a week, less than once a week or not at all?

## Ever used a computer (MMT6)

File: mn

### Overview

Type: Discrete	Valid cases: 907
Format: numeric	Invalid: 3811
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Have you ever used a computer?

## Computer usage in the last 12 months (MMT7)

File: mn

### Overview

Type: Discrete	Valid cases: 863
Format: numeric	Invalid: 3855
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

In the last 12 months, have you used a computer from any location?

## Frequency of computer usage in the last month (MMT8)

File: mn

### Overview

Type: Discrete	Valid cases: 842
Format: numeric	Invalid: 3876
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

During the last month, how often did you use a computer: almost every day, at least once a week, less than once a week or not at all?

## Ever used internet (MMT9)

File: mn

### Overview

Type: Discrete	Valid cases: 907
Format: numeric	Invalid: 3811
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Have you ever used the internet?

## Internet usage in the last 12 months (MMT10)

File: mn

### Overview

Type: Discrete	Valid cases: 837
Format: numeric	Invalid: 3881
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

In the last 12 months, have you used the internet?

### Interviewer instructions

.If necessary, probe for use of Internet from any location, with any device, etc.

## Frequency of Internet usage in the past month (MMT11)

File: mn

### Overview

Type: Discrete	Valid cases: 824
Format: numeric	Invalid: 3894
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

During the last month, how often did you use the internet: almost every day, at least once a week, less than once a week or not at all?

## Ever fathered any children with any women (MCM1)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Now i would like to ask about all the children you have had in your lifetime. I am interested in all of the children that are biologically yours, even if they are not legally yours or do not have your last name.  
Have you had any biological children with any woman?

## Age when first child was born (MCM3)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 2	
Decimals: 0	
Range: 97-99	

### Literal question

How old were you when your (first) child was born?

## Any sons or daughters living with you (MCM4)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	
Range: 1-2	

### Literal question

Do you have any biological sons or daughters who are now living with you?

## Sons living with you (MCM5A)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	

### Literal question

How many sons live with you?

### Interviewer instructions

If none, record '00'.

## Daughters living with you (MCM5B)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	

### Literal question

How many daughters live with you?

### Interviewer instructions

If none, record '00'.

## Any sons or daughters not living with you (MCM6)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	
Range: 1-2	

### Literal question

Do you have any biological sons or daughters who are alive but do not live with you?

## Sons living elsewhere (MCM7A)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	

### Literal question

How many sons are alive but do not live with you?

### Interviewer instructions

If none, record '00'.

## Daughters living elsewhere (MCM7B)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	

### Literal question

How many daughters are alive but do not live with you?

### Interviewer instructions

If none, record '00'.

## Ever had child who later died (MCM8)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	
Range: 1-2	

### Literal question

Have you had a biological son or daughter who was born alive but later died?

### Interviewer instructions

If "No" probe by asking additional question:

I mean, 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?

## Boys dead (MCM9A)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	

### Literal question

How many boys have died?

### Interviewer instructions

If none, record '00'.

## Girls dead (MCM9B)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	

### Literal question

How many girls have died?

### Interviewer instructions

If none, record '00'.

## Children ever born (MCM10)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	

### Interviewer instructions

Sum answers to questions MCM5, MCM7 and MCM9.

## Same biological mother (MCM11A)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Did all the biological children you have, have the same biological mother?

## Number of women respondent fathered children with (MCM11B)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 2	
Decimals: 0	
Range: 99-99	

### Literal question

In all, how many women have you had biological children with?

## Day of last birth (MCM12D)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 2	
Decimals: 0	
Range: 97-99	

### Literal question

Of these (total number in MCM10) biological children, when was the last one born (even if he or she has died)?

### Interviewer instructions

Month and year must be recorded.

## Month of last birth (MCM12M)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 2	
Decimals: 0	
Range: 97-99	

### Literal question

Of these (total number in MCM10) biological children, when was the last one born (even if he or she has died)?

### Interviewer instructions

Month and year must be recorded.

## Year of last birth (MCM12Y)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 4	
Decimals: 0	
Range: 9997-9999	

### Literal question

Of these (total number in MCM10) biological children, when was the last one born (even if he or she has died)?

### Interviewer instructions

## Year of last birth (MCM12Y)

File: mn

Month and year must be recorded.

## If she goes out with out telling husband: wife beating justified (MDV1A)

File: mn

### Overview

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

Valid cases: 4353  
Invalid: 365

### Literal question

Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [A] If she goes out without telling him?

## If she neglects the children: wife beating justified (MDV1B)

File: mn

### Overview

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

Valid cases: 4353  
Invalid: 365

### Literal question

Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [B] If she neglects the children?

## If she argues with husband: wife beating justified (MDV1C)

File: mn

### Overview

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

Valid cases: 4353  
Invalid: 365

### Literal question

Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [C] If she argues with him?

## If she refuses sex with husband: wife beating justified (MDV1D)

File: mn

### Overview

## If she refuses sex with husband: wife beating justified (MDV1D)

File: mn

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

Valid cases: 4353  
Invalid: 365

### Literal question

Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [D] If she refuses to have sex with him?

## If she burns the food: wife beating justified (MDV1E)

File: mn

### Overview

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

Valid cases: 4353  
Invalid: 365

### Literal question

Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [E] If she burns the food?

## Currently married or living with a man (MMA1)

File: mn

### Overview

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

Valid cases: 4353  
Invalid: 365

### Literal question

Are you currently married or living together with a woman as if married?

## Age of wife/partner (MMA2)

File: mn

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 10-99

Valid cases: 2779  
Invalid: 1939  
Minimum: 10  
Maximum: 99

### Literal question

How old is your wife/partner?

### Interviewer instructions

Probe: How old was your wife/partner on her last birthday?

## Haveing other wives or liveing with other women as if you are married (MMA3)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	

### Literal question

Do you have other wives or do you live with other women as if married?

## How many other wives / partners living with you (MMA4)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	

### Literal question

How many other wives or live-in partners do you have?

## Ever married or lived with a woman (MMA5)

File: mn

### Overview

Type: Discrete	Valid cases: 1574
Format: numeric	Invalid: 3144
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Have you ever been married or lived together with a woman as if married?

## Marital status (MMA6)

File: mn

### Overview

Type: Discrete	Valid cases: 88
Format: numeric	Invalid: 4630
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

What is your marital status now: are you widowed, divorced or separated?

## Married or lived with a woman once or more than once (MMA7)

File: mn

## Married or lived with a woman once or more than once (MMA7)

File: mn

### Overview

Type: Discrete	Valid cases: 2867
Format: numeric	Invalid: 1851
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Have you been married or lived with a woman only once or more than once?

## Month of first union (MMA8M)

File: mn

### Overview

Type: Discrete	Valid cases: 2867
Format: numeric	Invalid: 1851
Width: 2	
Decimals: 0	
Range: 1-99	

### Literal question

In what month and year did you first marry or start living with a woman as if married?

## Year of first union (MMA8Y)

File: mn

### Overview

Type: Discrete	Valid cases: 2867
Format: numeric	Invalid: 1851
Width: 4	Minimum: 1980
Decimals: 0	Maximum: 9999
Range: 1980-9999	

### Literal question

In what month and year did you first marry or start living with a woman as if married?

## Age at first union (MMA9)

File: mn

### Overview

Type: Discrete	Valid cases: 45
Format: numeric	Invalid: 4673
Width: 2	
Decimals: 0	
Range: 17-99	

### Literal question

How old were you when you started living with your first wife/partner?

## Age at first sexual intercourse (MSB1)

File: mn

## Age at first sexual intercourse (MSB1)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Literal question

Now i would like to ask you some questions about sexual activity in order to get a better understanding of some important life issues.

The information you provide will remain strictly confidential. How old were you when you had sexual intercourse for the very first time?

## Condom used during first sexual intercourse (MSB2)

File: mn

### Overview

Type: Discrete	Valid cases: 3830
Format: numeric	Invalid: 888
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

The first time you had sexual intercourse, was a condom used?

## Time since last sexual intercourse (unit) (MSB3U)

File: mn

### Overview

Type: Discrete	Valid cases: 3830
Format: numeric	Invalid: 888
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

When was the last time you had sexual intercourse?

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.

## Time since last sexual intercourse (number) (MSB3N)

File: mn

### Overview

Type: Discrete	Valid cases: 3830
Format: numeric	Invalid: 888
Width: 2	
Decimals: 0	
Range: 0-99	

### Literal question

When was the last time you had sexual intercourse?

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.

## Condom used at last sexual intercourse (MSB4)

File: mn

### Overview

Type: Discrete	Valid cases: 3728
Format: numeric	Invalid: 990
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

The last time you had sexual intercourse, was a condom used?

## Relationship to last sexual partner (MSB5)

File: mn

### Overview

Type: Discrete	Valid cases: 3728
Format: numeric	Invalid: 990
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

What was your relationship to the person you last had sexual intercourse with?

### Interviewer instructions

.Probe to ensure that the response refers to the relationship at the time of sexual intercourse.

If "girlfriend", then ask:

Were you living together as if married?

If response is "yes", circle '2'.

If response is "no", circle '3'.

## Age of last sexual partner (MSB7)

File: mn

### Overview

Type: Discrete	Valid cases: 978
Format: numeric	Invalid: 3740
Width: 2	Minimum: 15
Decimals: 0	Maximum: 99
Range: 15-99	

### Literal question

How old is this person?

### Interviewer instructions

If response is DK, probe:

About how old is this person?

## Sex with any other person in the last 12 month (MSB8)

File: mn

### Overview

## Sex with any other person in the last 12 month (MSB8)

File: mn

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

Valid cases: 3728  
Invalid: 990

### Literal question

Have you had sexual intercourse with any other person in the last 12 months?

## Condom used with prior sexual partner (MSB9)

File: mn

### Overview

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

Valid cases: 216  
Invalid: 4502

### Literal question

The last time you had sexual intercourse with this other person, was a condom used?

## Relationship to prior sexual partner (MSB10)

File: mn

### Overview

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

Valid cases: 216  
Invalid: 4502

### Literal question

What was your relationship to this person?

### Interviewer instructions

Probe to ensure that the response refers to the relationship at the time of sexual intercourse

If "girlfriend" then ask:

Were you living together as if married?

If "yes", circle '2'. If "no", circle '3'.

## Age of prior sexual partner (MSB12)

File: mn

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 15-99

Valid cases: 197  
Invalid: 4521  
Minimum: 15  
Maximum: 99

### Literal question

How old is this person?

### Interviewer instructions

If response is DK, probe:

About how old is this person?

## Sex with any other man in the last 12 months (MSB13)

File: mn

### Overview

Type: Discrete	Valid cases: 216
Format: numeric	Invalid: 4502
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

In the last 12 months, have you had sexual intercourse with any other person, other than these two persons?

## Number of sex partners in last 12 months (MSB14)

File: mn

### Overview

Type: Discrete	Valid cases: 69
Format: numeric	Invalid: 4649
Width: 2	
Decimals: 0	
Range: 3-99	

### Literal question

In total, with how many different people have you had sexual intercourse in the last 12 months?

## Number of sex partners in lifetime (MSB15)

File: mn

### Overview

Type: Discrete	Valid cases: 3830
Format: numeric	Invalid: 888
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Literal question

In total, with how many different people have you had sexual intercourse in your lifetime?

### Interviewer instructions

If a non-numeric answer is given, probe to get an estimate.  
If number of partners is 95 or more, write '95'.

## Ever heard of AIDS (MHA1)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Now i would like to talk with you about something else.  
Have you ever heard of the HIV virus or an illness called AIDS (or SIDA)?

## Can avoid AIDS virus by having one uninfected partner (MHA2)

File: mn

### Overview

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

Valid cases: 4316  
Invalid: 402

### Literal question

Can people reduce their chance of getting the virus that causes AIDS by having just one uninfected sex partner who has no other sex partners?

## Can get AIDS virus through supernatural means (MHA3)

File: mn

### Overview

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

Valid cases: 4316  
Invalid: 402

### Literal question

Can people get the virus that causes AIDS because of witchcraft or other supernatural means?

## Can avoid AIDS virus by using a condom correctly every time (MHA4)

File: mn

### Overview

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

Valid cases: 4316  
Invalid: 402

### Literal question

Can people reduce their chance of getting the virus that causes AIDS by using a condom every time they have sex?

## Can get AIDS virus from mosquito bites (MHA5)

File: mn

### Overview

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

Valid cases: 4316  
Invalid: 402

### Literal question

Can people get the virus that causes AIDS from mosquito bites?

## Can get AIDS virus by sharing food with a person who has AIDS (MHA6)

File: mn

### Overview

Type: Discrete	Valid cases: 4316
Format: numeric	Invalid: 402
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Can people get the virus that causes AIDS by sharing food with a person who has AIDS?

## Healthy-looking person may have AIDS virus (MHA7)

File: mn

### Overview

Type: Discrete	Valid cases: 4316
Format: numeric	Invalid: 402
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Is it possible for a healthy-looking person to have the virus that causes AIDS?

## AIDS virus from mother to child during pregnancy (MHA8A)

File: mn

### Overview

Type: Discrete	Valid cases: 4316
Format: numeric	Invalid: 402
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Can the virus that causes AIDS be transmitted from a mother to her baby: [A] During pregnancy?

## AIDS virus from mother to child during delivery (MHA8B)

File: mn

### Overview

Type: Discrete	Valid cases: 4316
Format: numeric	Invalid: 402
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Can the virus that causes AIDS be transmitted from a mother to her baby: [B] During delivery?

## AIDS virus from mother to child through breastfeeding (MHA8C)

File: mn

### Overview

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

Valid cases: 4316  
Invalid: 402

### Literal question

Can the virus that causes AIDS be transmitted from a mother to her baby: [C] By breastfeeding?

## Should female teacher with AIDS virus be allowed to teach in school (MHA9)

File: mn

### Overview

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

Valid cases: 4316  
Invalid: 402

### Literal question

In your opinion, if a female teacher has the virus that causes AIDS but is not sick, should she be allowed to continue teaching in school?

## Would buy fresh vegetables from shopkeeper with AIDS virus (MHA10)

File: mn

### Overview

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

Valid cases: 4316  
Invalid: 402

### Literal question

Would you buy fresh vegetables from a shopkeeper or salesperson if you knew that this person had the virus that causes AIDS?

## If HH member became infected with AIDS virus, would want it to remain a secret (MHA11)

File: mn

### Overview

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

Valid cases: 4316  
Invalid: 402

### Literal question

## If HH member became infected with AIDS virus, would want it to remain a secret (MHA11)

File: mn

If a member of your family got infected with the virus that causes AIDS, would you want it to remain a secret?

## Willing to care for person with AIDS in household (MHA12)

File: mn

### Overview

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

Valid cases: 4316  
Invalid: 402

### Literal question

If a member of your family became sick with AIDS, would you be willing to care for him or her in your own household?

## Ever been tested for AIDS virus (MHA24)

File: mn

### Overview

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

Valid cases: 4316  
Invalid: 402

### Literal question

I don't want to know the results, but have you ever been tested to see if you have the virus that causes AIDS?

## Most recent time of testing for AIDS virus (MHA25)

File: mn

### Overview

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

Valid cases: 228  
Invalid: 4490

### Literal question

When was the most recent time you were tested?

## Received results of AIDS virus test (MHA26)

File: mn

### Overview

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

Valid cases: 228  
Invalid: 4490

## Received results of AIDS virus test (MHA26)

File: mn

### Literal question

I don't want to know the results, but did you get the results of this test?

## Know a place to get AIDS virus test (MHA27)

File: mn

### Overview

Type: Discrete	Valid cases: 4088
Format: numeric	Invalid: 630
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Do you know of a place where people can go to get tested for the virus that causes AIDS?

## Ever tried cigarette smoking (MTA1)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Have you ever tried smoking cigarettes, even taking one or two puffs?

## Age when cigarette was smoked for the first time (MTA2)

File: mn

### Overview

Type: Discrete	Valid cases: 2901
Format: numeric	Invalid: 1817
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Literal question

How old were you when you smoked an entire cigarette for the first time?

## Currently smoking cigarettes (MTA3)

File: mn

### Overview

Type: Discrete	Valid cases: 2844
Format: numeric	Invalid: 1874
Width: 1	
Decimals: 0	
Range: 1-9	

## Currently smoking cigarettes (MTA3)

File: mn

### Literal question

Do you currently smoke cigarettes?

## Number of cigarettes smoked in the last 24 hours (MTA4)

File: mn

### Overview

Type: Discrete	Valid cases: 1853
Format: numeric	Invalid: 2865
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Literal question

How many cigarettes did you smoke during the last month?

## Number of days when cigarettes were smoked in past month (MTA5)

File: mn

### Overview

Type: Discrete	Valid cases: 1853
Format: numeric	Invalid: 2865
Width: 2	
Decimals: 0	
Range: 1-99	

### Literal question

During the last month, on how many days did you smoke cigarettes?

### Interviewer instructions

If less than 10 days, record the number of days.  
 If 10 days or more but less than a month, circle '10'.  
 If "everyday" or "almost every day", circle '30'.

## Ever tried any smoked tobacco products other than cigarettes (MTA6)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Have you ever tried any smoked tobacco products other than cigarettes, such as cigars (e.g. Cuban), a pipe or waterpipe (narghile/hookah)?

## Used any smoked tobacco products during the last month (MTA7)

File: mn

### Overview

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

Valid cases: 436  
Invalid: 4282

### Literal question

During the last month, did you use any smoked tobacco products?

## Type of smoked tobacco product: Cigars (MTA8A)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 34  
Invalid: 0

### Literal question

What type of smoked tobacco product did you use or smoke during the last month?

### Interviewer instructions

Circle all mentioned responses.

## Type of smoked tobacco product: Water pipe (MTA8B)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 26  
Invalid: 0

### Literal question

What type of smoked tobacco product did you use or smoke during the last month?

### Interviewer instructions

Circle all mentioned responses.

## Type of smoked tobacco product: Cigarillos (MTA8C)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1  
Invalid: 0

### Literal question

What type of smoked tobacco product did you use or smoke during the last month?

### Interviewer instructions

Circle all mentioned responses.

## Type of smoked tobacco product: Pipe (MTA8D)

File: mn

### Overview

Type: Discrete	Valid cases: 9
Format: character	Invalid: 0
Width: 1	

### Literal question

What type of smoked tobacco product did you use or smoke during the last month?

### Interviewer instructions

Circle all mentioned responses.

## Type of smoked tobacco product: Other (MTA8X)

File: mn

### Overview

Type: Discrete	Valid cases: 2
Format: character	Invalid: 0
Width: 1	

### Literal question

What type of smoked tobacco product did you use or smoke during the last month?

### Interviewer instructions

Circle all mentioned responses.

## Number of days when tobacco products were smoked in past month (MTA9)

File: mn

### Overview

Type: Discrete	Valid cases: 67
Format: numeric	Invalid: 4651
Width: 2	
Decimals: 0	
Range: 1-99	

### Literal question

On how many days did you use smoked tobacco products during the last month?

### Interviewer instructions

If less than 10 days, record the number of days.  
If 10 days or more but less than a month, circle '10'.  
If "everyday" or "almost every day", circle '30'.

## Ever tried any form of smokeless tobacco products (MTA10)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

## Ever tried any form of smokeless tobacco products (MTA10)

File: mn

Have you ever tried any form of smokeless tobacco products, such as chewing tobacco, tobacco for sniffing (snuff) or dipping tobacco?

## Used any smokeless tobacco products during the last month (MTA11)

File: mn

### Overview

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

Valid cases: 28  
Invalid: 4690

### Literal question

Did you use any smokeless tobacco products during the last month?

## Type of smokeless tobacco product used: Chewing tobacco (MTA12A)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1  
Invalid: 0

### Literal question

What type of smokeless tobacco product did you use during the last month?

### Interviewer instructions

Circle all mentioned.

## Type of smokeless tobacco product used: Snuff (MTA12B)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Literal question

What type of smokeless tobacco product did you use during the last month?

### Interviewer instructions

Circle all mentioned.

## Type of smokeless tobacco product used: Dip (MTA12C)

File: mn

### Overview

## Type of smokeless tobacco product used: Dip (MTA12C)

File: mn

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Literal question

What type of smokeless tobacco product did you use during the last month?

### Interviewer instructions

Circle all mentioned.

## Type of smokeless tobacco product used: Other (MTA12X)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Literal question

What type of smokeless tobacco product did you use during the last month?

### Interviewer instructions

Circle all mentioned.

## Number of days when smokeless tobacco products where used in past month (MTA13)

File: mn

### Overview

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

Valid cases: 1  
Invalid: 4717

### Literal question

On how many days did you use smokeless tobacco products during the last month?

### Interviewer instructions

If less than 10 days, record the number of days.  
If 10 days or more but less than a month, circle '10'.  
If "everyday" or "almost every day", circle '30'.

## Ever drunk alcohol (MTA14)

File: mn

### Overview

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

Valid cases: 4353  
Invalid: 365

### Literal question

Now i would like to ask you some questions about drinking alcohol.  
Have you ever drunk alcohol?

## Age when alcohol was used for the first time (MTA15)

File: mn

### Overview

Type: Discrete	Valid cases: 3404
Format: numeric	Invalid: 1314
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Literal question

We count one drink of alcohol as one can or bottle of beer, one glass of wine, or one shot of strong drink.  
How old were you when you had your first drink of alcohol, not counting a few sips?

## Number of days when at least one drink of alcohol was used in past month (MTA16)

File: mn

### Overview

Type: Discrete	Valid cases: 3385
Format: numeric	Invalid: 1333
Width: 2	
Decimals: 0	
Range: 0-99	

### Literal question

During the last month, on how many days did you have at least one drink of alcohol?

### Interviewer instructions

If respondent did not drink, circle '00'.  
If less than 10 days, record the number of days.  
If 10 days or more but less than a month, circle '10'.  
If "everyday" or "almost every day", circle '30'.

## Number of drinks usually consumed (MTA17)

File: mn

### Overview

Type: Discrete	Valid cases: 2370
Format: numeric	Invalid: 2348
Width: 2	
Decimals: 0	
Range: 1-99	

### Literal question

In the last month, on those days that you drank alcohol, what is the number of drinks did you usually had?

## Estimation of overall happiness (MLS2)

File: mn

### Overview

Type: Discrete	Valid cases: 907
Format: numeric	Invalid: 3811
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

## Estimation of overall happiness (MLS2)

File: mn

I would like to ask you some simple questions on happiness and satisfaction.

First, taking all things together, would you say you are very happy, happy, neither happy nor unhappy, unhappy or very unhappy?

You can also look at these pictures to help you respond.

### Interviewer instructions

Show side 1 of the showcard to the respondent and explain what each symbol represents. Circle the response code selected by the respondent.

## Satisfaction with family life (MLS3)

File: mn

### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 907

Invalid: 3811

### Literal question

Now i will ask you questions about your level of satisfaction in different areas of your life.

In each case, we have five possible responses: Please tell me, for each question, whether you are very satisfied, satisfied, neither satisfied nor unsatisfied, unsatisfied or very unsatisfied.

Again, you can look at these pictures to help you respond.

How satisfied are you with your family life?

### Interviewer instructions

.Show side 2 of the showcard to the respondent and explain what each symbol represents.

For questions MLS3 to MLS13, circle the response code shown by the respondent.

## Satisfaction with friendships (MLS4)

File: mn

### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 907

Invalid: 3811

### Literal question

How satisfied are you with your friendships?

## School attendance during the current school year (MLS5)

File: mn

### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 907

Invalid: 3811

### Literal question

During the current (2011-2012) school/academic year, did you attend school/ university at any time?

## Satisfaction with school (MLS6)

File: mn

### Overview

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

Valid cases: 513  
Invalid: 4205

### Literal question

How satisfied are you with your school/university?

## Satisfaction with current job (MLS7)

File: mn

### Overview

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

Valid cases: 907  
Invalid: 3811

### Literal question

How satisfied are you with your current job?

### Interviewer instructions

.If the respondent says that he/she does not have a job, circle '0' and continue with the next question. Do not ask additional questions to find out how she feels about not having a job, unless she tells you herself.

## Satisfaction with health (MLS8)

File: mn

### Overview

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

Valid cases: 907  
Invalid: 3811

### Literal question

How satisfied are you with your health?

## Satisfaction with current residence (MLS9)

File: mn

### Overview

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

Valid cases: 907  
Invalid: 3811

### Literal question

How satisfied are you with where you live?

### Interviewer instructions

If necessary, explain that the question refers to the living environment, including the neighbourhood and the dwelling.

## Satisfaction with treatment by other people (MLS10)

File: mn

### Overview

Type: Discrete	Valid cases: 907
Format: numeric	Invalid: 3811
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

How satisfied are you with how people around you generally treat you?

## Satisfaction with appearance (MLS11)

File: mn

### Overview

Type: Discrete	Valid cases: 907
Format: numeric	Invalid: 3811
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

How satisfied are you with the way you look?

## Satisfaction with life overall (MLS12)

File: mn

### Overview

Type: Discrete	Valid cases: 907
Format: numeric	Invalid: 3811
Width: 1	
Decimals: 0	
Range: 1-5	

### Literal question

How satisfied are you with your life, overall?

## Satisfaction with current income (MLS13)

File: mn

### Overview

Type: Discrete	Valid cases: 907
Format: numeric	Invalid: 3811
Width: 1	
Decimals: 0	
Range: 0-5	

### Literal question

How satisfied are you with your current income?

### Interviewer instructions

If the respondent responds that he/she does not have any income, circle '0' and continue with the next question. Do not ask additional questions to find out how she feels about not having any income, unless she tells you herself.

## Life satisfaction in comparison with last year (MLS14)

File: mn

### Overview

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

Valid cases: 907  
Invalid: 3811

### Literal question

Compared to this time last year, would you say that your life has improved, stayed more or less the same, or worsened, overall?

## Life satisfaction expectation one year from now (MLS15)

File: mn

### Overview

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

Valid cases: 907  
Invalid: 3811

### Literal question

And in one year from now, do you expect that your life will be better, will be more or less the same, or will be worse, overall?

## Has a health card (MHE1)

File: mn

### Overview

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

Valid cases: 0  
Invalid: 4718

### Literal question

Do you have a health booklet?

## Has health insurance (MHE2)

File: mn

### Overview

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

Valid cases: 0  
Invalid: 4718

### Literal question

Do you have health insurance?

## Use of health care services at the health centre (MHE3)

File: mn

## Use of health care services at the health centre (MHE3)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Do you use health care services at the health centre?

## Provided with health care services at the nearest health centre free of charge (MHE4)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Are you provided with health care services at the nearest health centre free of charge?

## Use of health services at the hospital (MHE5)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Do you use health care services at the hospital?

## Provided with health care services at the nearest hospital free of charge (MHE6)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Are you provided with health care services at the nearest hospital free of charge?

## Use of emergency health care services (MHE7)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Do you use emergency health care services?

## Provided with emergency health care services free of charge (MHE8)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Are you provided with emergency health care services free of charge?

## Paying for all necessary health care services and medication (MHE9)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Do you pay all necessary health care services and medication?

## Paying for only vital/urgently needed health care services and medication (MHE10)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Do you pay only vital/urgently needed health care services and medications?

## Can afford the medication without one-off financial aid (MHE11)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Can you afford medications without one-off financial assistance?

## Cluster number (DU1)

File: mn

### Overview

Type: Continuous	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 3	Minimum: 1
Decimals: 0	Maximum: 473
Range: 1-473	

## Household number (DU2)

File: mn

### Overview

Type: Continuous	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 3	Minimum: 1
Decimals: 0	Maximum: 307
Range: 1-307	

## Interviewer number (DU3)

File: mn

### Overview

Type: Continuous	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 3	Minimum: 101
Decimals: 0	Maximum: 218
Range: 101-218	

## Day of interview (DU4D)

File: mn

### Overview

Type: Continuous	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	

## Month of interview (DU4M)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 2	
Decimals: 0	
Range: 1-12	

## Year of interview (DU4Y)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 4	
Decimals: 0	
Range: 2011-2012	

## Woman's line number (DU6)

File: mn

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	

## Man's line number (DU7)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 2	
Decimals: 0	
Range: 1-11	

## Result of interview (DU9)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 2	
Decimals: 0	
Range: 1-99	

## Result of interview (DU10)

File: mn

### Overview

Type: Discrete	Valid cases: 4334
Format: numeric	Invalid: 384
Width: 1	
Decimals: 0	
Range: 1-9	

## Field editor (DU11)

File: mn

### Overview

Type: Continuous	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 3	Minimum: 301
Decimals: 0	Maximum: 404
Range: 301-404	

## Data entry clerk (DU12)

File: mn

### Overview

Type: Continuous	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 3	Minimum: 1
Decimals: 0	Maximum: 806
Range: 1-806	

## Have you ever used any drugs (narcotic substances) in your life? (DU13)

File: mn

### Overview

Type: Discrete	Valid cases: 4315
Format: numeric	Invalid: 403
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Have you ever used any drugs (narcotic substances) in your life?

### Interviewer instructions

Circle only one code and follow the instructions.

## Cannabis (marijuana and/or hashish) (DU14A)

File: mn

### Overview

## Cannabis (marijuana and/or hashish) (DU14A)

File: mn

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

Valid cases: 247  
Invalid: 4471

### Literal question

When did you last take any of the following substances/drugs? [a] cannabis (marijuana and/or hashish)

### Interviewer instructions

Circle one code for each row.

## Ecstasy (DU14B)

File: mn

### Overview

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

Valid cases: 247  
Invalid: 4471

### Literal question

When did you last take any of the following substances/drugs? [b] ecstasy

### Interviewer instructions

Circle one code for each row.

## Amphetamine and/or methamphetamine (DU14C)

File: mn

### Overview

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

Valid cases: 247  
Invalid: 4471

### Literal question

When did you last take any of the following substances/drugs? [c] amphetamine and/or methamphetamine, most commonly referred to as "speed"

### Interviewer instructions

Circle one code for each row.

## Cocaine or crack (DU14D)

File: mn

### Overview

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

Valid cases: 247  
Invalid: 4471

### Literal question

When did you last take any of the following substances/drugs? [d] cocaine or crack

## Cocaine or crack (DU14D)

File: mn

### Interviewer instructions

Circle one code for each row.

## Heroin (DU14E)

File: mn

### Overview

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

Valid cases: 247  
Invalid: 4471

### Literal question

When did you last take any of the following substances/drugs? [e] Heroin

### Interviewer instructions

Circle one code for each row.

## LSD (trip / acid) (DU14F)

File: mn

### Overview

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

Valid cases: 247  
Invalid: 4471

### Literal question

When did you last take any of the following substances/drugs? [f] LSD (trip / acid)

### Interviewer instructions

Circle one code for each row.

## Magic mushrooms (DU14G)

File: mn

### Overview

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

Valid cases: 247  
Invalid: 4471

### Literal question

When did you last take any of the following substances/drugs? [g] magic mushrooms

### Interviewer instructions

Circle one code for each row.

## Inhalants (e.g. glue) (DU14H)

File: mn

## Inhalants (e.g. glue) (DU14H)

File: mn

### Overview

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

Valid cases: 247  
Invalid: 4471

### Literal question

When did you last take any of the following substances/drugs? [h] substances which are inhaled, such as glue and other industrial products which are deliberately inhaled

### Interviewer instructions

Circle one code for each row.

## Area (HH6)

File: mn

### Overview

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

Valid cases: 4718  
Invalid: 0

### Pre question

Type of settlement:

### Interviewer instructions

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

## Region (HH7)

File: mn

### Overview

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

Valid cases: 4718  
Invalid: 0

### Interviewer instructions

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

## Region (HH7A)

File: mn

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-15

Valid cases: 4718  
Invalid: 0  
Minimum: 1  
Maximum: 15

## Date of interview women (CMC) (MWDOI)

File: mn

### Overview

Type: Discrete	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: 1342-1347	

## Date of birth of woman (CMC) (MWDOB)

File: mn

### Overview

Type: Continuous	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 4	Minimum: 745
Decimals: 0	Maximum: 1164
Range: 745-1164	

## Age (MWAGE)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 1	
Decimals: 0	
Range: 1-7	

## Date of marriage (CMC) (MWDOM)

File: mn

### Overview

Type: Continuous	Valid cases: 2867
Format: numeric	Invalid: 1851
Width: 4	Minimum: 902
Decimals: 0	Maximum: 1344
Range: 902-1344	

## Age at first marriage/union (MWAGEM)

File: mn

### Overview

Type: Continuous	Valid cases: 2867
Format: numeric	Invalid: 1851
Width: 2	Minimum: 1
Decimals: 0	Maximum: 46
Range: 1-46	

## Date of birth of first child (CMC) (MWDOBFC)

File: mn

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	

## Date of birth of last child (CMC) (MWDOBLC)

File: mn

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4718
Width: 1	
Decimals: 0	

## Marital/Union status (MMSTATUS)

File: mn

**Overview**

Type: Discrete	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

**Source of information**

The eligible man selected for interview

## Children ever born (MCEB)

File: mn

**Overview**

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 1	
Decimals: 0	
Range: 0-0	

## Children surviving (MCSURV)

File: mn

**Overview**

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 1	
Decimals: 0	
Range: 0-0	

## Children dead (MCDEAD)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 1	
Decimals: 0	
Range: 0-0	

## Packet number (packet)

File: mn

### Overview

Type: Discrete	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

## Education (mmelevel)

File: mn

### Overview

Type: Discrete	Valid cases: 4353
Format: numeric	Invalid: 365
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-9	

## Language of household head (language)

File: mn

### Overview

Type: Discrete	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-9	

## Men's sample weight (mmweight)

File: mn

### Overview

Type: Continuous	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 8	Minimum: 0
Decimals: 6	Maximum: 2
Range: 0-2.03228570428294	

## Wealth index score (wscore)

File: mn

### Overview

Type: Continuous	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 8	Minimum: -4.9
Decimals: 5	Maximum: 2.4
Range: -4.86806505092738-2.38210339759967	

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: mn

### Overview

Type: Discrete	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-5	

### Source of information

Constructed variables used for analysis

## Primary sampling unit (PSU)

File: mn

### Overview

Type: Continuous	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 473
Range: 1-473	

## Stratum (strata)

File: mn

### Overview

Type: Discrete	Valid cases: 4718
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

## Cluster number (HH1)

File: wm

### Overview

Type: Continuous	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 474
Range: 1-474	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: wm

### Overview

Type: Continuous	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 84
Range: 1-84	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Line number (LN)

File: wm

### Overview

Type: Discrete	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-11	

### Source of information

Interview information fields completed by interviewer

## Cluster number (WM1)

File: wm

### Overview

Type: Continuous	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 474
Range: 1-474	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

## Cluster number (WM1)

### File: wm

WM1-WM6 should be filled in before you start the interview.  
Enter the cluster number from the Household Questionnaire, question HH1.

## Household number (WM2)

### File: wm

#### Overview

Type: Continuous	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 84
Range: 1-84	

#### Source of information

Interview information fields completed by interviewer

#### Interviewer instructions

WM1-WM6 should be filled in before you start the interview.  
Enter the household number from the Household Questionnaire, question HH2.

## Woman's line number (WM4)

### File: wm

#### Overview

Type: Discrete	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-11	

#### Source of information

Interview information fields completed by interviewer

#### Interviewer instructions

WM1-WM6 should be filled in before you start the interview.  
Enter the woman's line number from the Household Questionnaire, column HL1 of the Household Listing.

## Interviewer number (WM5)

### File: wm

#### Overview

Type: Continuous	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 3	Minimum: 101
Decimals: 0	Maximum: 507
Range: 101-507	

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Interviewer's name and number:

#### Interviewer instructions

WM1-WM6 should be filled in before you start the interview.  
Enter your own name and identifying number. You will be provided with these identification numbers at the time of training.

## Day of interview (WM6D)

File: wm

### Overview

Type: Continuous	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

WM1-WM6 should be filled in before you start the interview.

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

## Month of interview (WM6M)

File: wm

### Overview

Type: Discrete	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-12	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

WM1-WM6 should be filled in before you start the interview.

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

## Year of interview (WM6Y)

File: wm

### Overview

Type: Discrete	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: 2011-2012	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

WM1-WM6 should be filled in before you start the interview.

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

## Result of woman's interview (WM7)

File: wm

### Overview

Type: Discrete	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-96	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Complete this question once you have concluded the interview with the woman. Circle the code corresponding to the result of the interview. If the questionnaire is completed, circle '01' for 'Completed'. If you have not been able to contact the woman after repeated visits, circle '02' for 'Not at home'. If the woman refuses to be interviewed, circle '03' for 'Refused'. If you were able to only partly complete the questionnaire, circle '04' for 'Partly completed'. If the woman is incapacitated (mentally or physically incapacitated), circle '05'. If you have not been able to complete this interview for another reason, you should circle '96' for 'Other' and specify the reason in the space provided.

## Field editor (WM8)

File: wm

### Overview

Type: Discrete	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 3	
Decimals: 0	
Range: 301-404	

### Source of information

Interview information fields completed by interviewer

### Pre question

Field edited by:

### Interviewer instructions

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

## Data entry clerk (WM9)

File: wm

### Overview

Type: Discrete	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 3	
Decimals: 0	
Range: 1-806	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Start of interview - Hour (WM10H)

File: wm

## Start of interview - Hour (WM10H)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 2	
Decimals: 0	
Range: 7-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Start of interview - Minutes (WM10M)

File: wm

### Overview

Type: Continuous	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## End of interview - Hour (WM11H)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 2	
Decimals: 0	
Range: 7-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Record the time of the day you finish the woman's interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. If the interview is not completed on your first visit and you visit the household again to continue the individual interview, revise and enter starting (WM10) and ending times (WM11) of interview to reflect the actual amount of time spent for the whole duration of this interview in both/all visits. Also provide a note at the end of the individual questionnaire regarding this.

## End of interview - Minutes (WM11M)

File: wm

### Overview

## End of interview - Minutes (WM11M)

### File: wm

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

Valid cases: 4446  
 Invalid: 199  
 Minimum: 0  
 Maximum: 99

#### Source of information

Interview information fields completed by interviewer

#### Interviewer instructions

Record the time of the day you finish the woman's interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. If the interview is not completed on your first visit and you visit the household again to continue the individual interview, revise and enter starting (WM10) and ending times (WM11) of interview to reflect the actual amount of time spent for the whole duration of this interview in both/all visits. Also provide a note at the end of the individual questionnaire regarding this.

## Month of birth of woman (WB1M)

### File: wm

#### Overview

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

Valid cases: 4446  
 Invalid: 199

#### Source of information

The eligible woman selected for interview

#### Literal question

In what month and year were you born?

#### Interviewer instructions

If the respondent knows her date of birth, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', etc. If the month or day contains only one digit, use a leading zero to fill in the first space. For example, the month of March is coded as '03'. If she does not know her month of birth, circle '98' for 'DK month' and ask her for the year of her birth. If she knows the year, write it in the spaces for 'Year'. Try under all circumstances to obtain at least the year of birth. If the respondent is unable to provide this information, ask whether she has any documentation such as an identification card, horoscope, or a birth or baptismal certificate that might give her date of birth. If such documentation is available, ask the woman if the information on the document(s) is correct. Only when it is absolutely impossible to even estimate the year of birth should you circle '9998' for 'DK year'.

## Year of birth of woman (WB1Y)

### File: wm

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 1961-9999

Valid cases: 4446  
 Invalid: 199  
 Minimum: 1961  
 Maximum: 9998

#### Source of information

The eligible woman selected for interview

#### Literal question

In what month and year were you born?

#### Interviewer instructions

## Year of birth of woman (WB1Y)

### File: wm

If the respondent knows her date of birth, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', etc. If the month or day contains only one digit, use a leading zero to fill in the first space. For example, the month of March is coded as '03'. If she does not know her month of birth, circle '98' for 'DK month' and ask her for the year of her birth. If she knows the year, write it in the spaces for 'Year'. Try under all circumstances to obtain at least the year of birth. If the respondent is unable to provide this information, ask whether she has any documentation such as an identification card, horoscope, or a birth or baptismal certificate that might give her date of birth. If such documentation is available, ask the woman if the information on the document(s) is correct. Only when it is absolutely impossible to even estimate the year of birth should you circle '9998' for 'DK year'.

## Age of woman (WB2)

### File: wm

#### Overview

Type: Continuous	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 2	Minimum: 15
Decimals: 0	Maximum: 49
Range: 15-49	

#### Source of information

The eligible woman selected for interview

#### Literal question

How old are you?

#### Interviewer instructions

Enter her age in completed years, that is, her age at her last birthday. If she knows her age, write it in the space provided.

Probe: "How old were you at your last birthday?"  
Compare and correct WB1 and/or WB2 if inconsistent.

If she does not know the answer to either of these two questions, probe for clues that might indicate her age. Ask how old she was when she was first married or first gave birth. Try to find out how long ago she got married or had her first child. (You may be able to find out the age of her oldest child if the child is still living. You may be able to relate her age to someone else in the household whose age is known. You may be able to determine her age based on how old she was when an important event occurred, and the number of years that have elapsed since.) You MUST fill in this information. Do not leave this blank. Compare and correct WB1 and WB2 if inconsistent.

Finally, before moving on to the next question, verify that the respondent is indeed eligible. If the woman is younger than 15 or older than 49, you have to terminate the interview. Do this tactfully by asking two or three more questions and then thank the respondent for her cooperation; write 'INELIGIBLE' on the cover page of the questionnaire, and correct the age and eligibility information for this woman on the cover page and in Columns HL6 and HL7 of the Household Questionnaire.

## Ever attended school (WB3)

### File: wm

#### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 1	
Decimals: 0	
Range: 1-2	

#### Source of information

The eligible woman selected for interview

#### Literal question

Have you ever attended school or a preschool institution?

## Ever attended school (WB3)

File: wm

### Interviewer instructions

Questions WB3-WB7 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.

Circle the code corresponding to the response given. If 'No', skip to WB7. Otherwise, continue on to the next question.

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

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

## Highest level of school attended (WB4)

File: wm

### Overview

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

Valid cases: 4426  
Invalid: 219

### Source of information

The eligible woman selected for interview

### Literal question

What is the highest education level you attended?

### Interviewer instructions

Questions WB3-WB7 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.

Circle the code corresponding to the highest level ever attended, regardless of whether or not the year was completed. For example, if she attended Form/Year 1 of secondary school for only 2 weeks, record 'Secondary'.

## Highest grade completed at that level (WB5)

File: wm

### Overview

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

Valid cases: 4426  
Invalid: 219

### Source of information

The eligible woman selected for interview

### Literal question

What is the highest grade/year you completed at that level?

### Interviewer instructions

## Highest grade completed at that level (WB5)

### File: wm

Questions WB3-WB7 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.

For this question, record the number of years that the respondent successfully completed at that level recorded in WB4. For example, if a woman was attending grade 3 of secondary school and left school before completing that year, record '02'. Although grade 3 was the highest year she attended, she completed 2 years of secondary school. If less than 1 year, record '00' for completed years. For example, if she attended only 2 weeks of grade 1 of secondary school, record '00' for completed years.

## Can read part of the sentence (WB7)

### File: wm

#### Overview

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

Valid cases: 1064  
Invalid: 3581

#### Source of information

The eligible woman selected for interview

#### Literal question

Now I would like you to read this sentence to me.

#### Interviewer instructions

Questions WB3-WB7 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.

To ascertain whether women are literate or not, you will be showing women you interview cards with pre-printed sentences on them, and asking women to read them. Note that this question will be asked only to women who have not attended school, or did not attend school beyond the primary level. We assume that women who have attended secondary school or higher are literate. However, it is also known that some women who have attended or even completed primary school may be functionally illiterate. Therefore, we need to ask this question to such women.

Based on your knowledge of the respondent, choose the card with the language in which the respondent is likely to be able to read if she is literate. Show the first sentence on the card to the respondent. Give the respondent enough time to read the sentence; do not rush her. If the respondent cannot read the whole sentence, probe: "Can you read part of the sentence to me?"

Record whether the respondent was not able to read the sentence at all, was able to read only parts of the sentence, or was able to read the whole sentence. If the respondent asks for the sentences in another language and you were provided a card with sentences in that language, show the respondent the appropriate card. If there is no card with sentences in the language required, circle '4', and specify the language. If the respondent is blind or visually impaired, circle '5'.

It is important to avoid the problem of having other respondents in the household overhear the sentence being read. Subsequent respondents in the household might be able to repeat the sentence when they are interviewed, even if they are unable to read. If there is a second eligible woman in the household, show her the second sentence on the card. Show the third respondent the third sentence on the card, and the fourth respondent the fourth sentence. If there are more than five respondents, start again with the first sentence on the card.

## Frequency of reading newspaper or magazine (MT2)

### File: wm

#### Overview

## Frequency of reading newspaper or magazine (MT2)

File: wm

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

Valid cases: 4428  
Invalid: 217

### Source of information

The eligible woman selected for interview

### Literal question

How often do you read newspapers or magazines:  
Almost every day, at least once a week, less than once a week or not at all?

### Interviewer instructions

The purpose of this question is to find out whether the respondent is exposed to influences outside her local community by means of reading newspapers or magazines. It does not matter what type of articles she reads, what language she reads in, or who buys the newspapers or magazines she reads. The question is simply about how often she reads them. Make sure that you read the entire question. It is important that the respondent hears all the four categories embodied in the question.

If the respondent tells you that she is reading newspapers on the internet, this should still be considered as exposure to newspapers. The objective is to collect information on whether respondents are accessing newspapers, and if so, how frequently.

Circle '1' if the respondent reads a newspaper or magazine almost every day, '2' if she reads it at least once a week, '3' if less than once a week and '4' if she does not read at all.

## Frequency of listening to the radio (MT3)

File: wm

### Overview

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

Valid cases: 4446  
Invalid: 199

### Source of information

The eligible woman selected for interview

### Literal question

Do you listen to the radio almost every day, at least once a week, less than once a week or not at all?

### Interviewer instructions

A radio is a device capable of receiving broadcast radio signals, using popular frequencies, such as FM, AM, LW and SW. Accessing the radio through the internet or cable services, or other means is also included here. We need to establish whether the respondent is exposed to radio broadcasts, by whatever means.

Circle the code corresponding to the response given. If there is any doubt as to whether the respondent listens to the radio almost every day, probe. For example, after probing, if she says "I listen almost every day, but during the planting season, I'm away and I don't listen at all," record "Almost every day", since she normally listens almost every day. It does not matter who owns the radio or what program(s) she listens to. It also does not matter whether the radio is a transistor radio, part of a music set or a movie theatre. We need to ascertain whether the respondent is exposed to radio broadcasts. Again, make sure to read the entire question.

## Frequency of watching TV (MT4)

File: wm

### Overview

## Frequency of watching TV (MT4)

File: wm

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

Valid cases: 4446  
Invalid: 199

### Source of information

The eligible woman selected for interview

### Literal question

How often do you watch television: Would you say that you watch TV almost every day, at least once a week, less than once a week or not at all?

### Interviewer instructions

A television (TV) is a stand-alone device capable of receiving broadcast television signals, using popular access means such as over-the-air, cable and satellite. However, a respondent watching television broadcasts via the internet or with other means should still be considered as watching television, like other respondents who may be using regular TV sets, as long as she is accessing TV broadcasts.

Circle the code corresponding to the response given. As with MT2 and MT3, the purpose is to get an idea of how much exposure the respondent has to influences outside her place of residence, this time through television broadcasts. It does not matter who owns the television or what program she watches. Read the entire question. If the respondent watches television on a computer, for instance, this would still count as watching television, since the intention is to capture exposure to television broadcasts.

## Ever used a computer (MT6)

File: wm

### Overview

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

Valid cases: 1056  
Invalid: 3589

### Source of information

The eligible woman selected for interview

### Literal question

Have you ever used a computer?

### Interviewer instructions

Questions starts from MT5 are only for those respondents who are 15-24 years of age. Therefore, we begin with the skip instruction MT5, to filter out those respondents who are above age 24.

A computer refers to a desktop or a laptop computer. It does not include equipment with some embedded computing abilities such as mobile cellular phones, personal digital assistants (PDAs) or TV sets.

Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to MT9. It does not matter who owns the computer and if the computer that the respondent may be using is in the household or elsewhere.

## Computer usage in the last 12 months (MT7)

File: wm

### Overview

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

Valid cases: 976  
Invalid: 3669

## Computer usage in the last 12 months (MT7)

File: wm

### Source of information

The eligible woman selected for interview

### Literal question

In the last 12 months, have you used a computer from any location?

### Interviewer instructions

Questions starts from MT5 are only for those respondents who are 15-24 years of age. Therefore, we begin with the skip instruction MT5, to filter out those respondents who are above age 24.

Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to MT9. Again, it does not matter who owns the computer and if the computer is in the household or elsewhere.

## Frequency of computer usage in the last month (MT8)

File: wm

### Overview

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

Valid cases: 908  
Invalid: 3737

### Source of information

The eligible woman selected for interview

### Literal question

During the last month, how often did you use a computer: almost every day, at least once a week, less than once a week or not at all?

### Interviewer instructions

Questions starts from MT5 are only for those respondents who are 15-24 years of age. Therefore, we begin with the skip instruction MT5, to filter out those respondents who are above age 24.

Circle the code corresponding to the response given. See explanations above for response categories.

Note that a respondent who has used a computer during the last 12 months (MT7 = 1) may respond as "Not at all" to this question, when the use of a computer was prior to the last one month, but within the last 12 months.

## Ever used internet (MT9)

File: wm

### Overview

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

Valid cases: 1056  
Invalid: 3589

### Source of information

The eligible woman selected for interview

### Literal question

Have you ever used the Internet?

### Interviewer instructions

## Ever used internet (MT9)

### File: wm

Questions starts from MT5 are only for those respondents who are 15-24 years of age. Therefore, we begin with the skip instruction MT5, to filter out those respondents who are above age 24.

The Internet is a world-wide public computer network. It provides access to a number of communication services including the World Wide Web and carries e-mail, news, entertainment and data files, irrespective of the device used (not assumed to be only via a computer - it may also be by mobile phone, PDA, games machine, digital TV etc.). Access can be via a fixed or mobile network.

Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to the next module. It does not matter if the use of internet is in the household the respondent is living or elsewhere.

Note that for those who have said that they have never used a computer or have not used a computer recently, we still ask the questions on internet use, since the respondent may have used the internet by mobile phone, PDA, games machine, digital TV and the like.

## Internet usage in the last 12 months (MT10)

### File: wm

#### Overview

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

Valid cases: 932  
Invalid: 3713

#### Source of information

The eligible woman selected for interview

#### Literal question

In the last 12 months, have you used the Internet?

#### Interviewer instructions

Questions starts from MT5 are only for those respondents who are 15-24 years of age. Therefore, we begin with the skip instruction MT5, to filter out those respondents who are above age 24.

Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to the next module. If necessary, probe for use from any location, with any device.

## Frequency of Internet usage in the past month (MT11)

### File: wm

#### Overview

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

Valid cases: 879  
Invalid: 3766

#### Source of information

The eligible woman selected for interview

#### Literal question

During the last month, how often did you use the internet: almost every day, at least once a week, less than once a week or not at all?

#### Interviewer instructions

## Frequency of Internet usage in the past month (MT11)

### File: wm

Questions starts from MT5 are only for those respondents who are 15-24 years of age. Therefore, we begin with the skip instruction MT5, to filter out those respondents who are above age 24.

Circle the code corresponding to the response given.

Note that a respondent who has used the internet during the last 12 months (MT10 = 1) may respond as "Not at all" to this question, when the last use of the internet was prior to the last one month, but within the last 12 months.

## Number of live births (CM0A)

### File: wm

#### Overview

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

Valid cases: 4446  
Invalid: 199

#### 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 lifetime. How many live born children have you had in your entire life?

#### Interviewer instructions

Probe to determine whether respondent is referring to live born children.

By live born children, i mean 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 "None", circle '00'.

## Day of last birth (CM0BD)

### File: wm

#### Overview

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

Valid cases: 3307  
Invalid: 1338  
Minimum: 1  
Maximum: 99

#### Source of information

The eligible woman selected for interview

#### Literal question

What is the date of your last birth (even if the baby died)?

#### Interviewer instructions

Month and year must be recorded.

## Month of last birth (CM0BM)

### File: wm

#### Overview

## Month of last birth (CM0BM)

File: wm

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

Valid cases: 3307  
Invalid: 1338

### Source of information

The eligible woman selected for interview

### Literal question

What is the date of your last birth (even if the baby died)?

### Interviewer instructions

Month and year must be recorded.

## Year of last birth (CM0BY)

File: wm

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1979-9999

Valid cases: 3307  
Invalid: 1338  
Minimum: 1979  
Maximum: 9999

### Source of information

The eligible woman selected for interview

### Literal question

What is the date of your last birth (even if the baby died)?

### Interviewer instructions

Month and year must be recorded.

## Ever given birth (CM1)

File: wm

### Overview

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

Valid cases: 0  
Invalid: 4645

### 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?

### Interviewer instructions

The first question of the module is used to determine if the rest of the module and several subsequent modules should be administered to this woman. If the answer is 'Yes', circle '1', and continue with the next question. If the woman says she has never given birth, circle '2' and skip to CM8.

## Day of first birth (CM2D)

File: wm

## Day of first birth (CM2D)

File: wm

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 97-99

Valid cases: 0  
Invalid: 4645

### Source of information

The eligible woman selected for interview

### Literal question

What was the date of your first birth?

I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.

### Interviewer instructions

You need to obtain the year of the woman's first birth, which means the very first time she gave birth, even if the child is no longer living, or is the child of a partner other than her current one. As with all questions about dates and ages, you may need to probe to obtain the best information.

Ask for the child's date of birth. If she knows the exact birth date, enter the day, month and year of birth on the lines provided and continue to CM3. You will have to convert the month to a number, as you have been instructed. If the month or day contains only one digit, use a zero to fill in the first space. For example, the month of March is coded as '03'.

If she does not know the exact birth date, ask her the day, month and year separately. Enter the information as provided. If she does not know the day, circle '98'.

If she can give the month of birth, convert it to a number and enter it on the line provided. If she cannot give the month, probe to try to estimate the month. If you cannot estimate the child's month of birth from this information, you may need to find out in which season he/she was born. If it is still not possible to estimate the child's month of birth, circle '98' in the space for month of birth.

If she can give a year of birth, write it in the space provided and go to CM4. If she cannot give the year of the birth, circle '9998' and continue with CM3.

Skip to CM4 only if year of first birth is given. Otherwise continue with CM3.

## Month of first birth (CM2M)

File: wm

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 97-99

Valid cases: 0  
Invalid: 4645

### Source of information

The eligible woman selected for interview

### Literal question

What was the date of your first birth?

I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.

### Interviewer instructions

## Month of first birth (CM2M)

### File: wm

You need to obtain the year of the woman's first birth, which means the very first time she gave birth, even if the child is no longer living, or is the child of a partner other than her current one. As with all questions about dates and ages, you may need to probe to obtain the best information.

Ask for the child's date of birth. If she knows the exact birth date, enter the day, month and year of birth on the lines provided and continue to CM3. You will have to convert the month to a number, as you have been instructed. If the month or day contains only one digit, use a zero to fill in the first space. For example, the month of March is coded as '03'.

If she does not know the exact birth date, ask her the day, month and year separately. Enter the information as provided. If she does not know the day, circle '98'.

If she can give the month of birth, convert it to a number and enter it on the line provided. If she cannot give the month, probe to try to estimate the month. If you cannot estimate the child's month of birth from this information, you may need to find out in which season he/she was born. If it is still not possible to estimate the child's month of birth, circle '98' in the space for month of birth.

If she can give a year of birth, write it in the space provided and go to CM4. If she cannot give the year of the birth, circle '9998' and continue with CM3.

Skip to CM4 only if year of first birth is given. Otherwise continue with CM3.

## Year of first birth (CM2Y)

### File: wm

#### Overview

Type: Discrete

Format: numeric

Width: 4

Decimals: 0

Range: 9997-9999

Valid cases: 0

Invalid: 4645

#### Source of information

The eligible woman selected for interview

#### Literal question

What was the date of your first birth?

I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.

#### Interviewer instructions

You need to obtain the year of the woman's first birth, which means the very first time she gave birth, even if the child is no longer living, or is the child of a partner other than her current one. As with all questions about dates and ages, you may need to probe to obtain the best information.

Ask for the child's date of birth. If she knows the exact birth date, enter the day, month and year of birth on the lines provided and continue to CM3. You will have to convert the month to a number, as you have been instructed. If the month or day contains only one digit, use a zero to fill in the first space. For example, the month of March is coded as '03'.

If she does not know the exact birth date, ask her the day, month and year separately. Enter the information as provided. If she does not know the day, circle '98'.

If she can give the month of birth, convert it to a number and enter it on the line provided. If she cannot give the month, probe to try to estimate the month. If you cannot estimate the child's month of birth from this information, you may need to find out in which season he/she was born. If it is still not possible to estimate the child's month of birth, circle '98' in the space for month of birth.

If she can give a year of birth, write it in the space provided and go to CM4. If she cannot give the year of the birth, circle '9998' and continue with CM3.

Skip to CM4 only if year of first birth is given. Otherwise continue with CM3.

## Years since first birth (CM3)

File: wm

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4645
Width: 2	
Decimals: 0	
Range: 97-99	

### Source of information

The eligible woman selected for interview

### Literal question

How many years ago did you have your first birth?

### Interviewer instructions

This question is asked only to women who are not able to give the year of their first birth in CM2.

It may be easier to obtain this information, especially if the first child is still alive. In this case, the answer is the first child's current age in completed years. Record the response in the space provided.

## Any sons or daughters living with you (CM4)

File: wm

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4645
Width: 1	
Decimals: 0	
Range: 1-2	

### Source of information

The eligible woman selected for interview

### Literal question

Do you have any sons or daughters to whom you have given birth who are now living with you?

### Interviewer instructions

Read the question slowly. The sons and daughters being considered are those who live with her in her household (these children should have been listed in the Household Listing). Circle the code corresponding to the response. If she answers 'No', skip to CM6.

## Sons living with you (CM5A)

File: wm

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4645
Width: 1	
Decimals: 0	

### Source of information

The eligible woman selected for interview

### Literal question

How many sons live with you?

### Interviewer instructions

## Sons living with you (CM5A)

### File: wm

If the answer to CM4 is 'Yes', record the number of sons and daughters living with the woman in the space provided. If the answer is 'None' for sons (or if she does not have any sons), record '00' in the space provided for sons. Similarly, if she has no daughters now living with her (or if she does not have any daughters), record '00' in the space for daughters. Do not leave either of the spaces blank. Since the question is asked only to women who have children living with them in the same household, at least one of the spaces should have a value higher than 00.

Remember, we are interested only in the respondent's OWN children - not foster children, children of her husband by another woman, children of another relative, or children for whom she is the caretaker.

## Daughters living with you (CM5B)

### File: wm

#### Overview

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

Valid cases: 0  
Invalid: 4645

#### Source of information

The eligible woman selected for interview

#### Literal question

How many daughters live with you?

#### Interviewer instructions

If the answer to CM4 is 'Yes', record the number of sons and daughters living with the woman in the space provided. If the answer is 'None' for sons (or if she does not have any sons), record '00' in the space provided for sons. Similarly, if she has no daughters now living with her (or if she does not have any daughters), record '00' in the space for daughters. Do not leave either of the spaces blank. Since the question is asked only to women who have children living with them in the same household, at least one of the spaces should have a value higher than 00.

Remember, we are interested only in the respondent's OWN children - not foster children, children of her husband by another woman, children of another relative, or children for whom she is the caretaker.

## Any sons or daughters not living with you (CM6)

### File: wm

#### Overview

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

Valid cases: 0  
Invalid: 4645

#### Source of information

The eligible woman selected for interview

#### Literal question

Do you have any sons or daughters to whom you have given birth who are alive but do not live with you?

#### Interviewer instructions

This refers to sons and daughters who are alive but not living with the woman. For example, one or more of her children may be living with a relative, staying in a boarding school, been given up for adoption, or may be grown-up children who have left home.

Make sure the respondent is not reporting dead children in this question. Circle the code corresponding to the response. If she answers 'No', skip to CM8.

## Sons living elsewhere (CM7A)

File: wm

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4645
Width: 1	
Decimals: 0	

### Source of information

The eligible woman selected for interview

### Literal question

How many sons are alive but do not live with you?

### Interviewer instructions

If the answer to CM6 is 'Yes', record the number of sons and daughters who are alive but not living with the respondent in the space provided. If the answer is 'None' for sons (or if she does not have any sons who are alive), record '00' in the space provided for sons. If the answer is 'None' for daughters (or if she does not have any daughters who are alive), record '00' in the space provided for daughters.

Since this question is asked only to women who have children alive who are not living with them, at least one of the spaces should have a value higher than 00. For women who have been asked this question, the spaces should not be left blank.

## Daughters living elsewhere (CM7B)

File: wm

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4645
Width: 1	
Decimals: 0	

### Source of information

The eligible woman selected for interview

### Literal question

How many daughters are alive but do not live with you?

### Interviewer instructions

If the answer to CM6 is 'Yes', record the number of sons and daughters who are alive but not living with the respondent in the space provided. If the answer is 'None' for sons (or if she does not have any sons who are alive), record '00' in the space provided for sons. If the answer is 'None' for daughters (or if she does not have any daughters who are alive), record '00' in the space provided for daughters.

Since this question is asked only to women who have children alive who are not living with them, at least one of the spaces should have a value higher than 00. For women who have been asked this question, the spaces should not be left blank.

## Ever had child who later died (CM8)

File: wm

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4645
Width: 1	
Decimals: 0	
Range: 1-2	

### Source of information

The eligible woman selected for interview

### Literal question

Have you ever given birth to boy or girl who was born alive but later died?

### Interviewer instructions

## Ever had child who later died (CM8)

### File: wm

This question is extremely important.

Circle the code corresponding to the response. Some respondents may fail to mention children who died very young, so if she answers 'No', it is important to probe by asking "I mean, to a child who ever breathed, cried or showed signs of life - even if he or she lived only a few minutes or hours?" If the answer is still 'No', skip to CM10.

Some respondents may be reluctant to talk about this subject and may become sad or upset that you are asking such questions. Be sympathetic and tactful in such situations. Say that you know the subject is painful, but the information is important.

## Boys dead (CM9A)

### File: wm

#### Overview

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

Valid cases: 0  
Invalid: 4645

#### Source of information

The eligible woman selected for interview

#### Literal question

How many boys have died?

#### Interviewer instructions

If the answer to CM8 is 'Yes', record the number of sons and daughters who were born alive but later died in the spaces provided. Do not leave either of the spaces blank. For women who have been asked this question, at least one of the spaces should have a value higher than 00.

## Girls dead (CM9B)

### File: wm

#### Overview

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

Valid cases: 0  
Invalid: 4645

#### Source of information

The eligible woman selected for interview

#### Literal question

How many girls have died?

#### Interviewer instructions

If the answer to CM8 is 'Yes', record the number of sons and daughters who were born alive but later died in the spaces provided. Do not leave either of the spaces blank. For women who have been asked this question, at least one of the spaces should have a value higher than 00.

## Children ever born (CM10)

### File: wm

#### Overview

## Children ever born (CM10)

### File: wm

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

Valid cases: 0  
Invalid: 4645

#### Source of information

The eligible woman selected for interview

#### Interviewer instructions

Add the numbers of births reported in CM5, CM7 and CM9 and write the sum here, then continue with CM11.

## Day of last birth (CM12D)

### File: wm

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 97-99

Valid cases: 0  
Invalid: 4645

#### Source of information

The eligible woman selected for interview

#### Literal question

Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?

#### Interviewer instructions

This question is used to ascertain the woman's eligibility for the subsequent two modules.

Enter the date of the woman's most recent birth, even if the child is no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules.

If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'. Note that you MUST obtain exact information on the month and year of the last birth; '98' is not allowed for month and year. Month and year must be recorded.

## Month of last birth (CM12M)

### File: wm

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 97-99

Valid cases: 0  
Invalid: 4645

#### Source of information

The eligible woman selected for interview

#### Literal question

Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?

#### Interviewer instructions

## Month of last birth (CM12M)

### 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 and year must be recorded.

## Year of last birth (CM12Y)

### File: wm

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 9997-9999

Valid cases: 0  
Invalid: 4645

#### Source of information

The eligible woman selected for interview

#### Literal question

Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?

#### Interviewer instructions

This question is used to ascertain the woman's eligibility for the subsequent two modules.

Enter the date of the woman's most recent birth, even if the child is no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules.

If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'. Note that you MUST obtain exact information on the month and year of the last birth; '98' is not allowed for month and year. Month and year must be recorded.

## Ever had miscarried pregnancies (CM12A)

### File: wm

#### Overview

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

Valid cases: 4446  
Invalid: 199

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes women have pregnancies that might not end with a live birth.

Have you ever had any pregnancy that was miscarried, ended in a stillbirth, or that was terminated early (aborted)?

## Number of miscarriages (CM12B)

### File: wm

#### Overview

## Number of miscarriages (CM12B)

File: wm

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

Valid cases: 679  
Invalid: 3966

### Source of information

The eligible woman selected for interview

### Literal question

How many miscarriages have you had during your lifetime?

By miscarriage, I mean an early and involuntary end of pregnancy within the first 5th month of pregnancy.

## Number of still births (CM12C)

File: wm

### Overview

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

Valid cases: 679  
Invalid: 3966

### Source of information

The eligible woman selected for interview

### Literal question

In how many cases have your pregnancies ended with a stillbirth?

By stillbirth, I mean a birth that took place after the 5th month of pregnancy, but the child did not show any signs of life.

## Number of abortions (CM12\_D)

File: wm

### Overview

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

Valid cases: 679  
Invalid: 3966

### Source of information

The eligible woman selected for interview

### Literal question

And how many early terminations of pregnancy (abortions) have you had during your lifetime?

By early termination of pregnancy (abortion), I mean a pregnancy that was voluntarily terminated within the first 5 months of pregnancy.

## Month of last abortion (CM12E\_M)

File: wm

### Overview

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

Valid cases: 239  
Invalid: 4406

## Month of last abortion (CM12E\_M)

File: wm

### Source of information

The eligible woman selected for interview

### Literal question

When did your (last) early termination of pregnancy (abortion) take place?

### Interviewer instructions

Month and year must be recorded.

## Year of last abortion (CM12E\_Y)

File: wm

### Overview

Type: Continuous	Valid cases: 239
Format: numeric	Invalid: 4406
Width: 4	Minimum: 1978
Decimals: 0	Maximum: 9999
Range: 1978-9999	

### Source of information

The eligible woman selected for interview

### Literal question

When did your (last) early termination of pregnancy (abortion) take place?

### Interviewer instructions

Month and year must be recorded.

## Unit of pregnancy duration (CM12I1U)

File: wm

### Overview

Type: Discrete	Valid cases: 26
Format: numeric	Invalid: 4619
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

How many months (weeks) were you pregnant when your pregnancy was aborted?

### Interviewer instructions

If the respondent answers in weeks, write down on the appropriate line for weeks, otherwise just record the given months

## Number of units of pregnancy duration (CM12I1N)

File: wm

### Overview

Type: Discrete	Valid cases: 26
Format: numeric	Invalid: 4619
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

## Number of units of pregnancy duration (CM12I1N)

File: wm

The eligible woman selected for interview

### Literal question

How many months (weeks) were you pregnant when your pregnancy was aborted?

### Interviewer instructions

If the respondent answers in weeks, write down on the appropriate line for weeks, otherwise just record the given months

## Month of previous to last abortion (CM12H2\_M)

File: wm

### Overview

Type: Discrete	Valid cases: 26
Format: numeric	Invalid: 4619
Width: 2	
Decimals: 0	
Range: 2-99	

### Source of information

The eligible woman selected for interview

### Literal question

What month and year did your (last) early termination (abortion) take place?

## Year of previous to last abortion (CM12H2\_Y)

File: wm

### Overview

Type: Discrete	Valid cases: 9
Format: numeric	Invalid: 4636
Width: 4	
Decimals: 0	
Range: 1998-9999	

### Source of information

The eligible woman selected for interview

### Literal question

What month and year did your (last) early termination (abortion) take place?

## Unit of pregnancy duration (CM12I2U)

File: wm

### Overview

Type: Discrete	Valid cases: 9
Format: numeric	Invalid: 4636
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

How many months (weeks) were you pregnant when your pregnancy was aborted?

### Interviewer instructions

If the respondent answers in weeks, write down on the appropriate line for weeks, otherwise just record the given months

## Number of units of pregnancy duration (CM12I2N)

File: wm

### Overview

Type: Discrete	Valid cases: 9
Format: numeric	Invalid: 4636
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The eligible woman selected for interview

### Literal question

How many months (weeks) were you pregnant when your pregnancy was aborted?

### Interviewer instructions

If the respondent answers in weeks, write down on the appropriate line for weeks, otherwise just record the given months

## Month of second last before the last abortion (CM12H3\_M)

File: wm

### Overview

Type: Discrete	Valid cases: 9
Format: numeric	Invalid: 4636
Width: 2	
Decimals: 0	
Range: 10-99	

### Source of information

The eligible woman selected for interview

### Literal question

What month and year did your (last) early termination (abortion) take place?

## Year of second last before the last abortion (CM12H3\_Y)

File: wm

### Overview

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 4638
Width: 4	
Decimals: 0	
Range: 1996-9999	

### Source of information

The eligible woman selected for interview

### Literal question

What month and year did your (last) early termination (abortion) take place?

## Unit of pregnancy duration (CM12I3U)

File: wm

### Overview

## Unit of pregnancy duration (CM12I3U)

File: wm

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

Valid cases: 7  
Invalid: 4638

### Source of information

The eligible woman selected for interview

### Literal question

How many months (weeks) were you pregnant when your pregnancy was aborted?

### Interviewer instructions

If the respondent answers in weeks, write down on the appropriate line for weeks, otherwise just record the given months

## Number of units of pregnancy duration (CM12I3N)

File: wm

### Overview

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

Valid cases: 7  
Invalid: 4638

### Source of information

The eligible woman selected for interview

### Literal question

How many months (weeks) were you pregnant when your pregnancy was aborted?

### Interviewer instructions

If the respondent answers in weeks, write down on the appropriate line for weeks, otherwise just record the given months

## Month of third last before the last abortion (CM12H4\_M)

File: wm

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 88-99

Valid cases: 7  
Invalid: 4638

### Source of information

The eligible woman selected for interview

### Literal question

What month and year did your (last) early termination (abortion) take place?

## Year of third last before the last abortion (CM12H4\_Y)

File: wm

### Overview

## Year of third last before the last abortion (CM12H4\_Y)

File: wm

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 9997-9999

Valid cases: 6  
Invalid: 4639

### Source of information

The eligible woman selected for interview

### Literal question

What month and year did your (last) early termination (abortion) take place?

## Unit of pregnancy duration (CM12I4U)

File: wm

### Overview

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

Valid cases: 6  
Invalid: 4639

### Source of information

The eligible woman selected for interview

### Literal question

How many months (weeks) were you pregnant when your pregnancy was aborted?

### Interviewer instructions

If the respondent answers in weeks, write down on the appropriate line for weeks, otherwise just record the given months

## Number of units of pregnancy duration (CM12I4N)

File: wm

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 97-99

Valid cases: 6  
Invalid: 4639

### Source of information

The eligible woman selected for interview

### Literal question

How many months (weeks) were you pregnant when your pregnancy was aborted?

### Interviewer instructions

If the respondent answers in weeks, write down on the appropriate line for weeks, otherwise just record the given months

## Date of first abortion - Month (CM12KM)

File: wm

### Overview

## Date of first abortion - Month (CM12KM)

File: wm

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 4-99

Valid cases: 10  
Invalid: 4635

### Source of information

The eligible woman selected for interview

### Literal question

In what month and year did you have your first early termination of pregnancy (abortion)?

## Date of first abortion - Year (CM12KY)

File: wm

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1986-9999

Valid cases: 10  
Invalid: 4635

### Source of information

The eligible woman selected for interview

### Literal question

In what month and year did you have your first early termination of pregnancy (abortion)?

## Age of woman at first abortion (CM12L)

File: wm

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 17-99

Valid cases: 5  
Invalid: 4640

### Source of information

The eligible woman selected for interview

### Literal question

How old were you when you had your first early termination (abortion)?

## Last birth in last two years (CM13)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 4446  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Interviewer instructions

## Last birth in last two years (CM13)

File: wm

If the respondent's last birth occurred in the last 2 years, check the relevant box and enter the name of the child on the line provided. Then continue with DESIRE FOR LAST BIRTH, MATERNAL AND NEWBORN HEALTH, and then POST-NATAL HEALTH CHECKS Modules. If the respondent's last birth did not occur in the last 2 years, check the relevant box and go to the ILLNESS SYMPTOMS Module.

## Wanted last child then (DB1)

File: wm

### Overview

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

Valid cases: 718  
Invalid: 3927

### Source of information

The eligible woman selected for interview

### Literal question

When you got pregnant with (name), did you want to get pregnant at that time?

### Interviewer instructions

This module is to be administered to all women with a live birth in the 2 years preceding the date of interview. Check CM13 in Child Mortality module and record name of last born child on the space provided at the top of this module. Use this child's name while asking the questions, where indicated.

Circle the code corresponding to the response given. If the response is 'Yes' (wanted to get pregnant), circle '1' and go to next module.

## Wanted child later or did not want more children (DB2)

File: wm

### Overview

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

Valid cases: 62  
Invalid: 4583

### Source of information

The eligible woman selected for interview

### Literal question

Did you want to have a baby later on, or did you not want any (more) children?

### Interviewer instructions

This module is to be administered to all women with a live birth in the 2 years preceding the date of interview. Check CM13 in Child Mortality module and record name of last born child on the space provided at the top of this module. Use this child's name while asking the questions, where indicated.

Circle the code corresponding to the response given. If the respondent says she wanted no more, circle '2' and go to next module.

## Desired waiting time (units) (DB3U)

File: wm

### Overview

## Desired waiting time (units) (DB3U)

### File: wm

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

Valid cases: 43  
Invalid: 4602

#### Source of information

The eligible woman selected for interview

#### Literal question

How much longer did you want to wait?

#### Interviewer instructions

This module is to be administered to all women with a live birth in the 2 years preceding the date of interview. Check CM13 in Child Mortality module and record name of last born child on the space provided at the top of this module. Use this child's name while asking the questions, where indicated.

If the response is given in months, circle '1' and record the number of months. If the response is given in years, circle '2' and record the number of years.

## Desired waiting time (number) (DB3N)

### File: wm

#### Overview

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

Valid cases: 43  
Invalid: 4602

#### Source of information

The eligible woman selected for interview

#### Literal question

How much longer did you want to wait?

#### Interviewer instructions

This module is to be administered to all women with a live birth in the 2 years preceding the date of interview. Check CM13 in Child Mortality module and record name of last born child on the space provided at the top of this module. Use this child's name while asking the questions, where indicated.

If the response is given in months, circle '1' and record the number of months. If the response is given in years, circle '2' and record the number of years.

## Received antenatal care (MN1)

### File: wm

#### Overview

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

Valid cases: 718  
Invalid: 3927

#### Source of information

The eligible woman selected for interview

#### Literal question

Did you see anyone for antenatal care during your last pregnancy with (name)?

#### Interviewer instructions

## Received antenatal care (MN1)

### File: wm

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Antenatal care: Doctor (MN2A)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 626

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Whom did you see?

#### Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Antenatal care: Nurse / Midwife (MN2B)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 121

Invalid: 0

#### Source of information

## Antenatal care: Nurse / Midwife (MN2B)

### File: wm

The eligible woman selected for interview

#### Literal question

Whom did you see?

#### Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Antenatal care: Traditional birth attendant (MN2F)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Whom did you see?

#### Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Antenatal care: Relative / Friend (MN2H)

### File: wm

## Antenatal care: Relative / Friend (MN2H)

File: wm

### Overview

Type: Discrete

Valid cases: 1

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

Whom did you see?

### Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Antenatal care: Other (MN2X)

File: wm

### Overview

Type: Discrete

Valid cases: 13

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

Whom did you see?

### Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Times received antenatal care (MN3)

File: wm

### Overview

Type: Continuous	Valid cases: 627
Format: numeric	Invalid: 4018
Width: 2	Minimum: 1
Decimals: 0	Maximum: 98
Range: 1-99	

### Source of information

The eligible woman selected for interview

### Literal question

How many times did you receive antenatal care during this pregnancy?

### Interviewer instructions

Ask the respondent how many times she saw someone for antenatal care during her last pregnancy (i.e., she was pregnant with her last child). This refers to care related to her pregnancy and would not include seeing a doctor or nurse for other reasons.

## Blood pressure (MN4A)

File: wm

### Overview

Type: Discrete	Valid cases: 627
Format: numeric	Invalid: 4018
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

As part of your antenatal care during this pregnancy, were any of the following done at least once: Was your blood pressure measured?

### Interviewer instructions

Ask about each procedure and record the response before asking about the next one. Circle '1' for 'Yes', or '2' for 'No' in each case. It may be necessary to explain some of the procedures. We want to know whether each of the procedures listed was performed during any of the antenatal check-ups during her last pregnancy. It does not matter if they were performed only once or more than once, or performed in the same visit or spread over several visits.

Blood pressure is measured with a medical instrument. A rubber cuff is wrapped around a person's upper arm and is inflated. While slowly releasing air from the cuff, the person measuring the blood pressure listens to the pulsing of the blood vessels with a stethoscope to determine the pressure.

## Urine sample (MN4B)

File: wm

### Overview

Type: Discrete	Valid cases: 627
Format: numeric	Invalid: 4018
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

## Urine sample (MN4B)

File: wm

As part of your antenatal care during this pregnancy, were any of the following done at least once: Did you give a urine sample?

### Interviewer instructions

Ask about each procedure and record the response before asking about the next one. Circle '1' for 'Yes', or '2' for 'No' in each case. It may be necessary to explain some of the procedures. We want to know whether each of the procedures listed was performed during any of the antenatal check-ups during her last pregnancy. It does not matter if they were performed only once or more than once, or performed in the same visit or spread over several visits.

## Blood sample (MN4C)

File: wm

### Overview

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

Valid cases: 627  
Invalid: 4018

### Source of information

The eligible woman selected for interview

### Literal question

As part of your antenatal care during this pregnancy, were any of the following done at least once: Did you give a blood sample?

### Interviewer instructions

Ask about each procedure and record the response before asking about the next one. Circle '1' for 'Yes', or '2' for 'No' in each case. It may be necessary to explain some of the procedures. We want to know whether each of the procedures listed was performed during any of the antenatal check-ups during her last pregnancy. It does not matter if they were performed only once or more than once, or performed in the same visit or spread over several visits.

A blood sample may be taken from the woman's fingertip or from a vein (usually from a vein near the elbow or on the wrist). The blood sample is used to test for various diseases, such as anaemia, parasite infestations or infectious diseases.

## Assistance at delivery: Doctor (MN17A)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 639  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Who assisted with the delivery of (name)?

### Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: Nurse / Midwife (MN17B)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 584

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Who assisted with the delivery of (name)?

### Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: Traditional birth attendant (MN17F)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Who assisted with the delivery of (name)?

### Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: Relative / Friend (MN17H)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 3

Invalid: 0

### Source of information

The eligible woman selected for interview

## Assistance at delivery: Relative / Friend (MN17H)

File: wm

### Literal question

Who assisted with the delivery of (name)?

### Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: Other (MN17X)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 7

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Who assisted with the delivery of (name)?

### Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: No one (MN17Y)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Who assisted with the delivery of (name)?

### Interviewer instructions

## Assistance at delivery: No one (MN17Y)

### File: wm

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Place of delivery (MN18)

### File: wm

#### Overview

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

Valid cases: 718  
Invalid: 3927

#### Source of information

The eligible woman selected for interview

#### Literal question

Where did you give birth to (name)?

#### 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, ask whether the place is in the public (run by the government) or private sector. If the place is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle '26'. Similarly, if the place is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle '36'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that she delivered in another place not listed, write the description of the place in the space provided for 'Other' and circle '96'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Delivery by caesarean section (MN19)

### File: wm

#### Overview

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

Valid cases: 716  
Invalid: 3929

#### Source of information

The eligible woman selected for interview

#### Literal question

Was (name) delivered by caesarean section? That is, did they cut your belly open to take the baby out?

#### Interviewer instructions

## Delivery by caesarean section (MN19)

File: wm

A caesarean section is a delivery of a baby through an incision in the woman's abdomen and womb, rather than through the birth canal. Such a delivery is necessary for some women due to pregnancy complications. Find out whether the baby was delivered by an operation and not through the birth canal.

## Size of child at birth (MN20)

File: wm

Overview	
Type: Discrete	Valid cases: 718
Format: numeric	Invalid: 3927
Width: 1	
Decimals: 0	
Range: 1-9	
Source of information	
The eligible woman selected for interview	
Literal question	
When (name) was born, was he/she very large, larger than average, average, smaller than average or very small?	
Interviewer instructions	
<p>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.</p> <p>Read the entire question exactly as written before accepting an answer. This is the woman's own opinion about the size of her baby. Even if she knows the child's birthweight, tell her that you want to know her own idea of whether the baby was very large, larger than average, average, smaller than average or very small. If the respondent is unable to tell you, do not try to guess the answer based on the birthweight information or the appearance of the baby; circle '8' for 'DK'. In cases when the woman knows the birthweight of the baby and tells you the exact weight, do not use your judgement to influence her response in MN20. In other words, even if the woman tells you that her baby was smaller than average while the birthweight she is stating is quite large in your opinion, do not probe further to 'correct' the woman's perception of the size of the baby.</p>	

## Child weighed at birth (MN21)

File: wm

Overview	
Type: Discrete	Valid cases: 718
Format: numeric	Invalid: 3927
Width: 1	
Decimals: 0	
Range: 1-9	
Source of information	
The eligible woman selected for interview	
Literal question	
Was (name) weighed at birth?	
Interviewer instructions	
Circle the code corresponding to the response given. If the baby was not weighed at birth or the mother doesn't know, skip to MN23.	

## Weight from card or recall (MN22A)

File: wm

## Weight from card or recall (MN22A)

File: wm

### Overview

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

Valid cases: 707  
Invalid: 3938

### Source of information

The eligible woman selected for interview

### Literal question

How much did (name) weigh?

### Interviewer instructions

Ask the woman to show you her (or the child's) health card, if available. Record the birthweight in kilograms. If the weight is 'From card' or is recorded on another written document (such as a vaccination card, antenatal card or birth certificate), circle '1' and record the weight in the corresponding space. If the birthweight is reported by the mother, but no card or document is available, circle '2' for 'From recall' and record the weight in the corresponding space. Fill in the weight only once. Use zeros to fill in all digits if necessary. For example, if the woman tells you that the baby was 3.5 kilograms at birth; enter the information as '3.500'. Always record the birthweight from the card when possible.

If there is no card, and the mother cannot remember the exact weight, record her best estimate. Only circle '99998' for 'DK' if she absolutely cannot remember even the approximate weight.

## Weight at birth (Kilograms) (MN22)

File: wm

### Overview

Type: Continuous  
Format: numeric  
Width: 5  
Decimals: 3  
Range: 0.93-9.999

Valid cases: 707  
Invalid: 3938  
Minimum: 0.9  
Maximum: 10

### Source of information

The eligible woman selected for interview

### Literal question

How much did (name) weigh?

### Interviewer instructions

Ask the woman to show you her (or the child's) health card, if available. Record the birthweight in kilograms. If the weight is 'From card' or is recorded on another written document (such as a vaccination card, antenatal card or birth certificate), circle '1' and record the weight in the corresponding space. If the birthweight is reported by the mother, but no card or document is available, circle '2' for 'From recall' and record the weight in the corresponding space. Fill in the weight only once. Use zeros to fill in all digits if necessary. For example, if the woman tells you that the baby was 3.5 kilograms at birth; enter the information as '3.500'. Always record the birthweight from the card when possible.

If there is no card, and the mother cannot remember the exact weight, record her best estimate. Only circle '99998' for 'DK' if she absolutely cannot remember even the approximate weight.

## Menstrual period returned since the birth of child (MN23)

File: wm

### Overview

## Menstrual period returned since the birth of child (MN23)

### File: wm

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

Valid cases: 718  
Invalid: 3927

#### Source of information

The eligible woman selected for interview

#### Literal question

Has your menstrual period returned since the birth of (name)?

#### Interviewer instructions

After a woman has given birth, there is a length of time when she will not have her monthly menstrual periods. This question asks about whether her period has resumed following the last birth. Circle the code corresponding to the response given.

## Ever breastfeed (MN24)

### File: wm

#### Overview

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

Valid cases: 718  
Invalid: 3927

#### Source of information

The eligible woman selected for interview

#### Literal question

Did you ever breastfeed (name)?

#### Interviewer instructions

Breastfeeding is important for a child's health and it prevents pregnancy during the period when the mother is breastfeeding. For this question, it does not matter how long the respondent breastfed the child, only whether or not she ever gave the child the breast, even if the baby died very young.

Circle the code corresponding to the response given. If the response is 'No' (she never breastfed the child), go to next module.

## Time baby put to breast (unit) (MN25U)

### File: wm

#### Overview

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

Valid cases: 686  
Invalid: 3959

#### Source of information

The eligible woman selected for interview

#### Literal question

How long after birth did you first put (name) to the breast?

#### Interviewer instructions

## Time baby put to breast (unit) (MN25U)

File: wm

If the mother reports that the baby was put to the breast immediately after birth, circle '000'. Otherwise, record the time in completed hours or days.

If less than 1 hour, circle '1' for 'Hours' and record '00' in the space provided. For example, if the woman said she began breastfeeding within 10 minutes of the birth, circle '1' and record '00' hours.

If the mother began breastfeeding within 24 hours of the birth, circle '1' and record the number of hours that passed before the baby was put to the breast.

If she began breastfeeding 24 hours or more after the birth, circle '2' and record the number of days. Record in completed number of days. For example, if the baby was first breastfed 30 hours after delivery, circle '2' and record '01' days.

If the woman does not know or does not remember how long after birth she put the baby to the breast, circle '998'.

## Time baby put to breast (number) (MN25N)

File: wm

### Overview

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

Valid cases: 686  
Invalid: 3959

### Source of information

The eligible woman selected for interview

### Literal question

How long after birth did you first put (name) to the breast?

### Interviewer instructions

If the mother reports that the baby was put to the breast immediately after birth, circle '000'. Otherwise, record the time in completed hours or days.

If less than 1 hour, circle '1' for 'Hours' and record '00' in the space provided. For example, if the woman said she began breastfeeding within 10 minutes of the birth, circle '1' and record '00' hours.

If the mother began breastfeeding within 24 hours of the birth, circle '1' and record the number of hours that passed before the baby was put to the breast.

If she began breastfeeding 24 hours or more after the birth, circle '2' and record the number of days. Record in completed number of days. For example, if the baby was first breastfed 30 hours after delivery, circle '2' and record '01' days.

If the woman does not know or does not remember how long after birth she put the baby to the breast, circle '998'.

## Within first 3 days after delivery, child given anything to drink other than breast milk (MN26)

File: wm

### Overview

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

Valid cases: 686  
Invalid: 3959

### Source of information

The eligible woman selected for interview

## Within first 3 days after delivery, child given anything to drink other than breast milk (MN26)

File: wm

### Literal question

In the first three days after delivery, was (name) given anything to drink other than breast milk?

### Interviewer instructions

If the child was given anything to drink other than breast milk, then circle code '1' for 'Yes' and otherwise '2' for 'No' and go to next module.

## Child given to drink - Milk (other than breast milk) (MN27A)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 46

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Child given to drink - Plain water (MN27B)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 4

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Child given to drink - Sugar or glucose water (MN27C)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 31

Invalid: 0

### Source of information

The eligible woman selected for interview

## Child given to drink - Sugar or glucose water (MN27C)

File: wm

### Literal question

What was (name) given to drink?

### Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Child given to drink - Gripe water (MN27D)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Child given to drink - Sugar - salt - water solution (MN27E)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Child given to drink - Fruit juice (MN27F)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

## Child given to drink - Fruit juice (MN27F)

File: wm

What was (name) given to drink?

### Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Child given to drink - Infant formula (MN27G)

File: wm

### Overview

Type: Discrete

Valid cases: 100

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Child given to drink - Tea / Infusions (MN27H)

File: wm

### Overview

Type: Discrete

Valid cases: 10

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Child given to drink - Honey (MN27I)

File: wm

### Overview

Type: Discrete

Valid cases: 1

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

## Child given to drink - Honey (MN27I)

File: wm

### Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Child given to drink - Other (MN27X)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Symptoms: Child not able to drink or breastfeed (IS2A)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 308

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

### Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Child becomes sicker (IS2B)

File: wm

### Overview

## Symptoms: Child becomes sicker (IS2B)

File: wm

Type: Discrete  
Format: character  
Width: 1

Valid cases: 835  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

### Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Child develops a fever (IS2C)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1687  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

### Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Child has fast breathing (IS2D)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 412  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

## Symptoms: Child has fast breathing (IS2D)

File: wm

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

### Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Child has difficult breathing (IS2E)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 777

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

### Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Child has blood in stools (IS2F)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 451

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

### Interviewer instructions

## Symptoms: Child has blood in stools (IS2F)

### File: wm

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Child is drinking poorly (IS2G)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 160

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility.

What types of symptoms would cause you to take your child to a health facility right away?

#### Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Other (IS2X)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 724

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility.

What types of symptoms would cause you to take your child to a health facility right away?

#### Interviewer instructions

## Symptoms: Other (IS2X)

### File: wm

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Other (IS2Y)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 292

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility.

What types of symptoms would cause you to take your child to a health facility right away?

#### Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Other (IS2Z)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 73

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility.

What types of symptoms would cause you to take your child to a health facility right away?

#### Interviewer instructions

## Symptoms: Other (IS2Z)

### File: wm

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Heard of: Woman sterilization (CP0A)

### File: wm

#### Overview

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

Valid cases: 4446  
Invalid: 199

#### Source of information

The eligible woman selected for interview

#### Literal question

I would like to talk with you about another subject - family planning.  
Couples use different ways or methods in order to postpone or avoid pregnancy.  
Have you heard of: [A] Female sterilisation?  
Probe: An operation women undertake in order to avoid pregnancy.

## Heard of: Man sterilization (CP0B)

### File: wm

#### Overview

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

Valid cases: 4446  
Invalid: 199

#### Source of information

The eligible woman selected for interview

#### Literal question

I would like to talk with you about another subject - family planning.  
Couples use different ways or methods in order to postpone or avoid pregnancy.  
Have you heard of: [B] Male sterilisation?  
Probe: An operation men undertake in order to avoid pregnancy.

## Heard of: IUD (CP0C)

### File: wm

#### Overview

## Heard of: IUD (CP0C)

File: wm

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

Valid cases: 4446  
Invalid: 199

### Source of information

The eligible woman selected for interview

### Literal question

I would like to talk with you about another subject - family planning.  
Couples use different ways or methods in order to postpone or avoid pregnancy.  
Have you heard of: [C] IUD ?  
Probe: Women can have a coil placed inside the uterus by a doctor.

## Heard of: Injectables (CP0D)

File: wm

### Overview

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

Valid cases: 4446  
Invalid: 199

### Source of information

The eligible woman selected for interview

### Literal question

I would like to talk with you about another subject - family planning.  
Couples use different ways or methods in order to postpone or avoid pregnancy.  
Have you heard of: [D] Injectables?  
Probe: Women can receive injections that have an effect on their hormones and prevent pregnancy over a period of a few months.

## Heard of: Implants (CP0E)

File: wm

### Overview

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

Valid cases: 4446  
Invalid: 199

### Source of information

The eligible woman selected for interview

### Literal question

I would like to talk with you about another subject - family planning.  
Couples use different ways or methods in order to postpone or avoid pregnancy.  
Have you heard of: [E] Implants?  
Probe: Women can have one or more small implants (rods) implanted in their upper arm by a doctor that prevent pregnancy for a number of years.

## Heard of: Pill (CP0F)

File: wm

## Heard of: Pill (CP0F)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

I would like to talk with you about another subject - family planning.  
Couples use different ways or methods in order to postpone or avoid pregnancy.  
Have you heard of: [F] Pill?  
Probe: Women can take pills on an everyday basis to avoid getting pregnant.

## Heard of: Male condom (CP0G)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

I would like to talk with you about another subject - family planning.  
Couples use different ways or methods in order to postpone or avoid pregnancy.  
Have you heard of: [G] Male Condom?  
Probe: Men can put a rubber cover on their penis before or during sexual intercourse.

## Heard of: Female condom (CP0H)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

I would like to talk with you about another subject - family planning.  
Couples use different ways or methods in order to postpone or avoid pregnancy.  
Have you heard of: [H] Female Condom?  
Probe: Women can put a cover inside their vagina before sexual intercourse.

## Heard of: Diaphragm (CP0I)

File: wm

## Heard of: Diaphragm (CP0I)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

I would like to talk with you about another subject - family planning.  
Couples use different ways or methods in order to postpone or avoid pregnancy.  
Have you heard of: [I] Diaphragm?  
Probe: Women can insert a soft rubber cup in their vagina to block the sperm from entering their uterus or fallopian tubes.

## Heard of: Foam / Jelly (CP0J)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

I would like to talk with you about another subject - family planning.  
Couples use different ways or methods in order to postpone or avoid pregnancy.  
Have you heard of: [J] Foam/ Jelly?  
Probe: Women may use spermicidal products (e.g. foam, jelly, cream) that can kill or prevent the sperm from moving and reaching the egg.

## Heard of:LAM (CP0K)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

I would like to talk with you about another subject - family planning.  
Couples use different ways or methods in order to postpone or avoid pregnancy.  
Have you heard of: [K] Lactational amenorrhoea method (LAM)?

## Heard of: Periodic abstinence (CP0L)

File: wm

## Heard of: Periodic abstinence (CP0L)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

I would like to talk with you about another subject - family planning.  
Couples use different ways or methods in order to postpone or avoid pregnancy.  
Have you heard of: [L] Periodic abstinence/ Rhythm method?  
Probe: the woman can avoid pregnancy by not having sexual intercourse during fertile days in the month, i.e. days she is most likely to get pregnant.

## Heard of: Withdrawal (CP0M)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

I would like to talk with you about another subject - family planning.  
Couples use different ways or methods in order to postpone or avoid pregnancy.  
Have you heard of: [M] Withdrawal?  
Probe: Men can pull out directly before ejaculating.

## Heard of: Urgent contraception (CP0N)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

I would like to talk with you about another subject - family planning.  
Couples use different ways or methods in order to postpone or avoid pregnancy.  
Have you heard of: [N] Emergency/ postcoital contraception?  
Probe: As an emergency measure, within a period of 3 days, after having unprotected sexual intercourse, women can take special pills to prevent pregnancy.

## Heard of: Other (CP0X)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

I would like to talk with you about another subject - family planning.  
Couples use different ways or methods in order to postpone or avoid pregnancy.  
Have you heard of: [X] Have you heard of any other ways or methods that men or women can utilise in order to avoid pregnancy?

## Currently pregnant (CP1)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Are you pregnant now?

### Interviewer instructions

This question is important because later questions in this module will not need to be asked of pregnant women. A woman who is pregnant does not need to use contraception!

Circle the code corresponding to the response given. If she is pregnant, circle '1' and go to the next module. If the woman is unsure or does not know for certain if she is pregnant, circle '8' for 'Unsure or DK'.

## Currently using a method to avoid pregnancy (CP2)

File: wm

### Overview

Type: Discrete	Valid cases: 4315
Format: numeric	Invalid: 330
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

As we mentioned earlier, couples use various ways or methods to delay or avoid a pregnancy.  
Are you currently doing something or using any method to delay or avoid pregnancy?

## Current method: Female sterilization (CP3A)

File: wm

### Overview

Type: Discrete

Valid cases: 7

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid a pregnancy?

### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Male sterilization (CP3B)

File: wm

### Overview

Type: Discrete

Valid cases: 0

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid a pregnancy?

### Interviewer instructions

## Current method: Male sterilization (CP3B)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: IUD (CP3C)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 92

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

What are you doing to delay or avoid a pregnancy?

#### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Injectables (CP3D)

File: wm

### Overview

Type: Discrete

Valid cases: 0

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid a pregnancy?

### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Implants (CP3E)

File: wm

### Overview

Type: Discrete

Valid cases: 1

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid a pregnancy?

### Interviewer instructions

## Current method: Implants (CP3E)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Pill (CP3F)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 104

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

What are you doing to delay or avoid a pregnancy?

#### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Male condom (CP3G)

File: wm

### Overview

Type: Discrete

Valid cases: 392

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid a pregnancy?

### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Female condom (CP3H)

File: wm

### Overview

Type: Discrete

Valid cases: 14

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid a pregnancy?

### Interviewer instructions

## Current method: Female condom (CP3H)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Diaphragm (CP3I)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

What are you doing to delay or avoid a pregnancy?

#### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Foam / Jelly (CP3J)

File: wm

### Overview

Type: Discrete

Valid cases: 0

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid a pregnancy?

### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Lactational amenorrhoea method (CP3K)

File: wm

### Overview

Type: Discrete

Valid cases: 9

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid a pregnancy?

### Interviewer instructions

## Current method: Lactational amenorrhoea method (CP3K)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Periodic abstinence / Rhythm (CP3L)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 131

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

What are you doing to delay or avoid a pregnancy?

#### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Withdrawal (CP3M)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1213

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid a pregnancy?

### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Other (CP3X)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 12

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid a pregnancy?

### Interviewer instructions

## Current method: Other (CP3X)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Wanted to get pregnant at the time (UN2)

### File: wm

#### Overview

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

Valid cases: 131  
Invalid: 4514

#### Source of information

The eligible woman selected for interview

#### Literal question

Now, I would like to talk to you about your current pregnancy. When you got pregnant, did you want to get pregnant at that time?

#### Interviewer instructions

Circle the code corresponding to the answer given. Skip to UN4 if 'Yes'. Otherwise, continue to the next question.

## Wanted baby later or did not want more children (UN3)

### File: wm

#### Overview

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

Valid cases: 19  
Invalid: 4626

#### Source of information

The eligible woman selected for interview

#### Literal question

Did you want to have a baby later on or did you not want any (more) children?

#### Interviewer instructions

Circle the code corresponding to the answer given.

## Would like to have another child (currently pregnant) (UN4)

File: wm

### Overview

Type: Discrete	Valid cases: 131
Format: numeric	Invalid: 4514
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Now I would like to ask some questions about the future.

After the child you are now expecting, would you like to have another child, or would you prefer not to have any more children?

### Interviewer instructions

Note that we want to make sure that pregnant women do not think that we are asking them if they want the child they are pregnant with now. Circle the code corresponding to the response given. If the woman wants to have another child, you should circle '1' and continue with UN7. If she wants no more children or does not want to have children at all, you should circle '2' and skip to UN13. If she is undecided or does not know, circle '8' and skip to UN13.

## Would like to have another child (not currently pregnant) (UN6)

File: wm

### Overview

Type: Discrete	Valid cases: 4308
Format: numeric	Invalid: 337
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Now I would like to ask you some questions about the future. Would you like to have (a/another) child, or would you prefer not to have any (more) children?

### Interviewer instructions

Circle the code corresponding to the response given. If the woman wants to have a/another child, you should circle '1'. If she wants no more children or does not want to have children at all, you should circle '2' and skip to UN9. If she says she cannot get pregnant, circle '3' and skip to UN11. If she is undecided or does not know, circle '8' and skip to UN9.

## Desired waiting time (unit) (UN7U)

File: wm

### Overview

Type: Discrete	Valid cases: 1742
Format: numeric	Invalid: 2903
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

How long would you like to wait before the birth of (a/another) child?

### Interviewer instructions

## Desired waiting time (unit) (UN7U)

### File: wm

Here, you will also need to choose the appropriate phrasing for the question, based on what you already know about the respondent. This question should be asked of all women (pregnant or not pregnant) who say that they want to have another child.

Note that the answer can be given in months or years. Circle '1' if the response is in months or '2' if in years, and record the answer in the appropriate spaces. If she says she does not want to wait and would like to have a baby right away, record 993 for 'Soon/Now'. If the woman says she cannot get pregnant, circle '994'. If the woman tells you she would like to wait until after she is married to have a child, record '995' for 'After marriage'. If she gives a different answer, circle '996' for 'Other'. If she says she does not know, circle '998'. For women who say that they cannot get pregnant, you should skip to UN11.

## Desired waiting time (number) (UN7N)

### File: wm

#### Overview

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

Valid cases: 1742  
Invalid: 2903

#### Source of information

The eligible woman selected for interview

#### Literal question

How long would you like to wait before the birth of (a/another) child?

#### Interviewer instructions

Here, you will also need to choose the appropriate phrasing for the question, based on what you already know about the respondent. This question should be asked of all women (pregnant or not pregnant) who say that they want to have another child.

Note that the answer can be given in months or years. Circle '1' if the response is in months or '2' if in years, and record the answer in the appropriate spaces. If she says she does not want to wait and would like to have a baby right away, record 993 for 'Soon/Now'. If the woman says she cannot get pregnant, circle '994'. If the woman tells you she would like to wait until after she is married to have a child, record '995' for 'After marriage'. If she gives a different answer, circle '996' for 'Other'. If she says she does not know, circle '998'. For women who say that they cannot get pregnant, you should skip to UN11.

## Able to get pregnant (UN10)

### File: wm

#### Overview

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

Valid cases: 2517  
Invalid: 2128

#### Source of information

The eligible woman selected for interview

#### Literal question

Do you think you are physically able to get pregnant at this time?

#### Interviewer instructions

## Able to get pregnant (UN10)

File: wm

A woman who believes that she is incapable of becoming pregnant cannot be considered to have 'unmet need' for contraception. This question aims to learn whether the woman thinks she can conceive a child. Circle the code corresponding to the response given.

Make sure that the woman does not relate her current physical ability to get pregnant with her current marital status. It is important to emphasize to the woman, if necessary, that we are interested in her current physical ability - she may be physically able to get pregnant, but may think that this is not possible because she currently does not have a partner. In such cases, the woman should obviously be coded as 'Yes'.

## Reason: Infrequent sex / No sex (UN11A)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 68

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Menopausal (UN11B)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 90

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Never menstruated (UN11C)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 3

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

## Reason: Never menstruated (UN11C)

File: wm

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Hysterectomy (UN11D)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 25

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Trying to get pregnant for 2 years without result (UN11E)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 24

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Postpartum amenorrheic (UN11F)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 8

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

## Reason: Postpartum amenorrheic (UN11F)

File: wm

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Breastfeeding (UN11G)

File: wm

### Overview

Type: Discrete

Valid cases: 8

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Too old (UN11H)

File: wm

### Overview

Type: Discrete

Valid cases: 135

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Fatalistic (UN11I)

File: wm

### Overview

Type: Discrete

Valid cases: 23

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Other (UN11X)

File: wm

**Overview**

Type: Discrete

Valid cases: 46

Format: character

Invalid: 0

Width: 1

**Source of information**

The eligible woman selected for interview

**Literal question**

Why do you think you are not physically able to get pregnant?

**Interviewer instructions**

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Don't know (UN11Z)

File: wm

**Overview**

Type: Discrete

Valid cases: 7

Format: character

Invalid: 0

Width: 1

**Source of information**

The eligible woman selected for interview

**Literal question**

Why do you think you are not physically able to get pregnant?

**Interviewer instructions**

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Start of last menstrual period (unit) (UN13U)

File: wm

**Overview**

Type: Discrete

Valid cases: 4445

Format: numeric

Invalid: 200

Width: 1

Decimals: 0

Range: 1-9

**Source of information**

The eligible woman selected for interview

**Literal question**

When did your last menstrual period start?

**Interviewer instructions**

## Start of last menstrual period (unit) (UN13U)

### File: wm

The answers to this question will help to determine whether any of the respondents are actually menopausal or infecund because they have not had their periods in a long time. Record the respondent's answer in the units that she uses. Note that the answer can be given in months or years. Circle '1' if the response is in days, '2' if in weeks, '3' if in months, '4' if in years and record the answer in the appropriate spaces.

In some cases, the respondent may give you the date that her last menstrual period began. If that happens, write the date on the questionnaire, calculate the length of time since that date, and record it in the appropriate units. Note that it is not necessary to obtain a date.

If she says she is in menopause or has had hysterectomy, record 994. A woman who is too old to menstruate or become pregnant is described as being in menopause. A hysterectomy is an operation to remove the uterus. If the woman tells you she had her last menstrual period before her last birth, record '995'. If she says she has never menstruated, circle '996'.

## Start of last menstrual period (number) (UN13N)

### File: wm

#### Overview

Type: Continuous	Valid cases: 4445
Format: numeric	Invalid: 200
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

#### Source of information

The eligible woman selected for interview

#### Literal question

When did your last menstrual period start?

#### Interviewer instructions

The answers to this question will help to determine whether any of the respondents are actually menopausal or infecund because they have not had their periods in a long time. Record the respondent's answer in the units that she uses. Note that the answer can be given in months or years. Circle '1' if the response is in days, '2' if in weeks, '3' if in months, '4' if in years and record the answer in the appropriate spaces.

In some cases, the respondent may give you the date that her last menstrual period began. If that happens, write the date on the questionnaire, calculate the length of time since that date, and record it in the appropriate units. Note that it is not necessary to obtain a date.

If she says she is in menopause or has had hysterectomy, record 994. A woman who is too old to menstruate or become pregnant is described as being in menopause. A hysterectomy is an operation to remove the uterus. If the woman tells you she had her last menstrual period before her last birth, record '995'. If she says she has never menstruated, circle '996'.

## If she goes out with out telling husband: wife beating justified (DV1A)

### File: wm

#### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 1	
Decimals: 0	
Range: 1-9	

#### Source of information

The eligible woman selected for interview

#### Literal question

## If she goes out without telling husband: wife beating justified (DV1A)

File: wm

Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she goes out without telling him?

### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## If she neglects the children: wife beating justified (DV1B)

File: wm

### Overview

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

Valid cases: 4446  
Invalid: 199

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she neglects the children?

### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## If she argues with husband: wife beating justified (DV1C)

File: wm

### Overview

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

Valid cases: 4446  
Invalid: 199

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she argues with him?

### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## If she refuses sex with husband: wife beating justified (DV1D)

File: wm

## If she refuses sex with husband: wife beating justified (DV1D)

File: wm

### Overview

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

Valid cases: 4446  
Invalid: 199

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she refuses to have sex with him?

### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## If she burns the food: wife beating justified (DV1E)

File: wm

### Overview

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

Valid cases: 4446  
Invalid: 199

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she burns the food?

### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## Currently married or living with a man (MA1)

File: wm

### Overview

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

Valid cases: 4446  
Invalid: 199

### 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

## Currently married or living with a man (MA1)

File: wm

The options here are currently married, living with a man, or not in union (the woman is neither married nor living with a man). Circle the code corresponding to the respondent's status at the time of the interview. If the woman is currently neither married or in a union, skip to MA5.

## Age of husband/partner (MA2)

File: wm

### Overview

Type: Continuous	Valid cases: 3237
Format: numeric	Invalid: 1408
Width: 2	Minimum: 19
Decimals: 0	Maximum: 99
Range: 19-99	

### Source of information

The eligible woman selected for interview

### Literal question

How old is your husband/partner?

### Interviewer instructions

Probe: How old was your husband/partner on his last birthday? If she knows the age of her current partner on his last birthday, enter his age in the space provided. If she does not know his age, circle '98'.

## Husband/partner has other wives (MA3)

File: wm

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4645
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Besides yourself, does your husband/partner have any other wives or partners or does he live with other women as if married?

## Number of other wives (MA4)

File: wm

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4645
Width: 2	
Decimals: 0	
Range: 98-99	

### Source of information

The eligible woman selected for interview

### Literal question

How many other wives or partners does he have?

## Ever married or lived with a man (MA5)

File: wm

### Overview

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

Valid cases: 1209  
Invalid: 3436

### Source of information

The eligible woman selected for interview

### Literal question

Have you ever been married or lived together with a man as if married?

### Interviewer instructions

For women who are not currently married or living with a man, ask whether they have ever been married or lived with a man. Remember that 'married' refers to both formal and informal unions.

Circle the code corresponding to the response given. Notice that there are two different response categories for a 'Yes' response: 'Yes, formerly married' and 'Yes, formerly lived with a man'. Be sure to make the distinction between the two categories. If the respondent just answers 'Yes', probe by asking, "Were you formerly married or did you live with a man?" If she was formerly married and also reports living with a man, circle the code for 'Yes, formerly married'.

If she was never married and never lived with a man circle '3' for 'No' and go to the next module. Otherwise, continue on to MA6.

## Marital status (MA6)

File: wm

### Overview

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

Valid cases: 223  
Invalid: 4422

### Source of information

The eligible woman selected for interview

### Literal question

What is your marital status now: are you widowed, divorced or separated?

### Interviewer instructions

Circle the code corresponding to the response given. For a woman who is not currently married and not currently living with someone but who was formerly in a union, record her current marital status at the time of the interview. Since she was in a union at one time, but is not on the day you are interviewing her, she will be either widowed, divorced or separated.

You should use 'widowed' (a) for women who were married and their husband died, and (b) for women who were in an informal union and their partner died. 'Divorced' should be used for women who were formally married and whose marriage formally ended. 'Separated' should be used (a) for women who were married, but are no longer continuing the marriage with their husband, and (b) for women who were in an informal union and are no longer continuing the union with their partner.

## Married or lived with a man once or more than once (MA7)

File: wm

### Overview

## Married or lived with a man once or more than once (MA7)

### File: wm

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

Valid cases: 3460  
Invalid: 1185

#### Source of information

The eligible woman selected for interview

#### Literal question

Have you been married or lived with a man only once or more than once?

#### Interviewer instructions

As with MA1, we are interested in formal marriages as well as informal arrangements. If a woman was married or lived with a man and then was widowed, divorced, or separated from her husband or partner and is now either married to or living with someone else, record 'More than once'. If a woman is not currently married or in an informal union but was previously married or living with someone else two or more times, record 'More than once' by circling '2'. If she has married or lived with someone else only once, circle '1.'

Note that the question refers to periods of marriage or informal unions, and not to numbers of husbands or partners. If a woman was married to a man and divorced him, and then married the same person again, she should be considered as having married 'More than once'. The same applies to informal unions with the same person.

## Month of first union (MA8M)

### File: wm

#### Overview

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

Valid cases: 3460  
Invalid: 1185

#### Source of information

The eligible woman selected for interview

#### Literal question

In what month and year did you first marry or start living with a man as if married?

#### Interviewer instructions

If the respondent knows the date that she first married or started living with a man as if married, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers, as instructed earlier. For example, January is '01,' February is '02,' March is '03,' etc.

If she does not recall the date that she first married or started living with a man as if married, ask whether she has any documentation that might give the date. If she does not know or have documentation of the month, circle '98' for 'DK month' and ask her the year that she first married or started living with a man as if married. Enter the year in the space provided and go to next module. If she does not know and does not have documentation of the year that she first married or started living with a man as if married, circle '9998' for 'DK year'.

## Year of first union (MA8Y)

### File: wm

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1976-9999

Valid cases: 3460  
Invalid: 1185  
Minimum: 1976  
Maximum: 9999

#### Source of information

## Year of first union (MA8Y)

### File: wm

The eligible woman selected for interview

#### Literal question

In what month and year did you first marry or start living with a man as if married?

#### Interviewer instructions

If the respondent knows the date that she first married or started living with a man as if married, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers, as instructed earlier. For example, January is '01,' February is '02,' March is '03,' etc.

If she does not recall the date that she first married or started living with a man as if married, ask whether she has any documentation that might give the date. If she does not know or have documentation of the month, circle '98' for 'DK month' and ask her the year that she first married or started living with a man as if married. Enter the year in the space provided and go to next module. If she does not know and does not have documentation of the year that she first married or started living with a man as if married, circle '9998' for 'DK year'.

## Age at first union (MA9)

### File: wm

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 15-99

Valid cases: 36  
Invalid: 4609

#### Source of information

The eligible woman selected for interview

#### Literal question

How old were you when you started living with your first husband/partner?

#### Interviewer instructions

As with other age questions, if she does not know, probe. For instance, ask how old she was when her first child was born and then ask how long before or after giving birth she began living with her first husband or partner. Do not leave this question blank.

## Age at first sexual intercourse (SB1)

### File: wm

#### Overview

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

Valid cases: 4446  
Invalid: 199  
Minimum: 0  
Maximum: 99

#### Source of information

The eligible woman selected for interview

#### Literal question

Now, I would like to ask you some questions about sexual activity in order to gain a better understanding of some important life issues.

The information you supply will remain strictly confidential.

How old were you when you had sexual intercourse for the very first time?

#### Interviewer instructions

## Age at first sexual intercourse (SB1)

### File: wm

It is very important that you read the first sentence, and to emphasize to the respondent that her responses will remain strictly confidential. If necessary, explain to her once again that the information she shares with you will only be used for statistical purposes; that her name will never be revealed; and her responses will not be shared with others in the community or elsewhere.

The age we are asking about is the age of the respondent the very first time she had sexual intercourse. It does not matter whether the woman continued to have a relationship with this person. We are not asking about the first time with her current partner, but rather, the first experience of sexual intercourse in her entire life.

If the response is 'Never had intercourse', circle '00' and skip to the next module. Otherwise, enter the age in years on the line provided. If she was less than 10 years old, use a zero to fill in the first space.

If the respondent tells you that her first time was when she started living with her first husband, record her response by circling '95'. You will have collected this information in the Marriage/Union module. If the respondent says that her first time was with her first husband, but it was before they began living together, probe for the respondent's age at the time.

If the respondent says she does not know how old she was when she first had intercourse, probe by relating it to how old she was when she first married or had her first child. However, when doing this probing, be certain not to assume that the first time she had sex was at the time of her first marriage. If she has never married and/or never had children, you can probe by relating the timing of the first intercourse to whether she was going to school at the time, or to places that she might have lived. The respondent should feel comfortable in taking her time to think about her response to remember correctly.

## Condom used during first sexual intercourse (SB2)

### File: wm

#### Overview

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

Valid cases: 3772  
Invalid: 873

#### Source of information

The eligible woman selected for interview

#### Literal question

The first time you had sexual intercourse, was a condom used?

#### Interviewer instructions

If used correctly, condoms can reduce the risk of transmission of AIDS and other sexually transmitted infections. We do not mention this fact to the respondent, because we do not want to influence her answer here. In this question we are referring to the first occasion the respondent had sexual intercourse.

Circle the code for the response given.

## Time since last sexual intercourse (unit) (SB3U)

### File: wm

#### Overview

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

Valid cases: 3772  
Invalid: 873

#### Source of information

The eligible woman selected for interview

#### Literal question

## Time since last sexual intercourse (unit) (SB3U)

### File: wm

When was the last time you had sexual intercourse?

#### Interviewer instructions

By 'the last time you had sexual intercourse' we are referring to the respondent's most recent act of sexual intercourse.

In most cases you will record the respondent's answer by using the same units of measure she used in her response. For example, if she says '3 weeks ago', circle '2' and write '03' in the boxes next to 'Weeks ago'. If she says "4 days ago," circle '1' and write '04' next to 'Days ago'. If the respondent says "last night," circle '1' and write '00' for 'Days ago'. If the respondent answers with a month, for example, if she says "it was in December," count the number of months and record months. It may be helpful to write the name of the month in the questionnaire. All responses within less than 12 months will be recorded in months, weeks or days. Record 'year ago' only if last intercourse was one or more years ago. If 12 months or more the answer must be recorded in years.

If the response is 12 months or more, circle '4' and record the answer in years. The 'Years ago' row should be used only if the last intercourse was more than 1 year ago. There should never be a response recorded '00' 'Years Ago'. If the response is 12 months or more, go to the SB13.

While this question is a simple one, respondents who have not had sexual intercourse recently are likely to round off their answers, and it will be up to you to learn from respondents whether they last had sex more or less than a year ago. For example, a woman with no regular sexual relationships may engage in sexual intercourse on an irregular basis. Perhaps the last time she had sexual intercourse was during a trip she took 10 months ago; she will be more likely to respond "about a year ago," rather than count how many months ago it was. Therefore, you will need to probe all responses of 'a year ago' with: "Do you remember which month it was?" In this way, we will be able to determine whether the respondent actually had intercourse within the last year or more than a year ago. Respondents who last had sexual intercourse, 10, 11, 12, 13, 14 or 15 months ago may all give responses of 'a year ago'; it will be up to you to clarify when it actually was. Asking the respondent "Was it more or less than a year ago" is not a very good probe for this question; it would be best to ask, "Do you remember what month it was?"

If a woman has not yet resumed intercourse since she had her last child, check CM12 for the month and year of birth of her last child, and ask how long before the birth of that child she had sex the last time.

## Time since last sexual intercourse (number) (SB3N)

### File: wm

#### Overview

Type: Continuous	Valid cases: 3772
Format: numeric	Invalid: 873
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

#### Source of information

The eligible woman selected for interview

#### Literal question

When was the last time you had sexual intercourse?

#### Interviewer instructions

## Time since last sexual intercourse (number) (SB3N)

### File: wm

By 'the last time you had sexual intercourse' we are referring to the respondent's most recent act of sexual intercourse.

In most cases you will record the respondent's answer by using the same units of measure she used in her response. For example, if she says '3 weeks ago', circle '2' and write '03' in the boxes next to 'Weeks ago'. If she says "4 days ago," circle '1' and write '04' next to 'Days ago'. If the respondent says "last night," circle '1' and write '00' for 'Days ago'. If the respondent answers with a month, for example, if she says "it was in December," count the number of months and record months. It may be helpful to write the name of the month in the questionnaire. All responses within less than 12 months will be recorded in months, weeks or days. Record 'year ago' only if last intercourse was one or more years ago. If 12 months or more the answer must be recorded in years.

If the response is 12 months or more, circle '4' and record the answer in years. The 'Years ago' row should be used only if the last intercourse was more than 1 year ago. There should never be a response recorded '00' 'Years Ago'. If the response is 12 months or more, go to the SB13.

While this question is a simple one, respondents who have not had sexual intercourse recently are likely to round off their answers, and it will be up to you to learn from respondents whether they last had sex more or less than a year ago. For example, a woman with no regular sexual relationships may engage in sexual intercourse on an irregular basis. Perhaps the last time she had sexual intercourse was during a trip she took 10 months ago; she will be more likely to respond "about a year ago," rather than count how many months ago it was. Therefore, you will need to probe all responses of 'a year ago' with: "Do you remember which month it was?" In this way, we will be able to determine whether the respondent actually had intercourse within the last year or more than a year ago. Respondents who last had sexual intercourse, 10, 11, 12, 13, 14 or 15 months ago may all give responses of 'a year ago'; it will be up to you to clarify when it actually was. Asking the respondent "Was it more or less than a year ago" is not a very good probe for this question; it would be best to ask, "Do you remember what month it was?"

If a woman has not yet resumed intercourse since she had her last child, check CM12 for the month and year of birth of her last child, and ask how long before the birth of that child she had sex the last time.

## Condom used at last sexual intercourse (SB4)

### File: wm

#### Overview

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

Valid cases: 3581  
Invalid: 1064

#### Source of information

The eligible woman selected for interview

#### Literal question

The last time you had sexual intercourse, was a condom used?

#### Interviewer instructions

In this question, this time, we are referring only to the last occasion the respondent had sexual intercourse.

Circle the code for the response given.

## Relationship to last sexual partner (SB5)

### File: wm

#### Overview

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

Valid cases: 3581  
Invalid: 1064

#### Source of information

## Relationship to last sexual partner (SB5)

File: wm

The eligible woman selected for interview

### Literal question

What was your relationship to the person you last had sexual intercourse with?

### Interviewer instructions

Probe to ensure that the response refers to the relationship at the time of sexual intercourse. If the person is 'boyfriend', ask: "Were you living together as if married?" If 'Yes', circle '2' for 'Cohabiting partner'. If 'No', circle '3' for 'Boyfriend' and skip to SB7.

Note that we are interested in the relationship of the woman with the person mentioned at the time they last engaged in sexual intercourse. For example, if a woman's last partner was a boyfriend she was living with at the time, you would record 'Cohabiting partner' even though they are no longer living together. They were living together at the time of the sexual encounter. Record the status of the relationship that existed at the time the two people last had sexual intercourse. It is most important to determine whether or not the sexual partner was someone the respondent was living with at the time they last had sexual intercourse.

## Age of last sexual partner (SB7)

File: wm

### Overview

Type: Continuous	Valid cases: 366
Format: numeric	Invalid: 4279
Width: 2	Minimum: 18
Decimals: 0	Maximum: 99
Range: 18-99	

### Source of information

The eligible woman selected for interview

### Literal question

How old is this person?

### Interviewer instructions

Sometimes young women have sexual partners who are significantly older than they are; this can put them at higher risk of HIV infection. In this question we ask young women to tell us the age of their sexual partners.

Record the age in the space provided. If she does not know, ask her to estimate the age of this person. If the respondent is unable to estimate the partner's age, probe by asking "About how old is this person?". If she still says she does not know, circle '98' and continue to the next question.

## Sex with any other man in the last 12 month (SB8)

File: wm

### Overview

Type: Discrete	Valid cases: 3581
Format: numeric	Invalid: 1064
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Have you had sexual intercourse with any other person in the last 12 months?

### Interviewer instructions

We are interested in finding out whether the respondent had sexual intercourse with anyone else within the past 12 months. We want the respondent to take their time in answering because we are asking about a fairly long period of time - the entire year preceding the date of interview. Continue to the next question if 'Yes'. If 'No', skip to SB15.

## Condom used with prior sexual partner (SB9)

File: wm

### Overview

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

Valid cases: 34  
Invalid: 4611

### Source of information

The eligible woman selected for interview

### Literal question

The last time you had sexual intercourse with this other person was a condom used?

### Interviewer instructions

This question asks about condom use with 'this other person'. This is the person she had intercourse with during the last 12 months, but not the person she had her last intercourse with.

Circle the code for the response given.

## Relationship to prior sexual partner (SB10)

File: wm

### Overview

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

Valid cases: 34  
Invalid: 4611

### Source of information

The eligible woman selected for interview

### Literal question

What was your relationship to this person?

### Interviewer instructions

This question asks about the relationship she had with this other person. It should refer to the relationship she had with the person at the time of intercourse.

The questions should be asked, probed and recorded the same way as SB5. If the person is 'boyfriend', ask: "Were you living together as if married?" If 'Yes', circle '2' for 'Cohabiting partner'. If 'No', circle '3' for 'Boyfriend' and skip to SB12.

## Age of prior sexual partner (SB12)

File: wm

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 18-99

Valid cases: 30  
Invalid: 4615

### Source of information

The eligible woman selected for interview

### Literal question

How old is this person?

### Interviewer instructions

## Age of prior sexual partner (SB12)

File: wm

Again, we are looking for the age of the person she had sexual intercourse with at the time of the sexual encounter.

Record the age in the space provided. If she does not know, ask her to estimate the age of this person. If the respondent is unable to estimate the sexual partner's age, probe by asking "About how old is this person?". If she still says she does not know, circle '98' and continue to the next question.

## Sex with any other man in the last 12 months (SB13)

File: wm

### Overview

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

Valid cases: 34  
Invalid: 4611

### Source of information

The eligible woman selected for interview

### Literal question

In the last 12 months, have you had sexual intercourse with any other person, other than these two persons?

### Interviewer instructions

Circle the code corresponding to response given. Continue to the next question if the response is 'Yes'. If 'No', skip to SB15.

## Number of sex partners in last 12 months (SB14)

File: wm

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 3-99

Valid cases: 4  
Invalid: 4641

### Source of information

The eligible woman selected for interview

### Literal question

In total, with how many different people have you had sexual intercourse in the last 12 months?

### Interviewer instructions

This is the total number of different partners the respondent has had sexual intercourse with in the last 12 months, including the ones already mentioned.

Enter the total in the space provided. If her response is less than 10, use a leading zero. Since this question is asked only if the respondent has had sexual intercourse with at least three partners in the last 12 months, the answer should never be '00', '01' or '02'.

## Number of sex partners in lifetime (SB15)

File: wm

### Overview

## Number of sex partners in lifetime (SB15)

### File: wm

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

Valid cases: 3772  
Invalid: 873

#### Source of information

The eligible woman selected for interview

#### Literal question

In total, with how many different people have you had sexual intercourse in your lifetime?

#### Interviewer instructions

This is the total number of different partners the respondent has had sexual intercourse in her lifetime. Enter the total in the space provided. If her response is less than 10, use a leading zero. If a non-numeric answer is given, probe to get an estimate. If number of partners is 95 or more, write '95'.

## Ever heard of AIDS (HA1)

### File: wm

#### Overview

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

Valid cases: 4446  
Invalid: 199

#### Source of information

The eligible woman selected for interview

#### Literal question

Now I would like to talk with you about something else.  
Have you ever heard of the HIV virus or an illness called AIDS (or SIDA)?

#### Interviewer instructions

This question serves as an introduction and allows us to verify whether a respondent has heard of AIDS. If there is a local term for AIDS, use the local term in addition to 'AIDS'.

If a respondent has never heard of the AIDS, skip to next module.

## Can avoid AIDS virus by having one uninfected partner (HA2)

### File: wm

#### Overview

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

Valid cases: 4342  
Invalid: 303

#### Source of information

The eligible woman selected for interview

#### Literal question

Can people reduce their chance of getting the virus that causes AIDS by having just one uninfected sex partner who has no other sex partners?

#### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## Can get AIDS virus through supernatural means (HA3)

File: wm

### Overview

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

Valid cases: 4342  
Invalid: 303

### Source of information

The eligible woman selected for interview

### Literal question

Can people get the virus that causes AIDS because of witchcraft or other supernatural means?

### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## Can avoid AIDS virus by using a condom correctly every time (HA4)

File: wm

### Overview

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

Valid cases: 4342  
Invalid: 303

### Source of information

The eligible woman selected for interview

### Literal question

Can people reduce their chance of getting the virus that causes AIDS by using a condom every time they have sex?

### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## Can get AIDS virus from mosquito bites (HA5)

File: wm

### Overview

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

Valid cases: 4342  
Invalid: 303

### Source of information

The eligible woman selected for interview

### Literal question

Can people get the virus that causes AIDS from mosquito bites?

### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## Can get AIDS virus by sharing food with a person who has AIDS (HA6)

File: wm

### Overview

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

Valid cases: 4342  
Invalid: 303

### Source of information

The eligible woman selected for interview

### Literal question

Can people get the virus that causes AIDS by sharing food with a person who has AIDS?

### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## Healthy-looking person may have AIDS virus (HA7)

File: wm

### Overview

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

Valid cases: 4342  
Invalid: 303

### Source of information

The eligible woman selected for interview

### Literal question

Is it possible for a healthy-looking person to have the virus that causes AIDS?

### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## AIDS virus from mother to child during pregnancy (HA8A)

File: wm

### Overview

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

Valid cases: 4342  
Invalid: 303

### Source of information

The eligible woman selected for interview

### Literal question

Can the virus that causes AIDS be transmitted from a mother to her baby: During pregnancy?

### Interviewer instructions

## AIDS virus from mother to child during pregnancy (HA8A)

### File: wm

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby.

Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'.

The following four questions are meant to ascertain the respondent's personal opinion and accepting attitude towards people with HIV/AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.

Circle the code for the response given. Once again, do not prompt the respondent or indicate the 'correct' answer in any way. If a respondent says she doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.

## AIDS virus from mother to child during delivery (HA8B)

### File: wm

#### Overview

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

Valid cases: 4342  
Invalid: 303

#### Source of information

The eligible woman selected for interview

#### Literal question

Can the virus that causes AIDS be transmitted from a mother to her baby: During delivery?

#### Interviewer instructions

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby.

Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'.

The following four questions are meant to ascertain the respondent's personal opinion and accepting attitude towards people with HIV/AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.

Circle the code for the response given. Once again, do not prompt the respondent or indicate the 'correct' answer in any way. If a respondent says she doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.

## AIDS virus from mother to child through breastfeeding (HA8C)

### File: wm

#### Overview

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

Valid cases: 4342  
Invalid: 303

#### Source of information

The eligible woman selected for interview

#### Literal question

Can the virus that causes AIDS be transmitted from a mother to her baby: By breastfeeding?

## AIDS virus from mother to child through breastfeeding (HA8C)

File: wm

### Interviewer instructions

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby.

Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'.

The following four questions are meant to ascertain the respondent's personal opinion and accepting attitude towards people with HIV/AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.

Circle the code for the response given. Once again, do not prompt the respondent or indicate the 'correct' answer in any way. If a respondent says she doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.

## Should female teacher with AIDS virus be allowed to teach in school (HA9)

File: wm

### Overview

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

Valid cases: 4342  
Invalid: 303

### Source of information

The eligible woman selected for interview

### Literal question

In your opinion, if a female teacher has the virus that causes AIDS but is not sick, should she be allowed to continue teaching in school?

### Interviewer instructions

If a school learns that a female teacher has the AIDS virus, but she is not sick, how should the school handle this information? Should the female teacher be allowed to continue teaching at the school, or should she be removed from her teaching position? We are not asking about whether or not a female teacher has actually been asked to leave a teaching position, but rather, what is the respondent's opinion about how such a case should be handled; should the female teacher be allowed to continue teaching?

## Would buy fresh vegetables from shopkeeper with AIDS virus (HA10)

File: wm

### Overview

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

Valid cases: 4342  
Invalid: 303

### Source of information

The eligible woman selected for interview

### Literal question

Would you buy fresh vegetables from a shopkeeper or salesperson if you knew that this person had the virus that causes AIDS?

## If HH member became infected with AIDS virus, would want it to remain a secret (HA11)

File: wm

### Overview

Type: Discrete	Valid cases: 4342
Format: numeric	Invalid: 303
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

If a member of your family got infected with the virus that causes AIDS, would you want it to remain a secret?

## Willing to care for person with AIDS in household (HA12)

File: wm

### Overview

Type: Discrete	Valid cases: 4342
Format: numeric	Invalid: 303
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

If a member of your family became sick with AIDS, would you be willing to care for him or her in your own household?

## Given information about transmission of the AIDS virus from mother to baby (HA15A)

File: wm

### Overview

Type: Discrete	Valid cases: 618
Format: numeric	Invalid: 4027
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

During any of the visits as part of antenatal care for your pregnancy with (name), were you given any information about:  
[A] Babies contracting the virus that causes AIDS from their mother?

### Interviewer instructions

We want to know if someone spoke with the respondent about AIDS or the AIDS virus during any of her antenatal care visits during this pregnancy. This covers topics such as babies getting the AIDS virus, things that you can do to prevent getting the AIDS virus, or getting tests for the AIDS virus. It does not matter whether the topic was discussed only once or more than once, or discussed in one visit or over several visits.

## Given information about what you can do to prevent getting the virus that causes AIDS (HA15B)

File: wm

### Overview

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

Valid cases: 618  
Invalid: 4027

### Source of information

The eligible woman selected for interview

### Literal question

During any of the visits as part of antenatal care for your pregnancy with (name), were you given any information about: [B] Things that you can do to prevent getting the virus that causes AIDS?

### Interviewer instructions

We want to know if someone spoke with the respondent about AIDS or the AIDS virus during any of her antenatal care visits during this pregnancy. This covers topics such as babies getting the AIDS virus, things that you can do to prevent getting the AIDS virus, or getting tests for the AIDS virus. It does not matter whether the topic was discussed only once or more than once, or discussed in one visit or over several visits.

## Given information about testing for the virus that causes AIDS (HA15C)

File: wm

### Overview

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

Valid cases: 618  
Invalid: 4027

### Source of information

The eligible woman selected for interview

### Literal question

During any of the visits as part of antenatal care for your pregnancy with (name), were you given any information about: [C] Getting tested for the virus that causes AIDS? were you:

### Interviewer instructions

We want to know if someone spoke with the respondent about AIDS or the AIDS virus during any of her antenatal care visits during this pregnancy. This covers topics such as babies getting the AIDS virus, things that you can do to prevent getting the AIDS virus, or getting tests for the AIDS virus. It does not matter whether the topic was discussed only once or more than once, or discussed in one visit or over several visits.

## Offered to be tested for the virus that causes AIDS (HA15D)

File: wm

### Overview

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

Valid cases: 618  
Invalid: 4027

### Source of information

The eligible woman selected for interview

### Literal question

## Offered to be tested for the virus that causes AIDS (HA15D)

File: wm

During any of the visits as part of antenatal care for your pregnancy with (name), were you given any information about: [D] offered a test for the virus that causes AIDS?

### Interviewer instructions

We want to know if someone spoke with the respondent about AIDS or the AIDS virus during any of her antenatal care visits during this pregnancy. This covers topics such as babies getting the AIDS virus, things that you can do to prevent getting the AIDS virus, or getting tests for the AIDS virus. It does not matter whether the topic was discussed only once or more than once, or discussed in one visit or over several visits.

## Tested for AIDS virus as part of antenatal care (HA16)

File: wm

### Overview

Type: Discrete	Valid cases: 618
Format: numeric	Invalid: 4027
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

I don't want to know the results, but were you tested for the virus that causes AIDS as part of your antenatal care (pregnancy checks)?

### Interviewer instructions

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to HA19.

## Received results from test during antenatal care (HA17)

File: wm

### Overview

Type: Discrete	Valid cases: 59
Format: numeric	Invalid: 4586
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

I don't want to know the results, but did you get the results of the test?

### Interviewer instructions

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results.

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she knows the results of the test. Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to HA22.

## Received consultation after testing during antenatal care (HA18)

File: wm

### Overview

## Received consultation after testing during antenatal care (HA18)

### File: wm

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

Valid cases: 57  
 Invalid: 4588

#### Source of information

The eligible woman selected for interview

#### Literal question

Regardless of the result, all women who are tested are supposed to receive counselling/attend consultations after getting the result.

After you were tested, did you receive counselling/attend consultations?

#### Interviewer instructions

Circle the code corresponding to the response.

All answers should skip to HA22

## Tested for AIDS virus during delivery (HA20)

### File: wm

#### Overview

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

Valid cases: 558  
 Invalid: 4087

#### Source of information

The eligible woman selected for interview

#### Literal question

I don't want to know the results, but were you tested for the virus that causes AIDS between the time you went for delivery but before the baby was born?

#### Interviewer instructions

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'No', skip to HA24.

## Received results from test during delivery (HA21)

### File: wm

#### Overview

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

Valid cases: 1  
 Invalid: 4644

#### Source of information

The eligible woman selected for interview

#### Literal question

I don't want to know the results, but did you get the results of the test?

#### Interviewer instructions

## Received results from test during delivery (HA21)

### File: wm

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results.

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she knows the results of the test. Circle the code corresponding to the response.

## Tested for AIDS virus since test during pregnancy (HA22)

### File: wm

#### Overview

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

Valid cases: 60  
Invalid: 4585

#### Source of information

The eligible woman selected for interview

#### Literal question

Have you been tested for the virus that causes AIDS since that time you were tested during your pregnancy?

#### Interviewer instructions

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'Yes', skip to HA25. If the answer is 'No', continue with HA23.

## Most recent time of testing for AIDS virus (HA23)

### File: wm

#### Overview

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

Valid cases: 56  
Invalid: 4589

#### Source of information

The eligible woman selected for interview

#### Literal question

When was the most recent time you were tested for the virus that causes AIDS?

#### Interviewer instructions

Circle the code corresponding to the response.

All answers should skip to next module.

## Ever been tested for AIDS virus (HA24)

### File: wm

#### Overview

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

Valid cases: 4282  
Invalid: 363

## Ever been tested for AIDS virus (HA24)

File: wm

### Source of information

The eligible woman selected for interview

### Literal question

I don't want to know the results, but have you ever been tested to see if you have the virus that causes AIDS?

### Interviewer instructions

Ask the respondent if she was tested for the HIV. Be clear to the respondent that you are not asking to know the results of the test. Circle the code for the response given. If her answer is 'No', skip to HA27.

## Most recent time of testing for AIDS virus (HA25)

File: wm

### Overview

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

Valid cases: 145  
Invalid: 4500

### Source of information

The eligible woman selected for interview

### Literal question

When was the most recent time you were tested?

### Interviewer instructions

Circle the code corresponding to the response.

## Received results of AIDS virus test (HA26)

File: wm

### Overview

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

Valid cases: 145  
Invalid: 4500

### 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.

It is important that you do not attempt to find out the HIV status of any respondent who has been tested, or simply that you have any interest in knowing her HIV status. Ask the question, ensuring that the respondent knows that you are not interested in learning the results of any test she may have undergone. Circle the code corresponding to her response.

All answers should skip to next module.

## Know a place to get AIDS virus test (HA27)

File: wm

## Know a place to get AIDS virus test (HA27)

File: wm

### Overview

Type: Discrete	Valid cases: 4141
Format: numeric	Invalid: 504
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Do you know of a place where people can go to get tested for the virus that causes AIDS?

### Interviewer instructions

Circle the code corresponding to the response.

## Ever tried cigarette smoking (TA1)

File: wm

### Overview

Type: Discrete	Valid cases: 4390
Format: numeric	Invalid: 255
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Have you ever tried smoking cigarettes, even taking one or two puffs?

## Age when cigarette was smoked for the first time (TA2)

File: wm

### Overview

Type: Continuous	Valid cases: 2293
Format: numeric	Invalid: 2352
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

The eligible woman selected for interview

### Literal question

How old were you when you smoked an entire cigarette for the first time?

## Currently smoking cigarettes (TA3)

File: wm

### Overview

## Currently smoking cigarettes (TA3)

File: wm

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

Valid cases: 2160  
Invalid: 2485

### Source of information

The eligible woman selected for interview

### Literal question

Do you currently smoke cigarettes?

## Number of cigarettes smoked in the last 24 hours (TA4)

File: wm

### Overview

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

Valid cases: 1182  
Invalid: 3463  
Minimum: 0  
Maximum: 99

### Source of information

The eligible woman selected for interview

### Literal question

How many cigarettes did you smoke in the last 24 hours?

## Number of days when cigarettes were smoked in past month (TA5)

File: wm

### Overview

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

Valid cases: 1182  
Invalid: 3463

### Source of information

The eligible woman selected for interview

### Literal question

On how many days did you smoke cigarettes during the last month?

### Interviewer instructions

If less than 10 days, record the number of days.  
If 10 days or more but less than a month, circle '10'.  
If "everyday" or "almost every day", circle '30'.

## Ever tried any smoked tobacco products other than cigarettes (TA6)

File: wm

### Overview

## Ever tried any smoked tobacco products other than cigarettes (TA6)

File: wm

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

Valid cases: 4390  
Invalid: 255

### Source of information

The eligible woman selected for interview

### Literal question

Have you ever tried any smoked tobacco products other than cigarettes, such as cigars (e.g. Cuban), a pipe or waterpipe (narghile/hookah)?

## Used any smoked tobacco products during the last month (TA7)

File: wm

### Overview

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

Valid cases: 147  
Invalid: 4498

### Source of information

The eligible woman selected for interview

### Literal question

During the last month, did you use any smoked tobacco products?

## Type of smoked tobacco product: Cigars (TA8A)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 4  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What type of smoked tobacco product did you use or smoke during the last month?

### Interviewer instructions

Circle all mentioned responses.

## Type of smoked tobacco product: Water pipe (TA8B)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 13  
Invalid: 0

### Source of information

The eligible woman selected for interview

## Type of smoked tobacco product: Water pipe (TA8B)

File: wm

### Literal question

What type of smoked tobacco product did you use or smoke during the last month?

### Interviewer instructions

Circle all mentioned responses.

## Type of smoked tobacco product: Cigarillos (TA8C)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What type of smoked tobacco product did you use or smoke during the last month?

### Interviewer instructions

Circle all mentioned responses.

## Type of smoked tobacco product: Pipe (TA8D)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What type of smoked tobacco product did you use or smoke during the last month?

### Interviewer instructions

Circle all mentioned responses.

## Type of smoked tobacco product: Other (TA8X)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 3

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What type of smoked tobacco product did you use or smoke during the last month?

### Interviewer instructions

Circle all mentioned responses.

## Number of days when tobacco products were smoked in past month (TA9)

File: wm

### Overview

Type: Discrete	Valid cases: 21
Format: numeric	Invalid: 4624
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The eligible woman selected for interview

### Literal question

On how many days did you use smoked tobacco products during the last month?

### Interviewer instructions

If less than 10 days, record the number of days.  
If 10 days or more but less than a month, circle '10'.  
If "every day" or "almost every day", circle '30'.

## Ever tried any form of smokeless tobacco products (TA10)

File: wm

### Overview

Type: Discrete	Valid cases: 4390
Format: numeric	Invalid: 255
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Have you ever tried any form of smokeless tobacco products, such as chewing tobacco, tobacco for sniffing (snuff) or dipping tobacco?

## Used any smokeless tobacco products during the last month (TA11)

File: wm

### Overview

Type: Discrete	Valid cases: 4
Format: numeric	Invalid: 4641
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Did you use any smokeless tobacco products during the last month?

## Type of smokeless tobacco product used: Chewing tobacco (TA12A)

File: wm

### Overview

## Type of smokeless tobacco product used: Chewing tobacco (TA12A)

File: wm

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What type of smokeless tobacco product did you use during the last month?

### Interviewer instructions

Circle all mentioned.

## Type of smokeless tobacco product used: Snuff (TA12B)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What type of smokeless tobacco product did you use during the last month?

### Interviewer instructions

Circle all mentioned.

## Type of smokeless tobacco product used: Dip (TA12C)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What type of smokeless tobacco product did you use during the last month?

### Interviewer instructions

Circle all mentioned.

## Type of smokeless tobacco product used: Other (TA12X)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

## Type of smokeless tobacco product used: Other (TA12X)

File: wm

What type of smokeless tobacco product did you use during the last month?

### Interviewer instructions

Circle all mentioned.

## Number of days when smokeless tobacco products where used in past month (TA13)

File: wm

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 10-99

Valid cases: 1  
Invalid: 4644

### Source of information

The eligible woman selected for interview

### Literal question

On how many days did you use smokeless tobacco products during the last month?

### Interviewer instructions

If less than 10 days, record the number of days.  
If 10 days or more but less than a month, circle '10'.  
If "every day" or "almost every day", circle '30'.

## Ever drunk alcohol (TA14)

File: wm

### Overview

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

Valid cases: 4390  
Invalid: 255

### Source of information

The eligible woman selected for interview

### Literal question

Now i would like to ask you some questions about drinking alcohol.  
Have you ever drunk alcohol?

## Age when alcohol was used for the first time (TA15)

File: wm

### Overview

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

Valid cases: 2102  
Invalid: 2543  
Minimum: 0  
Maximum: 99

### Source of information

The eligible woman selected for interview

## Age when alcohol was used for the first time (TA15)

File: wm

### Literal question

We count one drink of alcohol as one can or bottle of beer, one glass of wine, or one shot of strong drink.  
How old were you when you had your first drink of alcohol, other than a few sips?

## Number of days when at least one drink of alcohol was used in past month (TA16)

File: wm

### Overview

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

Valid cases: 2033  
Invalid: 2612

### Source of information

The eligible woman selected for interview

### Literal question

During the last month, on how many days did you have at least one drink of alcohol?

### Interviewer instructions

If respondent did not drink, circle '00'.  
If less than 10 days, record the number of days.  
If 10 days or more but less than a month, circle '10'.  
If "every day" or "almost every day", circle '30'.

## Number of drinks usually consumed (TA17)

File: wm

### Overview

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

Valid cases: 812  
Invalid: 3833

### Source of information

The eligible woman selected for interview

### Literal question

In the last month, on those days that you drank alcohol, what is the number of drinks did you usually had?

## Estimation of overall happiness (LS2)

File: wm

### Overview

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

Valid cases: 1048  
Invalid: 3597

### Source of information

The eligible woman selected for interview

## Estimation of overall happiness (LS2)

File: wm

### Literal question

I would like to ask you some simple questions on happiness and satisfaction.

First, taking all things together, would you say you are very happy, happy, neither happy nor unhappy, unhappy or very unhappy?

You can also look at these pictures to help you respond.

### Interviewer instructions

Show side 1 of response card and explain what each symbol represents. Circle the response code pointed by the respondent.

With this question, we will first try to learn whether the respondent is happy at the time of interview, before we go and talk about levels of satisfaction in various domains.

## Satisfaction with family life (LS3)

File: wm

### Overview

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

Valid cases: 1048  
Invalid: 3597

### Source of information

The eligible woman selected for interview

### Literal question

Now I will ask you questions about your level of satisfaction in different areas of your life.

In each case, we have five possible responses: Please tell me, for each question, whether you are very satisfied, satisfied, neither satisfied nor unsatisfied, unsatisfied or very unsatisfied.

Again, you can look at these pictures to help you respond.

How satisfied are you with your family life?

### Interviewer instructions

Show side 2 of response card and explain what each symbol represents. Circle the response code shown by the respondent, for questions LS3 to LS13.

If the respondent says that she does not have a family, circle "0". Otherwise, circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

We have to leave it to the respondent's perception as to what she refers to as "family life". Note that the question is not about "family", but rather about "family life". In other words, we are not asking the respondent to think about family members individually. At hearing this question, some respondents will think of their immediate family, or members of family that she is living together with. Depending on the living arrangements or relationship patterns between immediate and extended family members, some respondents will automatically think of the extended family. Do not try to explain what is meant by the "family", unless the respondent asks you to. If that happens, tell the respondent that we are interested in their family experiences, immediate or extended family, whichever they spend more time with.

## Satisfaction with friendships (LS4)

File: wm

### Overview

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

Valid cases: 1048  
Invalid: 3597

### Source of information

## Satisfaction with friendships (LS4)

### File: wm

The eligible woman selected for interview

#### Literal question

How satisfied are you with your friendships?

#### Interviewer instructions

Show side 2 of response card and explain what each symbol represents. Circle the response code shown by the respondent, for questions LS3 to LS13.

If the respondent says that she does not have any friends, circle "0". Otherwise, circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

## School attendance during the current school year (LS5)

### File: wm

#### Overview

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

Valid cases: 1048  
Invalid: 3597

#### Source of information

The eligible woman selected for interview

#### Literal question

During the current (2011-2012) school/academic year, did you attend school/university at any time?

#### Interviewer instructions

Show side 2 of response card and explain what each symbol represents. Circle the response code shown by the respondent, for questions LS3 to LS13.

With this question, we would like to establish whether the respondent has attended school at any time during the current school year.

## Satisfaction with school (LS6)

### File: wm

#### Overview

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

Valid cases: 548  
Invalid: 4097

#### Source of information

The eligible woman selected for interview

#### Literal question

How satisfied are you with your school/university?

#### Interviewer instructions

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

## Satisfaction with current job (LS7)

### File: wm

#### Overview

## Satisfaction with current job (LS7)

File: wm

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

Valid cases: 1048  
Invalid: 3597

### Source of information

The eligible woman selected for interview

### Literal question

How satisfied are you with your current job?

### Interviewer instructions

Note that you will be leaving the definition of "job" to the perception of the respondent. When answering this question, she might be referring to a full-time job, irregular or seasonal work, family business, paid work or unpaid work, and the like. It is important that you ask the question as it is and ask the respondent to answer. You are not expected to define what a "job" is.

If the respondent says that she does not have a job, circle "0" and continue with the next question. Do not probe to find out how she feels about not having a job, unless she tells you herself. For example, if she says that she does not have a job and she is very unsatisfied, circle "5" and continue with the next question.

## Satisfaction with health (LS8)

File: wm

### Overview

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

Valid cases: 1048  
Invalid: 3597

### Source of information

The eligible woman selected for interview

### Literal question

How satisfied are you with your health?

### Interviewer instructions

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

## Satisfaction with current residence (LS9)

File: wm

### Overview

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

Valid cases: 1048  
Invalid: 3597

### Source of information

The eligible woman selected for interview

### Literal question

How satisfied are you with where you live?

If necessary, explain that the question refers to the living environment, including the neighbourhood and the dwelling.

### Interviewer instructions

## Satisfaction with current residence (LS9)

File: wm

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

“Where you live” might be understood in different ways by different respondents. The intention here is to get the respondent's satisfaction from the neighbourhood she is living in, her neighbours and the characteristics of the dwelling (if they like it or if they wish they lived in a different house etc.). We are not interested in the level of satisfaction of the respondent with the city or country they are living in.

## Satisfaction with treatment by other people (LS10)

File: wm

### Overview

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

Valid cases: 1048  
Invalid: 3597

### Source of information

The eligible woman selected for interview

### Literal question

How satisfied are you with how people around you generally treat you?

### Interviewer instructions

Circle the code corresponding to the response given or to the smiling face pointed out by the respondent.

## Satisfaction with appearance (LS11)

File: wm

### Overview

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

Valid cases: 1048  
Invalid: 3597

### Source of information

The eligible woman selected for interview

### Literal question

How satisfied are you with the way you look?

### Interviewer instructions

Circle the code corresponding to the response given or to the smiling face pointed out by the respondent.

## Satisfaction with life overall (LS12)

File: wm

### Overview

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

Valid cases: 1048  
Invalid: 3597

### Source of information

The eligible woman selected for interview

## Satisfaction with life overall (LS12)

File: wm

### Literal question

How satisfied are you with your life, overall?

### Interviewer instructions

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

The question is intended to elicit the evaluation of positivity of a respondent's life as a whole, without making reference to a specific domain. This is the overall level of satisfaction of the respondent, considering all aspects of her life.

## Satisfaction with current income (LS13)

File: wm

### Overview

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

Valid cases: 1048  
Invalid: 3597

### Source of information

The eligible woman selected for interview

### Literal question

How satisfied are you with your current income?

### Interviewer instructions

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

This question is asked after the general question on life satisfaction (LS12) deliberately, so as to avoid having the respondent to condition her other responses to her level of satisfaction in other non-income domains.

If the respondent says that she does not have any income, circle "0" and continue with the next question. Do not probe to find out how she feels about not having any income, unless she tells you herself. For example, if she says that she does not have any income and she is very unsatisfied with this situation, circle "5" and continue with the next question.

## Life satisfaction in comparison with last year (LS14)

File: wm

### Overview

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

Valid cases: 1048  
Invalid: 3597

### Source of information

The eligible woman selected for interview

### Literal question

Compared to this time last year, would you say that your life has improved, stayed more or less the same, or worsened, overall?

### Interviewer instructions

Make sure that the respondent understands the reference to the last one year of her life, and that we are referring to the overall improvement or worsening.

## Life satisfaction expectation one year from now (LS15)

File: wm

### Overview

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

Valid cases: 1048  
Invalid: 3597

### Source of information

The eligible woman selected for interview

### Literal question

And in one year from now, do you expect that your life will be better, will be more or less the same, or will be worse, overall?

### Interviewer instructions

Note that this question is about the respondent's expectations about her life course during the next one year, and that the sentence here is designed as a continuation of the previous question, by beginning with "And...". This question is also about overall improvement or worsening.

## Has a health card (HE1)

File: wm

### Overview

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

Valid cases: 0  
Invalid: 4645

### Source of information

The eligible woman selected for interview

### Literal question

Do you have a health booklet?

## Has health insurance (HE2)

File: wm

### Overview

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

Valid cases: 0  
Invalid: 4645

### Source of information

The eligible woman selected for interview

### Literal question

Do you have health insurance?

## Use of health care services at the health centre (HE3)

File: wm

### Overview

## Use of health care services at the health centre (HE3)

### File: wm

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

Valid cases: 0  
Invalid: 4645

#### Source of information

The eligible woman selected for interview

#### Literal question

Do you use health care services at the health centre?

## Provided with health care services at the nearest health centre free of charge (HE4)

### File: wm

#### Overview

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

Valid cases: 0  
Invalid: 4645

#### Source of information

The eligible woman selected for interview

#### Literal question

Are you provided with health care services at the nearest health centre of charge?

## Use of health services at the hospital (HE5)

### File: wm

#### Overview

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

Valid cases: 0  
Invalid: 4645

#### Source of information

The eligible woman selected for interview

#### Literal question

Do you use health care services at the hospital?

## Provided with health care services at the nearest hospital free of charge (HE6)

### File: wm

#### Overview

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

Valid cases: 0  
Invalid: 4645

## Provided with health care services at the nearest hospital free of charge (HE6)

File: wm

### Source of information

The eligible woman selected for interview

### Literal question

Are you provided with health care services at the nearest hospital free of charge?

## Use of emergency health care services (HE7)

File: wm

### Overview

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

Valid cases: 0  
Invalid: 4645

### Source of information

The eligible woman selected for interview

### Literal question

Do you use emergency health care services?

## Provided with emergency health care services free of charge (HE8)

File: wm

### Overview

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

Valid cases: 0  
Invalid: 4645

### Source of information

The eligible woman selected for interview

### Literal question

Are you provided with emergency health care services free of charge?

## Paying for all necessary health care services and medication (HE9)

File: wm

### Overview

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

Valid cases: 0  
Invalid: 4645

### Source of information

The eligible woman selected for interview

### Literal question

Do you pay all necessary health care services and medication?

## Paying for only vital/urgently needed health care services and medication (HE10)

File: wm

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4645
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Do you pay only vital/urgently needed health care services and medications?

## Can afford the medication without one-off financial aid (HE11)

File: wm

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4645
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Can you afford medications without one-off financial assistance?

## Cluster number (DU1)

File: wm

### Overview

Type: Continuous	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 3	Minimum: 1
Decimals: 0	Maximum: 474
Range: 1-474	

## Household number (DU2)

File: wm

### Overview

Type: Continuous	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 3	Minimum: 1
Decimals: 0	Maximum: 307
Range: 1-307	

## Interviewer number (DU3)

File: wm

### Overview

Type: Continuous	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 3	Minimum: 101
Decimals: 0	Maximum: 507
Range: 101-507	

## Day of interview (DU4D)

File: wm

### Overview

Type: Continuous	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	

## Month of interview (DU4M)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 2	
Decimals: 0	
Range: 1-12	

## Year of interview (DU4Y)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 4	
Decimals: 0	
Range: 2011-2012	

## Woman's line number (DU6)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 2	
Decimals: 0	
Range: 1-11	

## Man's line number (DU7)

File: wm

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4645
Width: 1	
Decimals: 0	

## Result of interview (DU9)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 2	
Decimals: 0	
Range: 1-99	

## Result of interview (DU10)

File: wm

### Overview

Type: Discrete	Valid cases: 4425
Format: numeric	Invalid: 220
Width: 1	
Decimals: 0	
Range: 1-9	

## Field editor (DU11)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 3	
Decimals: 0	
Range: 301-504	

## Data entry clerk (DU12)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 3	
Decimals: 0	
Range: 1-806	

## Have you ever used any drugs (narcotic substances) in your life? (DU13)

File: wm

### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 229
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Have you ever used any drugs (narcotic substances) in your life?

### Interviewer instructions

Circle only one code and follow the instructions.

## Cannabis (marijuana and/or hashish) (DU14A)

File: wm

### Overview

Type: Discrete	Valid cases: 41
Format: numeric	Invalid: 4604
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

When did you last take any of the following substances/drugs? [a] cannabis (marijuana and/or hashish)

### Interviewer instructions

Circle one code for each row.

## Ecstasy (DU14B)

File: wm

### Overview

Type: Discrete	Valid cases: 41
Format: numeric	Invalid: 4604
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

When did you last take any of the following substances/drugs? [b] ecstasy

### Interviewer instructions

Circle one code for each row.

## Amphetamine and/or methamphetamine (DU14C)

File: wm

### Overview

Type: Discrete	Valid cases: 41
Format: numeric	Invalid: 4604
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

When did you last take any of the following substances/drugs? [c] amphetamine and/or methamphetamine, most commonly referred to as "speed"

### Interviewer instructions

Circle one code for each row.

## Cocaine or crack (DU14D)

File: wm

### Overview

Type: Discrete	Valid cases: 41
Format: numeric	Invalid: 4604
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

When did you last take any of the following substances/drugs? [d] cocaine or crack

### Interviewer instructions

Circle one code for each row.

## Heroin (DU14E)

File: wm

### Overview

Type: Discrete	Valid cases: 41
Format: numeric	Invalid: 4604
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

When did you last take any of the following substances/drugs? [e] Heroin

### Interviewer instructions

Circle one code for each row.

## LSD (trip / acid) (DU14F)

File: wm

## LSD (trip / acid) (DU14F)

File: wm

### Overview

Type: Discrete	Valid cases: 41
Format: numeric	Invalid: 4604
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

When did you last take any of the following substances/drugs? [f] LSD (trip/acid)

### Interviewer instructions

Circle one code for each row.

## Magic mushrooms (DU14G)

File: wm

### Overview

Type: Discrete	Valid cases: 41
Format: numeric	Invalid: 4604
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

When did you last take any of the following substances/drugs? [g] magic mushrooms

### Interviewer instructions

Circle one code for each row.

## Inhalants (e.g. glue) (DU14H)

File: wm

### Overview

Type: Discrete	Valid cases: 41
Format: numeric	Invalid: 4604
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

When did you last take any of the following substances/drugs? [H] substances which are inhaled, such as glue and other industrial products which are deliberately inhaled

### Interviewer instructions

Circle one code for each row.

## Area (HH6)

File: wm

## Area (HH6)

File: wm

### Overview

Type: Discrete	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Pre question

Type of settlement:

### Interviewer instructions

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

## Region (HH7)

File: wm

### Overview

Type: Discrete	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

### Interviewer instructions

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

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

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

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

## Region (HH7A)

File: wm

### Overview

Type: Continuous	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 15
Range: 1-15	

## Date of interview women (CMC) (WDOI)

File: wm

## Date of interview women (CMC) (WDOI)

File: wm

### Overview

Type: Discrete	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: 1343-1347	

### Source of information

Interview information fields completed by interviewer

## Date of birth of woman (CMC) (WDOB)

File: wm

### Overview

Type: Continuous	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 4	Minimum: 744
Decimals: 0	Maximum: 1164
Range: 744-1164	

### Source of information

The eligible woman selected for interview

## Age (WAGE)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 1	
Decimals: 0	
Range: 1-7	

### Source of information

The eligible woman selected for interview

## Date of marriage (CMC) (WDOM)

File: wm

### Overview

Type: Continuous	Valid cases: 3459
Format: numeric	Invalid: 1186
Width: 4	Minimum: 797
Decimals: 0	Maximum: 1344
Range: 797-1344	

### Source of information

The eligible woman selected for interview

## Age at first marriage/union (WAGEM)

File: wm

## Age at first marriage/union (WAGEM)

File: wm

### Overview

Type: Continuous	Valid cases: 3459
Format: numeric	Invalid: 1186
Width: 2	Minimum: 1
Decimals: 0	Maximum: 45
Range: 1-45	

### Source of information

The eligible woman selected for interview

## Date of birth of first child (CMC) (WDOBFC)

File: wm

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4645
Width: 1	
Decimals: 0	

### Source of information

The eligible woman selected for interview

## Date of birth of last child (CMC) (WDOBLC)

File: wm

### Overview

Type: Continuous	Valid cases: 3303
Format: numeric	Invalid: 1342
Width: 4	Minimum: 949
Decimals: 0	Maximum: 1346
Range: 949-1346	

### Source of information

The eligible woman selected for interview

## Marital/Union status (MSTATUS)

File: wm

### Overview

Type: Discrete	Valid cases: 4446
Format: numeric	Invalid: 199
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

## Children ever born (CEB)

File: wm

### Overview

## Children ever born (CEB)

File: wm

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-20

Valid cases: 4446  
Invalid: 199

### Source of information

The eligible woman selected for interview

## Children surviving (CSURV)

File: wm

### Overview

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

Valid cases: 4  
Invalid: 4641

### Source of information

The eligible woman selected for interview

## Children dead (CDEAD)

File: wm

### Overview

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

Valid cases: 4446  
Invalid: 199

### Source of information

The eligible woman selected for interview

## Packet number (packet)

File: wm

### Overview

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

Valid cases: 4645  
Invalid: 0

## Education (welevel)

File: wm

### Overview

## Education (welevel)

### File: wm

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

Valid cases: 4446  
Invalid: 199  
Minimum: 1  
Maximum: 4

#### Source of information

The eligible woman selected for interview

## Language of household head (language)

### File: wm

#### Overview

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

Valid cases: 4645  
Invalid: 0  
Minimum: 1  
Maximum: 4

## Women's sample weight (wmweight)

### File: wm

#### Overview

Type: Discrete  
Format: numeric  
Width: 8  
Decimals: 6  
Range: 0-2.00316409426891

Valid cases: 4645  
Invalid: 0

## Wealth index score (wscore)

### File: wm

#### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 5  
Range: -5.16521981264204-2.38210339759967

Valid cases: 4645  
Invalid: 0  
Minimum: -5.2  
Maximum: 2.4

#### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

### File: wm

#### Overview

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

Valid cases: 4645  
Invalid: 0

## Wealth index quintiles (windex5)

File: wm

### Source of information

Constructed variables used for analysis

## Primary sampling unit (PSU)

File: wm

### Overview

Type: Continuous	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 474
Range: 1-474	

## Stratum (strata)

File: wm

### Overview

Type: Discrete	Valid cases: 4645
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

## Cluster number (HH1)

File: ch

### Overview

Type: Continuous	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 474
Range: 1-474	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: ch

### Overview

Type: Continuous	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 84
Range: 1-84	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Line number (LN)

File: ch

### Overview

Type: Discrete	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 2-14	

### Source of information

Interview information fields completed by interviewer

## Cluster number (UF1)

File: ch

### Overview

Type: Continuous	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 474
Range: 1-474	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

## Cluster number (UF1)

File: ch

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

## Household number (UF2)

File: ch

### Overview

Type: Continuous	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 84
Range: 1-84	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Child's line number (UF4)

File: ch

### Overview

Type: Discrete	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 2-14	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

UF1-UF8 should be filled in before you start the interview.  
Enter the child's line number from the Household Questionnaire, column HL1 of the Household Listing.

## Mother / Caretaker's line number (UF6)

File: ch

### Overview

Type: Discrete	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-11	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

UF1-UF8 should be filled in before you start the interview.  
Enter the mother's/primary caretaker's line number from the Household Questionnaire, column HL1 of the Household Listing.

## Interviewer number (UF7)

File: ch

### Overview

Type: Continuous	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 3	Minimum: 101
Decimals: 0	Maximum: 908
Range: 101-908	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

UF1-UF8 should be filled in before you start the interview.

Enter your own name and identifying number. You will be provided with these identification numbers during training.

## Day of interview (UF8D)

File: ch

### Overview

Type: Continuous	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

UF1-UF8 should be filled in before you start the interview.

Enter the date of the interview: day/month/year. If the interview is not completed on your first visit and you visit the household to interview the mother/caretaker again, revise and enter the final date of the interview. In other words, the date here should be the date when you have either completed the Questionnaire for Children Under Five, or when the interview was not conducted but when it was decided that there will be no more attempts to interview the mother or primary caretaker of the under-five child.

## Month of interview (UF8M)

File: ch

### Overview

Type: Discrete	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-12	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

UF1-UF8 should be filled in before you start the interview.

Enter the date of the interview: day/month/year. If the interview is not completed on your first visit and you visit the household to interview the mother/caretaker again, revise and enter the final date of the interview. In other words, the date here should be the date when you have either completed the Questionnaire for Children Under Five, or when the interview was not conducted but when it was decided that there will be no more attempts to interview the mother or primary caretaker of the under-five child.

## Year of interview (UF8Y)

File: ch

### Overview

Type: Discrete	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: 2011-2012	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

UF1-UF8 should be filled in before you start the interview. Enter the date of the interview: day/month/year. If the interview is not completed on your first visit and you visit the household to interview the mother/caretaker again, revise and enter the final date of the interview. In other words, the date here should be the date when you have either completed the Questionnaire for Children Under Five, or when the interview was not conducted but when it was decided that there will be no more attempts to interview the mother or primary caretaker of the under-five child.

## Result of interview for children under 5 (UF9)

File: ch

### Overview

Type: Discrete	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-96	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Complete this question once you have concluded the interview. Remember that the code refers to the mother or primary caretaker of the under-five child. Circle the code corresponding to the results of the interview. If the questionnaire is completed, circle '01' for 'Completed'. If you have not been able to contact the mother/primary caretaker after repeated visits, circle '02' for 'Not at home'. If the mother/primary caretaker refuses to be interviewed, circle '03' for 'Refused'. If you were able to only partly complete the questionnaire, circle '04' for 'Partly completed'. If the mother/primary caretaker is incapacitated, circle '05'. If you have not been able to complete this questionnaire for another reason, you should circle '96' for 'Other' and specify the reason in the space provided.

## Field editor (UF10)

File: ch

### Overview

Type: Continuous	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 3	Minimum: 301
Decimals: 0	Maximum: 404
Range: 301-404	

### Source of information

Interview information fields completed by interviewer

### Pre question

Field edited by:

### Interviewer instructions

Leave this space blank. The field editor will later enter his/her name and number in the space provided when checking the completed questionnaires.

## Data entry clerk (UF11)

File: ch

### Overview

Type: Continuous	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 806
Range: 1-806	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Leave this space blank. The data clerk will enter his/her name and number in the space provided.

## Start of interview - Hour (UF12H)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 2	
Decimals: 0	
Range: 8-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Record the time of the day you start the under-five interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

## Start of interview - Minutes (UF12M)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Record the time of the day you start the under-five interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

## End of interview - Hour (UF13H)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 2	
Decimals: 0	
Range: 8-99	

## End of interview - Hour (UF13H)

File: ch

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Record the time of the day you finish the under-five interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. If the interview is not completed on your first visit and you visit the household again to continue the questionnaire for children under five, revise and enter starting (UF12) and ending times (UF13) of interview to reflect the actual amount of time spent for the whole duration of this interview in both/all visits. Also provide a note at the end of the questionnaire regarding this.

## End of interview - Minutes (UF13M)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Record the time of the day you finish the under-five interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. If the interview is not completed on your first visit and you visit the household again to continue the questionnaire for children under five, revise and enter starting (UF12) and ending times (UF13) of interview to reflect the actual amount of time spent for the whole duration of this interview in both/all visits. Also provide a note at the end of the questionnaire regarding this.

## Day of birth of child (AG1D)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now i would like to ask you some questions about the (name)'s health.  
In what month and year was (name) born?

### Interviewer instructions

## Day of birth of child (AG1D)

### File: ch

Ask the mother or primary caretaker for the child's date of birth. Probe: "What is his/her birthday?" It is important to record the child's month and year of birth accurately.

If the mother/primary caretaker knows the exact birth date, including the day, enter the day of birth. Otherwise, circle '98' for 'DK day'. You do not need to probe further for day of birth.

Convert the month to a number as you have done before. Enter the number in the space provided. If the month or day contains only one digit, use a leading zero. For example, the month of March is coded as '03'. Note that you are not allowed to enter 'DK' for month or year of birth. You have to obtain month and year of birth of the child.

If the survey is conducted in 2012, the year of birth of the child cannot be earlier than 2007 and if the survey is conducted in 2013, the year of birth of the child cannot be earlier than 2008.

If the mother/primary caretaker is unable to provide the date of birth information, ask whether she/he has any documentation such as an identification card, health card, horoscope, or a birth or baptismal certificate that might give the date of birth of the child. However, confirm with the respondent that the date of birth recorded on such documents is indeed correct.

Ask AG1 and AG2 independently. Then, check for consistency between the date of birth and completed age.

## Month of birth of child (AG1M)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 2297  
Invalid: 35

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Now i would like to ask you some questions about the (name)'s health.  
In what month and year was (name) born?

#### Interviewer instructions

Ask the mother or primary caretaker for the child's date of birth. Probe: "What is his/her birthday?" It is important to record the child's month and year of birth accurately.

If the mother/primary caretaker knows the exact birth date, including the day, enter the day of birth. Otherwise, circle '98' for 'DK day'. You do not need to probe further for day of birth.

Convert the month to a number as you have done before. Enter the number in the space provided. If the month or day contains only one digit, use a leading zero. For example, the month of March is coded as '03'. Note that you are not allowed to enter 'DK' for month or year of birth. You have to obtain month and year of birth of the child.

If the survey is conducted in 2012, the year of birth of the child cannot be earlier than 2007 and if the survey is conducted in 2013, the year of birth of the child cannot be earlier than 2008.

If the mother/primary caretaker is unable to provide the date of birth information, ask whether she/he has any documentation such as an identification card, health card, horoscope, or a birth or baptismal certificate that might give the date of birth of the child. However, confirm with the respondent that the date of birth recorded on such documents is indeed correct.

Ask AG1 and AG2 independently. Then, check for consistency between the date of birth and completed age.

## Year of birth of child (AG1Y)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2006-9999

Valid cases: 2297  
Invalid: 35

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now i would like to ask you some questions about the (name)'s health.  
In what month and year was (name) born?

### Interviewer instructions

Ask the mother or primary caretaker for the child's date of birth. Probe: "What is his/her birthday?" It is important to record the child's month and year of birth accurately.

If the mother/primary caretaker knows the exact birth date, including the day, enter the day of birth. Otherwise, circle '98' for 'DK day'. You do not need to probe further for day of birth.

Convert the month to a number as you have done before. Enter the number in the space provided. If the month or day contains only one digit, use a leading zero. For example, the month of March is coded as '03'. Note that you are not allowed to enter 'DK' for month or year of birth. You have to obtain month and year of birth of the child.

If the survey is conducted in 2012, the year of birth of the child cannot be earlier than 2007 and if the survey is conducted in 2013, the year of birth of the child cannot be earlier than 2008.

If the mother/primary caretaker is unable to provide the date of birth information, ask whether she/he has any documentation such as an identification card, health card, horoscope, or a birth or baptismal certificate that might give the date of birth of the child. However, confirm with the respondent that the date of birth recorded on such documents is indeed correct.

Ask AG1 and AG2 independently. Then, check for consistency between the date of birth and completed age.

## Age of child (AG2)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-4

Valid cases: 2297  
Invalid: 35

### Source of information

The mother or caretaker of the child under five.

### Literal question

How old is (name)?

### Interviewer instructions

After having obtained the child's date of birth, ask the child's age in completed years, and record in the space provided. Remember, ages must refer to the last birthday. Probe if necessary by asking "How old was (name) at his/her last birthday?"

If the mother/primary caretaker does not know the current age of the child, try asking "How many years ago was (name) born?" You may help the respondent by relating the child's age to that of other children or to some important event or to the season of birth, by asking, for example, "How many wet seasons ago was (name) born?"

Record age in completed years. Record '0' if the child is less than 1 year old.

Ask AG1 and AG2 independently. Then, check for consistency between the date of birth and completed age.

## Birth certificate (BR1)

File: ch

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2332
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) have a birth certificate?

### Interviewer instructions

This question aims to provide an estimate of the extent of birth registration in your country. Respondents must be assured that the information about individual families will never be given to authorities, and that they cannot be identified in any way.

If the answer is yes, ask "May I see it?" and circle the appropriate corresponding code, noting whether or not the certificate was seen. If the child has a birth certificate and it was seen, circle '1' and go to next module. If the child has a birth certificate but the mother/primary caretaker is unable to show you the certificate, circle '2' and go to next module. If the child does not have a birth certificate '3' or the respondent does not know '8' continue to the next question.

## Birth registered (BR2)

File: ch

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2332
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name)'s birth been registered with the registry office?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'Yes', go to next module. If the child's birth has not been registered with civil authorities or the respondent does not know, continue to the next question.

## Know how to register birth (BR3)

File: ch

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2332
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Do you know how to register your child's birth in the birth register?

### Interviewer instructions

## Know how to register birth (BR3)

### File: ch

The purpose of this question is to assess how important lack of knowledge (of the process of registering or, if applicable, the place to go to register) may be among the reasons for non-registration. This information can inform advocacy efforts and help in the formulation of education campaigns.

Circle the code corresponding to the response.

## Number of children's books or picture books for child (EC1)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 2297  
Invalid: 35

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

How many children's books or picture books do you have for (name)?

#### Interviewer instructions

This question asks specifically about children's books or picture books for the child. This excludes schoolbooks (appropriate for or belonging to older children), as well as other books for adults that are present in the household.

Record the number of books in the space provided. There is no need to make an actual count of books yourself. Rely on the respondent's answer, and avoid asking to see and count the books yourself, since this is likely to require extra time. If the respondent is unsure about the number of children's books or picture books and is not able to provide an answer the first time you ask the question, ask her/him if there are more than 10 such books. If yes, circle '10'. If she/he says that there are less than 10 such books, probe further to get an exact number. If there are no such books in the household, record '00'.

## Homemade toys (EC2A)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2297  
Invalid: 35

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

I am interested in learning about the things that (name) plays with when he/she is at home.

Does he/she play with: homemade toys (such as dolls, cars or some other toys made at home)?

#### Interviewer instructions

## Homemade toys (EC2A)

### File: ch

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials.

Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer.

Do not pause after reading the first sentence and continue by saying "Does he/she play with" and start asking whether the child plays with playthings from each of the categories listed. For example, ask: "Does he/she play with homemade toys (such as dolls, cars, or other toys made at home)?" and so on.

If the respondent answers 'Yes' to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying "What does he/she specifically play with?" or "Can you please give an example?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle '1'. If the child doesn't play with items mentioned in a specific category, or the respondent doesn't know circle '2' or '8', for that specific category. Read each category aloud and circle the code corresponding to the response before proceeding to the next category.

## Toys from shops (EC2B)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2297  
Invalid: 35

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

I am interested in learning about the things that (name) plays with when he/she is at home.  
Does he/she play with: toys from a shop or manufactured toys?

#### Interviewer instructions

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials.

Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer.

Do not pause after reading the first sentence and continue by saying "Does he/she play with" and start asking whether the child plays with playthings from each of the categories listed. For example, ask: "Does he/she play with homemade toys (such as dolls, cars, or other toys made at home)?" and so on.

If the respondent answers 'Yes' to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying "What does he/she specifically play with?" or "Can you please give an example?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle '1'. If the child doesn't play with items mentioned in a specific category, or the respondent doesn't know circle '2' or '8', for that specific category. Read each category aloud and circle the code corresponding to the response before proceeding to the next category.

## Household objects or outside objects (EC2C)

### File: ch

## Household objects or outside objects (EC2C)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2297  
Invalid: 35

### Source of information

The mother or caretaker of the child under five.

### Literal question

I am interested in learning about the things that (name) plays with when he/she is at home.

Does he/she play with: household objects (such as bowls or pots) or objects found outside (such as sticks, rocks, leaves etc.)?

### Interviewer instructions

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials.

Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer.

Do not pause after reading the first sentence and continue by saying "Does he/she play with" and start asking whether the child plays with playthings from each of the categories listed. For example, ask: "Does he/she play with homemade toys (such as dolls, cars, or other toys made at home)?" and so on.

If the respondent answers 'Yes' to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying "What does he/she specifically play with?" or "Can you please give an example?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle '1'. If the child doesn't play with items mentioned in a specific category, or the respondent doesn't know circle '2' or '8', for that specific category. Read each category aloud and circle the code corresponding to the response before proceeding to the next category.

## In past week, days left alone for more than 1 hour (EC3A)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-9

Valid cases: 2297  
Invalid: 35

### Source of information

The mother or caretaker of the child under five.

### Literal question

Sometimes adults taking care of children have to leave the house to go shopping, to the doctor or for other reasons and have to leave young children.

On how many days in the past week was (name):

[A] left alone for more than an hour?

### Interviewer instructions

## In past week, days left alone for more than 1 hour (EC3A)

File: ch

This question is used to assess whether children are at increased risk, either because they are left alone or are left with a child as caregiver. These situations have been shown to be associated with higher risk for children.

The question sets up a hypothetical situation, one in which the mother/primary caretaker would be gone for more than just a moment - situations in which the child could be left alone for an hour or more. The question specifies that we want to know about situations in which the respondent actually leaves the premises, not simply going out of sight of the child, such as to another part or another room of the house.

Enter the response in the spaces provided. If the child was not left in the care of another child during this period, enter '0' for 'None'. If the answer is "don't know", enter "8". Note that 'another child' is defined as a child less than 10 years old.

## In past week, days left with other child for more than 1 hour (EC3B)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-9

Valid cases: 2297  
Invalid: 35

### Source of information

The mother or caretaker of the child under five.

### Literal question

Sometimes adults taking care of children have to leave the house to go shopping, to the doctor or for other reasons and have to leave young children.

On how many days in the past week was (name):

[B] left in the care of another child, that is, someone less than 10 years old, for more than one hour?

### Interviewer instructions

This question is used to assess whether children are at increased risk, either because they are left alone or are left with a child as caregiver. These situations have been shown to be associated with higher risk for children.

The question sets up a hypothetical situation, one in which the mother/primary caretaker would be gone for more than just a moment - situations in which the child could be left alone for an hour or more. The question specifies that we want to know about situations in which the respondent actually leaves the premises, not simply going out of sight of the child, such as to another part or another room of the house.

Enter the response in the spaces provided. If the child was not left in the care of another child during this period, enter '0' for 'None'. If the answer is "don't know", enter "8". Note that 'another child' is defined as a child less than 10 years old.

## Attends early childhood education programme (EC5)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 1034  
Invalid: 1298

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) attend any organised learning or early childhood education programme, such as a private or public facility, including kindergarten or a child care centre in the community?

## Attends early childhood education programme (EC5)

File: ch

### Interviewer instructions

This question aims to find out if the child is participating in early learning activities. Baby-sitting or child-minding, even if done in a special place such as a day-care centre, does not qualify as such a programme unless it includes organized learning activities. You must ensure that the mother or primary caretaker understands the meaning of 'Early Childhood Education Programme', explaining it as instructed.

Circle the appropriate code. Skip to EC7 if the answer to this question is 'No' or 'DK'.

## Within last 7 days, hours attended education (EC6)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 115  
Invalid: 2217  
Minimum: 0  
Maximum: 99

### Source of information

The mother or caretaker of the child under five.

### Literal question

Within the last 7 days, about how many hours did (name) attend?

### Interviewer instructions

This question is asked if the child is attending an early childhood education programme. Record the estimated number of hours the child attended any organized learning or early childhood education programme in the last 7 days (excluding the day of interview). Use a leading zero if necessary.

## Books-Mother (EC7AA)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 807  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[A] Read books to (name) or looked at picture books with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Books-Father (EC7AB)

File: ch

### Overview

Type: Discrete

Valid cases: 305

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[A] Read books to (name) or looked at picture books with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Books-Other (EC7AX)

File: ch

### Overview

Type: Discrete

Valid cases: 285

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[A] Read books to (name) or looked at picture books with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Books-No one (EC7AY)

File: ch

### Overview

## Books-No one (EC7AY)

File: ch

Type: Discrete  
Format: character  
Width: 1

Valid cases: 142  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[A] Read books to (name) or looked at picture books with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Tell stories-Mother (EC7BA)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 874  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[B] Told stories to (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Tell stories-Father (EC7BB)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 392  
Invalid: 0

### Source of information

## Tell stories-Father (EC7BB)

File: ch

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[B] Told stories to (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Tell stories-Other (EC7BX)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 353  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[B] Told stories to (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Tell stories-No one (EC7BY)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 57  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

## Tell stories-No one (EC7BY)

### File: ch

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[B] Told stories to (name)?

#### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Sang songs-Mother (EC7CA)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 842

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[C] Sang songs to (name) or with (name), including lullabies?

#### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Sang songs-Father (EC7CB)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 334

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[C] Sang songs to (name) or with (name), including lullabies?

#### Interviewer instructions

## Sang songs-Father (EC7CB)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Sang songs-Other (EC7CX)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 347

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[C] Sang songs to (name) or with (name), including lullabies?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Sang songs-No one (EC7CY)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 97

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[C] Sang songs to (name) or with (name), including lullabies?

### Interviewer instructions

## Sang songs-No one (EC7CY)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Took outside-Mother (EC7DA)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 926

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[D] Took (name) outside the home or yard?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Took outside-Father (EC7DB)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 668

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[D] Took (name) outside the home or yard?

### Interviewer instructions

## Took outside-Father (EC7DB)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Took outside-Other (EC7DX)

File: ch

### Overview

Type: Discrete

Valid cases: 458

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[D] Took (name) outside the home or yard?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Took outside-No one (EC7DY)

File: ch

### Overview

Type: Discrete

Valid cases: 23

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[D] Took (name) outside the home or yard?

### Interviewer instructions

## Took outside-No one (EC7DY)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Played with-Mother (EC7EA)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 945

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[E] Played with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Played with-Father (EC7EB)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 712

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[E] Played with (name)?

### Interviewer instructions

## Played with-Father (EC7EB)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Played with-Other (EC7EX)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 516

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[E] Played with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Played with-No one (EC7EY)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 19

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[E] Played with (name)?

### Interviewer instructions

## Played with-No one (EC7EY)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Named/counted-Mother (EC7FA)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 821

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[F] Named, counted, or drew things to or with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Named/counted-Father (EC7FB)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 374

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[F] Named, counted, or drew things to or with (name)?

### Interviewer instructions

## Named/counted-Father (EC7FB)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Named/counted-Other (EC7FX)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 324

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[F] Named, counted, or drew things to or with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Named/counted-No one (EC7FY)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 109

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, were you or any household member over 15 years of age involved in any of the following activities with (name):

[F] Named, counted, or drew things to or with (name)?

### Interviewer instructions

## Named/counted-No one (EC7FY)

### File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Child identifies at least ten letters of the alphabet (EC8)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 1034  
Invalid: 1298

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

I would like to ask you some questions about the health and development of your child. Children do not all develop and learn at the same rate. For example, some walk earlier than others. These questions are related to several aspects of your child's development.

Can (name) identify or name at least ten letters of the (Latin/Cyrillic) alphabet?

#### Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the child can name ten or more letters of the alphabet while a 'No' answer means that the child can name less than ten or none at all.

## Child reads at least four simple, popular words (EC9)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 1034  
Invalid: 1298

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Can (name) read at least four simple, popular words?

#### Interviewer instructions

Circle the code corresponding to the response. A 'Yes' response means that the child can read at least four simple, popular words while a 'No' response means that the child can only read one or two, or none at all.

## Child knows name and recognizes symbol of all numbers from 1-10 (EC10)

File: ch

### Overview

Type: Discrete	Valid cases: 1034
Format: numeric	Invalid: 1298
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) know the name and recognize the symbol of all numbers from 1 to 10?

### Interviewer instructions

Circle the code corresponding to the response. If parent seems hesitant, prompt with "does the child know '1'? Does the child know 2?" etc. A 'Yes' answer means that the child can recognize the symbol of all numbers from 1 to 10 while a 'No' answer means that the child can recognize less than ten or none at all.

## Child able to pick up small object with 2 fingers (EC11)

File: ch

### Overview

Type: Discrete	Valid cases: 1034
Format: numeric	Invalid: 1298
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Can (name) pick up a small object with two fingers, like a stick or a rock from the ground?

### Interviewer instructions

Circle the code corresponding to the response. If necessary, use the pen you are holding to demonstrate the grip. Consider the small objects mentioned before when asking about the items children play with (sticks, rocks, animal shells or leaves). A 'Yes' answer means that the child is able to pick up small objects without difficulty while a 'No' answer means that the child seems to have difficulty with small items.

## Child sometimes too sick to play (EC12)

File: ch

### Overview

Type: Discrete	Valid cases: 1034
Format: numeric	Invalid: 1298
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Is (name) sometimes too sick to play?

### Interviewer instructions

## Child sometimes too sick to play (EC12)

### File: ch

Circle the code corresponding to the response. A 'Yes' answer means that the child often gets sick and cannot play or do many physical activities, while a 'No' answer is in cases when the child is consistently ready to be active and play and only appears tired when it is appropriate for him/her to be so (e.g., in the evening; at the usual nap time).

## Child follows simple directions (EC13)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 1034  
Invalid: 1298

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Does (name) follow simple directions on how to do something correctly?

#### Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the child can do things easily and correctly when asked to do so while a 'No' answer means that the child usually does not accomplish the simple tasks she/he is given successfully. Do not concern yourself with the reasons why not.

## Child able to do something independently (EC14)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 1034  
Invalid: 1298

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

When (name) is given something to do, can he/she do it independently?

#### Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the child is able to occupy herself/himself independently for an appropriate length of time, without constant asking for assistance or giving up quickly (e.g., colouring, building structures, etc.) while a 'No' answer means that the child cannot occupy herself/himself independently, asks for help or assistance, or gives up the work/play easily if not provided with help.

## Child gets along well with other children (EC15)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 1034  
Invalid: 1298

## Child gets along well with other children (EC15)

File: ch

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) get along well with other children?

### Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the child does well playing and interacting with other children while a 'No' answer means that the child is uncomfortable around other children, prefers to be alone, or gets into conflicts.

## Child kicks, bites or hits other children or adults (EC16)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 1034  
Invalid: 1298

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) bite or hit other children or adults?

### Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the parent has noticed that the child can physically hurt (kick, bite, hit) other children while a 'No' answer means that the child does not do it. Do not concern yourself with what may be the reason of such behaviour (e.g., if parent tries to explain the reasons, or excuse the child).

## Child gets distracted easily (EC17)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 1034  
Invalid: 1298

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) get distracted easily?

### Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the child has difficulty sticking with/continuing any activity for the necessary length of time, gets easily distracted by anything happening around her/him, or finds other activities before completing the one started while a 'No' answer means that the child doesn't get easily distracted.

## Child ever been breastfed (BF1)

File: ch

### Overview

## Child ever been breastfed (BF1)

File: ch

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2297  
Invalid: 35

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever been breastfed?

### Interviewer instructions

This question asks if the child has ever been breastfed. It includes any breastfeeding experience of the child - not necessarily by the mother/primary caretaker.

Circle the code corresponding to the response. Continue to the next question if the child was ever breastfed ('1'). If the child was never breastfed, circle 'No' and skip to BF3. Skip to BF3 in the case of a 'DK' response as well.

## Child still being breastfed (BF2)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2140  
Invalid: 192

### Source of information

The mother or caretaker of the child under five.

### Literal question

Is he/she still being breastfed?

### Interviewer instructions

'Being breastfed' is defined as putting the child to the breast at least once a day.

Circle the code corresponding to the response.

The questions BF3-BF18 asks about what the child was fed in the preceding 24 hours. The purpose of these questions is to determine what liquids or foods the child was given. Make sure that the respondent understands the question, particularly what is meant by 'yesterday, during the day or night'.

Circle the code corresponding to the response. If the mother/primary caretaker does not know the answer, repeat the question using other local words for the fluid or food. If the answer is still not known, circle '8' for 'DK'.

Note that for infant formula, milk, yogurt, and solid/semi-solid mushy food, the number of times the child had the food is also asked.

## Child drank plain water yesterday (BF3)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2297  
Invalid: 35

### Source of information

## Child drank plain water yesterday (BF3)

File: ch

The mother or caretaker of the child under five.

### Literal question

I would like to ask you about liquids that (name) may have had yesterday during the day or the night. I am interested in whether (name) had the liquid even if it was combined with other foods. Did (name) drink plain water yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response.

## Child drank infant formula yesterday (BF4)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2297  
Invalid: 35

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink infant formula yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'No' or 'DK,' skip to BF6.

## Times child drank infant formula (BF5)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 158  
Invalid: 2174

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times did (name) drink infant formula yesterday, during the day or night?

### Interviewer instructions

Record the number of times the child had infant formula.

## Child drank milk yesterday (BF6)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2297  
Invalid: 35

## Child drank milk yesterday (BF6)

File: ch

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink milk, such as powdered or fresh animal milk yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to BF8.

## Times child drank milk (BF7)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 1864  
Invalid: 468

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times did (name) drink powdered or fresh animal milk yesterday, during the day or night?

### Interviewer instructions

Record the number of times the child had tinned, powdered or fresh animal milk.

## Child drank juice or juice drinks yesterday (BF8)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2297  
Invalid: 35

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink juice or fruit drinks yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response.

## Child drank soup yesterday (BF9)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2297  
Invalid: 35

### Source of information

## Child drank soup yesterday (BF9)

File: ch

The mother or caretaker of the child under five.

### Literal question

Did (name) drink clear soup yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response.

## Child drank or ate vitamin or mineral supplements yesterday (BF10)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2297  
Invalid: 35

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) consume vitamin or mineral supplements or any medicines yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response.

## Child drank ORS yesterday (BF11)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2297  
Invalid: 35

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink an oral rehydration solution (ORS) yesterday, during the day or night?

### Interviewer instructions

Oral Rehydration Solution is a simple and inexpensive solution that can be prepared at home, consisting of sugar, salt, and water and can decrease fluid loss in children with diarrhoea.

Circle the code corresponding to the response.

## Child drank any other liquid yesterday (BF12)

File: ch

### Overview

## Child drank any other liquid yesterday (BF12)

File: ch

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2297  
Invalid: 35

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink any other liquids yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response.

## Child drank or ate yogurt yesterday (BF13)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2297  
Invalid: 35

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink or eat sour-milk or yoghurt yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to BF15.

## Times drank or ate yogurt (BF14)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 612  
Invalid: 1720

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times did (name) drink or eat sour-milk or yoghurt yesterday, during the day or night?

### Interviewer instructions

Record the number of times the child had yogurt.

## Child ate thin porridge yesterday (BF15)

File: ch

### Overview

## Child ate thin porridge yesterday (BF15)

File: ch

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2297  
Invalid: 35

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) eat thin porridge or semolina porridge yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response.

## Child ate solid or semi-solid food yesterday (BF16)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2297  
Invalid: 35

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) eat solid or semi-solid (soft, mushy) food yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to BF18.

## Times child ate solid or semi-solid food (BF17)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 2107  
Invalid: 225

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times did (name) eat solid or semi-solid (soft, mushy) food yesterday, during the day or night?

### Interviewer instructions

Record the number of times the child had solid or semi-solid food.

## Child drank anything else from the bottle with a nipple yesterday (BF18)

File: ch

## Child drank anything else from the bottle with a nipple yesterday (BF18)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Yesterday, during the day or night, did (name) drink anything from a bottle with a nipple?

### Interviewer instructions

Circle the code corresponding to the response.

## Child had diarrhoea in last 2 weeks (CA1)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the last two weeks, has (name) had diarrhoea?

### Interviewer instructions

Diarrhoea is determined by the perception of the mother or caretaker, or by three or more loose or watery stools per day, or by blood in stool.

Record the mother's/primary caretaker's answer by circling the corresponding code. If a respondent is not sure what is meant by diarrhoea, tell her/him it means "three or more loose or watery stools per day, or blood in the stool." Make sure the respondent understands what is meant by 'in the last 2 weeks'. If the child has not had diarrhoea in the last 2 weeks or the caretaker doesn't know, skip to CA7.

## Child drank less or more during illness (CA2)

File: ch

### Overview

Type: Discrete	Valid cases: 120
Format: numeric	Invalid: 2212
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

I would like to know how much (name) was given to drink while he/she had diarrhoea (including breastmilk). During the time (name) had diarrhoea, was he/she given less than usual to drink, about the same amount or more than usual?

## Child drank less or more during illness (CA2)

File: ch

### Interviewer instructions

If dehydrated, a child may take more fluids than usual. We want to know if the pattern of fluid consumption changed during diarrhoea. The focus in this question is on how much fluid was actually consumed by the child.

Ask the question just as it is worded here. Read out the entire question and circle the appropriate code for the caretaker's response. Get the respondent's best judgement of the relative amount of total fluids actually consumed by the child. All fluids are included, not just special ones given during diarrhoea. For example, water, tea, fruit juice, breastmilk and formula are included as well as special fluids such as ORS.

If the child was given less drink than usual during the diarrhoea, probe: "Was he/she given much less than usual to drink, or somewhat less?"

Try to find out what actually happened, not what the respondent thinks ought to have happened. An answer such as, "A child with diarrhoea (or 'a child who is ill') needs more fluids" is not satisfactory. You would need to ask, "But how much did your child actually drink during this diarrhoea?"

It may be difficult to estimate the relative amount of breastmilk taken by the child. The respondent may make an estimate based on whether the child nursed longer or more frequently.

## Child ate less or more during illness (CA3)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 120  
Invalid: 2212

### Source of information

The mother or caretaker of the child under five.

### Literal question

During the time (name) had diarrhoea, was he/she given less than usual to eat, about the same amount, more than usual or nothing?

### Interviewer instructions

During an episode of diarrhoea or other illness, a child may change the amount usually eaten. The focus in this question is on how much food was actually consumed by the child.

Ask the question just as it is worded here. Read out the entire question and circle the code corresponding to the caretaker's response. Get the caretaker's best judgement of the relative amount of total food actually consumed by the child.

Try to find out what actually happened, not what the caretaker thinks ought to have happened. An answer such as, "A child with diarrhoea (or 'a child who is ill') needs more food" is not satisfactory. You would need to ask, "But how much did your child actually eat during this diarrhoea?"

If the caretaker replies that the child took only fluids (that is, the child did not 'eat'), circle '5' for 'Stopped food'. If the child was given less than usual to eat during the diarrhoea, probe: "Was he/she given much less than usual to eat, or somewhat less?". Then circle the appropriate code. If the mother/primary caretaker offered more food than usual, but the child ate much less, the answer is 'much less'; circle '1'.

Make sure that the respondent understands that this includes breastmilk, if the child is still being breastfed. If the child is very young and the caretaker replies that he/she takes only fluids or breastmilk (that is, has not started 'eating' yet), there is no need to probe, since 'drinking' and 'eating' count as the same for this child. Circle the answer for this question (eating) that comes closest to the answer you circle for CA4 (drinking).

## Drank fluid made from special packet (ORS) (CA4A)

File: ch

## Drank fluid made from special packet (ORS) (CA4A)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 120  
Invalid: 2212

### Source of information

The mother or caretaker of the child under five.

### Literal question

During the episode of diarrhoea, was (name) given to drink any of the following:

[A] A fluid for oral rehydration made from a special infusion called orosal, nelit or something similar?

### Interviewer instructions

We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea.

Ask each question separately: "Was (name) given a fluid made from a special packet called (local name for ORS packet solution)?, Was (name) given a pre-packaged ORS fluid for diarrhoea?" and so forth. Read each item aloud and circle the code corresponding to the response before proceeding to the next item.

## Pre-packaged ORS fluid for diarrhoea (CA4B)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 120  
Invalid: 2212

### Source of information

The mother or caretaker of the child under five.

### Literal question

During the episode of diarrhoea, was (name) given to drink any of the following:

[B] A pre-packaged ORS fluid for diarrhoea?

### Interviewer instructions

We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea.

Ask each question separately: "Was (name) given a fluid made from a special packet called (local name for ORS packet solution)?, Was (name) given a pre-packaged ORS fluid for diarrhoea?" and so forth. Read each item aloud and circle the code corresponding to the response before proceeding to the next item.

## Anything else given to treat the diarrhoea (CA5)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 120  
Invalid: 2212

### Source of information

The mother or caretaker of the child under five.

### Literal question

Was anything (else) given to treat the diarrhoea?

## Anything else given to treat the diarrhoea (CA5)

File: ch

### Interviewer instructions

This question asks the mother or caretaker whether the child received any (other) treatment for diarrhoea other than those mentioned in CA4 for this episode of diarrhoea. If in CA4 you learned that the child was given fluid from an ORS packet, sugar and salt solution, or pre-packaged ORS fluid, then phrase CA5 by saying, "Was anything else given to treat the diarrhoea?" If none of the liquids was given, ask CA5 by saying, "Was anything given to treat the diarrhoea?"

Circle the code corresponding to the answer given. If the response is 'Yes', continue to CA6 to learn the type of treatment given. If the child was not given anything (else) for the diarrhoea or the respondent doesn't know, skip to CA7.

## Other treatment (pill or syrup): Antibiotic (CA6A)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 6

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat the diarrhoea?

### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/caretaker doesn't know ask to see the package of the medicine.

## Other treatment (pill or syrup): Antimotility (CA6B)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 31

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat the diarrhoea?

### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/caretaker doesn't know ask to see the package of the medicine.

## Other treatment (pill or syrup): Zinc (CA6C)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat the diarrhoea?

### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment (pill or syrup): Other (not antibiotic, antimotility or zinc) (CA6G)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 4

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat the diarrhoea?

### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment (pill or syrup): Unknown (CA6H)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 6

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat the diarrhoea?

### Interviewer instructions

## Other treatment (pill or syrup): Unknown (CA6H)

File: ch

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment (injection): Antibiotic (CA6L)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat the diarrhoea?

### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment (injection): Non-antibiotic (CA6M)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat the diarrhoea?

### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment (injection): Unknown (CA6N)

File: ch

## Other treatment (injection): Unknown (CA6N)

File: ch

### Overview

Type: Discrete

Valid cases: 1

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat the diarrhoea?

### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment: Intravenous (CA6O)

File: ch

### Overview

Type: Discrete

Valid cases: 2

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat the diarrhoea?

### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment: Home remedy/Herbal medicine (CA6Q)

File: ch

### Overview

Type: Discrete

Valid cases: 27

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat the diarrhoea?

### Interviewer instructions

## Other treatment: Home remedy/Herbal medicine (CA6Q)

### File: ch

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment: Other (CA6X)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 10

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

What (else) was given to treat the diarrhoea?

#### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Child ill with cough in last 2 weeks (CA7)

### File: ch

#### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 2297

Invalid: 35

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

During the last two weeks, has (name) had an illness with a cough?

#### Interviewer instructions

Illness with a cough means a cold or other acute respiratory illness with a cough.

Circle the code corresponding to the response given. If the respondent says "He coughs all the time," or "She's been coughing for months," do not count this as an 'illness with a cough' since it is a chronic problem. If the answer is 'No' or 'DK', circle the appropriate code and go to CA14. If the symptoms started before but continued into the 2-week period, this counts as 'Yes'.

## Difficulty breathing during illness with cough (CA8)

### File: ch

## Difficulty breathing during illness with cough (CA8)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 497  
Invalid: 1835

### Source of information

The mother or caretaker of the child under five.

### Literal question

When (name) had an illness with a cough, did he/she breathe faster than usual with short, rapid breaths or have difficulty breathing?

### Interviewer instructions

The question aims to find out if the child has or had an illness requiring assessment by a health professional.

If the respondent asks "What do you mean by 'fast breathing'?" you may say "noticeably faster than normal when the child is rested." If the respondent asks "What do you mean by 'difficulty breathing'?" you may say "The child sounded/looked as if he/she was having trouble breathing." You may give other explanations that were developed and tested during the adaptation and pre-testing of the questionnaire. Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. Otherwise, skip to CA14.

## Symptoms due to problem in chest or blocked nose (CA9)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 279  
Invalid: 2053

### Source of information

The mother or caretaker of the child under five.

### Literal question

Was the fast or difficult breathing due to a problem in the chest or a blocked or runny nose?

### Interviewer instructions

This question aims to find out if the problem needs assessment by a health professional, which does not include a simple cold.

Circle the code corresponding to the caretaker's response. If the symptoms were from a 'Blocked or runny nose only', skip to CA14. If the symptoms were due to 'Other' reasons, write the respondent's description in the line provided, circle '6' and skip to CA14. Otherwise, continue to the next question.

## Sought advice or treatment for illness (CA10)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 91  
Invalid: 2241

### Source of information

The mother or caretaker of the child under five.

## Sought advice or treatment for illness (CA10)

File: ch

### Literal question

Did you seek any advice or treatment for the illness from any source?

### Interviewer instructions

'Seeking care outside the home' means going outside the family or household for advice or treatment. Seeking care could include anything from asking a neighbour for advice, to holding a religious ceremony on the child's behalf, to going to a hospital. If a physician or other provider visits the household to give care, this counts as seeking care outside the home. The child may or may not have accompanied the respondent when he/she sought care. For example, going to buy medicine without the child counts as seeking care.

Circle the code corresponding to the response given. If the answer is 'Yes', continue to the next question. Otherwise, skip to CA12.

## Place sought care: (public sector) Government hospital (CA11A)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 23

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: (public sector) Government health center (CA11B)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 45

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

## Place sought care: (public sector) Government health center (CA11B)

File: ch

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: (public sector) Mobile / Outreach clinic (CA11E)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 4

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Other public (CA11H)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

## Place sought care: Other public (CA11H)

File: ch

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Private hospital / clinic (CA11I)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Private physician (CA11J)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 7

Invalid: 0

### Source of information

## Place sought care: Private physician (CA11J)

File: ch

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Private pharmacy (CA11K)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Mobile clinic (CA11L)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

## Place sought care: Mobile clinic (CA11L)

File: ch

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Other private medical (CA11O)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Relative / Friend (CA11P)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Source of information

## Place sought care: Relative / Friend (CA11P)

File: ch

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Shop (CA11Q)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Traditional practitioner (CA11R)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

## Place sought care: Traditional practitioner (CA11R)

File: ch

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Other (CA11X)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Given medicine to treat this illness (CA12)

File: ch

### Overview

## Given medicine to treat this illness (CA12)

File: ch

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 91  
Invalid: 2241

### Source of information

The mother or caretaker of the child under five.

### Literal question

Was (name) given any medicine to treat this illness?

### Interviewer instructions

Circle the appropriate code. If the answer is 'Yes', continue to the next question. Otherwise, go to CA14.

## Medicine: Antibiotic pill / syrup (CA13A)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 63  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

## Medicine: Antibiotic injection (CA13B)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 13  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

## Medicine: Antibiotic injection (CA13B)

File: ch

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

## Medicine: Paracetamol / Panadol / Acetaminophen (CA13P)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 7

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

## Medicine: Aspirin (CA13Q)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

## Medicine: Aspirin (CA13Q)

### File: ch

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

## Medicine: Ibuprofen (CA13R)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

What medicine was (name) given?

#### Interviewer instructions

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

## Medicine: Other (CA13X)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 24

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

What medicine was (name) given?

#### Interviewer instructions

## Medicine: Other (CA13X)

### File: ch

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

## Medicine: DK (CA13Z)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

What medicine was (name) given?

#### Interviewer instructions

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

## What was done to dispose of the stools (CA15)

### File: ch

#### Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: 1-99

Valid cases: 1263

Invalid: 1069

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

The last time (name) passed stools, how were the stools disposed of?

#### Interviewer instructions

## What was done to dispose of the stools (CA15)

### File: ch

The purpose of this question is to know what was done with the most recent stools passed by the child in the household. The safe disposal of children's stools is of particular importance because children's stools are the most likely cause of faecal contamination to the immediate household environment. Correct disposal of stools is linked with lower risks of diarrhoea.

Respondents are asked where they usually dispose of their children's stools if the child did not use the toilet facility. Circle the most appropriate code.

If the respondent states that diapers are used, then probe to establish how the diapers are disposed of.

## Vaccination card for child (IM1)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2297  
Invalid: 35

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Do you have a health booklet / vaccination card immunisations (name) received are recorded?  
(If "Yes") May i see it please?

#### Interviewer instructions

If the respondent reports that there is a vaccination card for the child, ask to see it. You should have obtained vaccination cards at the beginning of the interview. If you did not already obtain the card for the child, now is the time to ask for it again.

In some cases, the respondent may not be willing to take time to look for the vaccination card, thinking that you are in a hurry. Encourage the respondent to look for the vaccination card for the child. It is critical to obtain written documentation of the child's immunization history. Therefore, be patient if the respondent needs to search for the card.

If the respondent does not have a vaccination card but the vaccine doses are registered in another document (for example, a booklet with records of clinic visits), ask to see it. If the card or other document is seen, circle '1' and skip to IM3. If the child has a vaccination card or other document but the respondent is unable to show you, circle '2' and skip to IM6 - you will be asking the respondent to recall the child's vaccinations. If the respondent does not have a vaccination card or any other document where the vaccine doses are registered for the child, circle '3' and continue to next question.

## Ever had vaccination card (IM2)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 71  
Invalid: 2261

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Did you ever have a health booklet / vaccination card for (name)?

#### Interviewer instructions

Circle the code corresponding to the answer given and skip to IM6.

## Day of BCG immunization (IM3BD)

File: ch

### Overview

Type: Discrete	Valid cases: 2016
Format: numeric	Invalid: 316
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of BCG immunization (IM3BM)

File: ch

### Overview

Type: Discrete	Valid cases: 1919
Format: numeric	Invalid: 413
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of BCG immunization (IM3BM)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of BCG immunization (IM3BY)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2006-9999

Valid cases: 1919  
Invalid: 413

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of Polio1 (IM3P1D)

File: ch

### Overview

Type: Discrete	Valid cases: 2016
Format: numeric	Invalid: 316
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of Polio1 (IM3P1M)

File: ch

### Overview

Type: Discrete	Valid cases: 1897
Format: numeric	Invalid: 435
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of Polio1 (IM3P1M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of Polio1 (IM3P1Y)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2007-9999

Valid cases: 1897  
Invalid: 435

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of Polio2 immunization (IM3P2D)

File: ch

### Overview

Type: Discrete	Valid cases: 2016
Format: numeric	Invalid: 316
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of Polio2 immunization (IM3P2M)

File: ch

### Overview

Type: Discrete	Valid cases: 1846
Format: numeric	Invalid: 486
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of Polio2 immunization (IM3P2M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of Polio2 immunization (IM3P2Y)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2007-9999

Valid cases: 1846  
Invalid: 486

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of Polio3 immunization (IM3P3D)

File: ch

### Overview

Type: Discrete	Valid cases: 2016
Format: numeric	Invalid: 316
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of Polio3 immunization (IM3P3M)

File: ch

### Overview

Type: Discrete	Valid cases: 1766
Format: numeric	Invalid: 566
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of Polio3 immunization (IM3P3M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of Polio3 immunization (IM3P3Y)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2007-9999

Valid cases: 1766  
Invalid: 566

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of Polio4 immunization (IM3P4D)

File: ch

### Overview

Type: Discrete	Valid cases: 2016
Format: numeric	Invalid: 316
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of Polio4 immunization (IM3P4M)

File: ch

### Overview

Type: Discrete	Valid cases: 1208
Format: numeric	Invalid: 1124
Width: 2	
Decimals: 0	
Range: 1-99	

### Interviewer instructions

## Month of Polio4 immunization (IM3P4M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of Polio4 immunization (IM3P4Y)

### File: ch

#### Overview

Type: Discrete

Format: numeric

Width: 4

Decimals: 0

Range: 2007-9999

Valid cases: 1208

Invalid: 1124

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of DPT1 immunization (IM3D1D)

File: ch

### Overview

Type: Discrete	Valid cases: 2016
Format: numeric	Invalid: 316
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of DPT1 immunization (IM3D1M)

File: ch

### Overview

Type: Discrete	Valid cases: 1908
Format: numeric	Invalid: 424
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of DPT1 immunization (IM3D1M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of DPT1 immunization (IM3D1Y)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2007-9999

Valid cases: 1908  
Invalid: 424

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of DPT2 immunization (IM3D2D)

File: ch

### Overview

Type: Discrete	Valid cases: 2016
Format: numeric	Invalid: 316
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of DPT2 immunization (IM3D2M)

File: ch

### Overview

Type: Discrete	Valid cases: 1855
Format: numeric	Invalid: 477
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of DPT2 immunization (IM3D2M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of DPT2 immunization (IM3D2Y)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2007-9999

Valid cases: 1855  
Invalid: 477

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of DPT3 immunization (IM3D3D)

File: ch

### Overview

Type: Discrete	Valid cases: 2016
Format: numeric	Invalid: 316
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of DPT3 immunization (IM3D3M)

File: ch

### Overview

Type: Discrete	Valid cases: 1777
Format: numeric	Invalid: 555
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of DPT3 immunization (IM3D3M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of DPT3 immunization (IM3D3Y)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2007-9999

Valid cases: 1777  
Invalid: 555

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of DPT4 immunization (IM3D4D)

File: ch

### Overview

Type: Discrete	Valid cases: 2016
Format: numeric	Invalid: 316
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of DPT4 immunization (IM3D4M)

File: ch

### Overview

Type: Discrete	Valid cases: 485
Format: numeric	Invalid: 1847
Width: 2	
Decimals: 0	
Range: 1-99	

### Interviewer instructions

## Month of DPT4 immunization (IM3D4M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of DPT4 immunization (IM3D4Y)

### File: ch

#### Overview

Type: Discrete

Format: numeric

Width: 4

Decimals: 0

Range: 2007-9999

Valid cases: 485

Invalid: 1847

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of HepB1 immunization (IM3H1D)

File: ch

### Overview

Type: Discrete	Valid cases: 2016
Format: numeric	Invalid: 316
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of HepB1 immunization (IM3H1M)

File: ch

### Overview

Type: Discrete	Valid cases: 1946
Format: numeric	Invalid: 386
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of HepB1 immunization (IM3H1M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of HepB1 immunization (IM3H1Y)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2006-9999

Valid cases: 1946  
Invalid: 386

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of HepB2 immunization (IM3H2D)

File: ch

### Overview

Type: Discrete	Valid cases: 2016
Format: numeric	Invalid: 316
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of HepB2 immunization (IM3H2M)

File: ch

### Overview

Type: Discrete	Valid cases: 1907
Format: numeric	Invalid: 425
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of HepB2 immunization (IM3H2M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of HepB2 immunization (IM3H2Y)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2006-9999

Valid cases: 1907  
Invalid: 425

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of HepB3 immunization (IM3H3D)

File: ch

### Overview

Type: Discrete	Valid cases: 2016
Format: numeric	Invalid: 316
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of HepB3 immunization (IM3H3M)

File: ch

### Overview

Type: Discrete	Valid cases: 1704
Format: numeric	Invalid: 628
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of HepB3 immunization (IM3H3M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of HepB3 immunization (IM3H3Y)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2007-9999

Valid cases: 1704  
Invalid: 628

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of HIB1 immunization (IM3I1D)

File: ch

### Overview

Type: Discrete	Valid cases: 2016
Format: numeric	Invalid: 316
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:  
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.  
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.  
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.  
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.  
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of HIB1 immunization (IM3I1M)

File: ch

### Overview

Type: Discrete	Valid cases: 1826
Format: numeric	Invalid: 506
Width: 2	
Decimals: 0	
Range: 1-99	

### Interviewer instructions

## Month of HIB1 immunization (IM3I1M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of HIB1 immunization (IM3I1Y)

### File: ch

#### Overview

Type: Discrete

Format: numeric

Width: 4

Decimals: 0

Range: 2007-9999

Valid cases: 1826

Invalid: 506

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of HIB2 immunization (IM3I2D)

File: ch

### Overview

Type: Discrete	Valid cases: 2016
Format: numeric	Invalid: 316
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of HIB2 immunization (IM3I2M)

File: ch

### Overview

Type: Discrete	Valid cases: 1673
Format: numeric	Invalid: 659
Width: 2	
Decimals: 0	
Range: 1-99	

### Interviewer instructions

## Month of HIB2 immunization (IM3I2M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of HIB2 immunization (IM3I2Y)

### File: ch

#### Overview

Type: Discrete

Format: numeric

Width: 4

Decimals: 0

Range: 2007-9999

Valid cases: 1673

Invalid: 659

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of HIB3 immunization (IM3I3D)

File: ch

### Overview

Type: Discrete	Valid cases: 2016
Format: numeric	Invalid: 316
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of HIB3 immunization (IM3I3M)

File: ch

### Overview

Type: Discrete	Valid cases: 1127
Format: numeric	Invalid: 1205
Width: 2	
Decimals: 0	
Range: 1-99	

### Interviewer instructions

## Month of HIB3 immunization (IM3I3M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of HIB3 immunization (IM3I3Y)

### File: ch

#### Overview

Type: Discrete

Format: numeric

Width: 4

Decimals: 0

Range: 2007-9999

Valid cases: 1127

Invalid: 1205

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of HIB4 immunization (IM3I4D)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 605  
Invalid: 1727

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of HIB4 immunization (IM3I4M)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 28  
Invalid: 2304

### Interviewer instructions

## Month of HIB4 immunization (IM3I4M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of HIB4 immunization (IM3I4Y)

### File: ch

#### Overview

Type: Discrete

Format: numeric

Width: 4

Decimals: 0

Range: 2008-9999

Valid cases: 28

Invalid: 2304

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day measles or MRP immunization (IM3MD)

File: ch

### Overview

Type: Discrete	Valid cases: 2016
Format: numeric	Invalid: 316
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month Measles or MRP immunization (IM3MM)

File: ch

### Overview

Type: Discrete	Valid cases: 1574
Format: numeric	Invalid: 758
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month Measles or MRP immunization (IM3MM)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of Measles or MRP immunization (IM3MY)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2007-9999

Valid cases: 1574  
Invalid: 758

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Child received any other vaccinations (IM5)

File: ch

### Overview

Type: Discrete	Valid cases: 1897
Format: numeric	Invalid: 435
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

In addition to what is recorded in this book / on this card, did (name) receive any other vaccines?

### Interviewer instructions

It is possible that some of the vaccinations received by the child were not recorded. For example, the respondent may have forgotten to bring the card to the health facility or the respondent may have taken the child to a National Immunization Day.

If the answer is 'Yes', circle '1' only if the respondent mentions vaccines included in the questionnaire. You can refer to the information already obtained from the vaccination card to make sure that the mother/primary caretaker is referring only to these vaccines. Write '66' in the corresponding 'Day' column for IM3, and leave the month and year columns blank. For example, if two doses of DPT were recorded on the card, and another dose was given but not recorded, there should be '66' in the 'Day' column.

Do not ask the respondent to supply dates from memory. Enter a date only if the card or other document is available and lists a date for the immunization dose.

Once you have probed for any other vaccination, skip to IM18.

## Child ever received any vaccinations (IM6)

File: ch

### Overview

Type: Discrete	Valid cases: 281
Format: numeric	Invalid: 2051
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever received any vaccinations to prevent him/her from contracting diseases?

### Interviewer instructions

Only ask IM6-IM17 to obtain the child's vaccination status if a vaccination card or other document is not available (that is, if the answer to IM1 was '2' for 'Yes, not seen' or '3' for 'No card'). Describe the vaccination techniques in detail to the caretaker and provide further explanations if needed. When mentioning the vaccines or the specific diseases, use local synonyms if needed. We are not interested in injections for treating a disease - antibiotics, anti-malarials, etc. - but only in vaccines.

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question, to start asking about each of the vaccines. If the answer is 'No' or 'DK', skip to IM18.

## Child ever given BCG vaccination (IM7)

File: ch

### Overview

## Child ever given BCG vaccination (IM7)

File: ch

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 262  
Invalid: 2070

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever received a BCG vaccination against tuberculosis – that is, an injection in the arm or shoulder that usually causes a scar?

### Interviewer instructions

Circle the code corresponding to the response.

## Child ever given Polio vaccination (IM8)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 262  
Invalid: 2070

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever received any vaccination drops in the mouth or injection to protect him/her from getting child paralysis (polio)?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If the answer is 'No' or 'DK', skip to IM11.

## Times child given Polio vaccination (IM10)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 214  
Invalid: 2118

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times was the vaccine against child paralysis (polio) received?

### Interviewer instructions

Fill in the number in the space provided.

## Child ever given DPT vaccination (IM11)

File: ch

## Child ever given DPT vaccination (IM11)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 262  
Invalid: 2070

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever received a DPT vaccination – that is, an injection in the thigh or arm (shoulder) – to prevent him/her from getting tetanus, whooping cough, or diphtheria?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If 'No' or 'DK', skip to IM13. Probe by explaining that the DPT vaccination is sometimes given at the same time as the polio vaccination.

## Times child given DPT vaccination (IM12)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 208  
Invalid: 2124

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times was a DPT vaccine received?

### Interviewer instructions

Fill in the number in the space provided.

## Child ever given Hepatitis B vaccination (IM13)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 262  
Invalid: 2070

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever been given a Hepatitis B (infectious jaundice) vaccination – that is, an injection in the thigh or arm (shoulder) – to prevent him/her from getting Hepatitis B (infectious jaundice)?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If 'No' or 'DK', skip to IM16. Probe by indicating that the Hepatitis B vaccine is sometimes given at the same time as Polio and DPT vaccines

## Hepatitis B first given within 24 h after birth or later (IM14)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 210  
Invalid: 2122

### Source of information

The mother or caretaker of the child under five.

### Literal question

Was the first Hepatitis B (infectious jaundice) vaccine received within 24 hours after birth, or later?

### Interviewer instructions

Ask if the first hepatitis B vaccine was received within 24 hours after birth or later. Circle the code corresponding to the response.

## Times child given Hepatitis B vaccination (IM15)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 210  
Invalid: 2122

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times was a hepatitis B (infectious jaundice) vaccine received?

### Interviewer instructions

Fill in the number in the space provided.

## Child ever given HIB vaccination (IM15A)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 262  
Invalid: 2070

### Literal question

Has (name) ever been given two vaccinations at the same time, - that is, two injections in the arm (shoulder) or one in the thigh and one in the arm (shoulder) - to prevent him/her from getting Haemophilus influenzae type B (HIB)?

## Times child given HIB vaccination (IM15B)

File: ch

### Overview

## Times child given HIB vaccination (IM15B)

File: ch

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 175  
Invalid: 2157

### Literal question

How many times was the Haemophilus influenzae type B (HIB) vaccine received?

## Child ever given Measles or MRP vaccination (IM16)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 262  
Invalid: 2070

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever received an MMR (Mo-Ru-Pa ) injection - that is, a shot in the arm at the age of 12 months or older - to prevent him/her from getting measles, rubella or mumps?

### Interviewer instructions

Circle the code corresponding to the response. If the caretaker specifically mentions measles vaccine but refers to an injection in the thigh, accept the answer as valid and circle '1' for 'Yes'.

## Measurer's identification code (AN1)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 121-999

Valid cases: 2297  
Invalid: 35  
Minimum: 121  
Maximum: 999

### Source of information

Interview information fields completed by interviewer

### Pre question

Measurer's name and number:

### Interviewer instructions

You should enter the name and two-digit identification number of the person who performed the measurements in the space provided. This would normally be the measurer.

## Result of height/length and weight measurement (AN2)

File: ch

### Overview

## Result of height/length and weight measurement (AN2)

File: ch

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2297  
Invalid: 35

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Circle the appropriate code corresponding to the result of the measurement. If the reason is 'Other', write a description in the line provided and circle '6'.

## Child's weight (kilograms) (AN3)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 1  
Range: 3.1-99.9

Valid cases: 2209  
Invalid: 123  
Minimum: 3.1  
Maximum: 32.4

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

The child should be weighed according to the instructions given during training. Record exactly as is shown on the scale, in kilograms with one decimal point. Place the kilograms to the left of the decimal point and grams to the right of the decimal point. Use a leading zero if the number of kilograms is one digit. If the weight is not measured circle '99.9'.

## Child measured lying or standing (AN4A)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2209  
Invalid: 123

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Check the age of the child in AG2. If the child is under 2 years old, check the appropriate box, circle '1' and then measure and record recumbent length (that is, lying down), to the nearest tenth of a centimetre. If the child is age two or older, check the corresponding box, circle '2', and then measure and record standing height. Write a zero first if the number of centimetres is two digits.

## Child's length or height (centimetres) (AN4)

File: ch

### Overview

## Child's length or height (centimetres) (AN4)

File: ch

Type: Discrete  
Format: numeric  
Width: 5  
Decimals: 1  
Range: 51-999.9

Valid cases: 2209  
Invalid: 123  
Minimum: 51  
Maximum: 999.9

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Check the age of the child in AG2. If the child is under 2 years old, check the appropriate box, circle '1' and then measure and record recumbent length (that is, lying down), to the nearest tenth of a centimetre. If the child is age two or older, check the corresponding box, circle '2', and then measure and record standing height. Write a zero first if the number of centimetres is two digits.

## Height for age percentile NCHS (HAP)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 1  
Range: 0-99.9

Valid cases: 2297  
Invalid: 35  
Minimum: 0  
Maximum: 99.9

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Height for age z-score NCHS (HAZ)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 5  
Decimals: 2  
Range: -9.98-9.99

Valid cases: 2297  
Invalid: 35  
Minimum: -10  
Maximum: 10

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Height for age percent of reference median NCHS (HAM)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 5  
Decimals: 1  
Range: 60.9-999.9

Valid cases: 2297  
Invalid: 35  
Minimum: 60.9  
Maximum: 999.9

## Height for age percent of reference median NCHS (HAM)

File: ch

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for age percentile NCHS (WAP)

File: ch

### Overview

Type: Continuous	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 4	Minimum: 0
Decimals: 1	Maximum: 99.9
Range: 0-99.9	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for age z-score NCHS (WAZ)

File: ch

### Overview

Type: Continuous	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 5	Minimum: -4.7
Decimals: 2	Maximum: 10
Range: -4.71-9.99	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for age percent of reference median NCHS (WAM)

File: ch

### Overview

Type: Continuous	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 5	Minimum: 49
Decimals: 1	Maximum: 999.9
Range: 49-999.9	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for height percentile NCHS (WHP)

File: ch

### Overview

Type: Continuous	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 4	Minimum: 0
Decimals: 1	Maximum: 99.9
Range: 0-99.9	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for height z-score NCHS (WHZ)

File: ch

### Overview

Type: Continuous	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 5	Minimum: -5.9
Decimals: 2	Maximum: 10
Range: -5.86-9.99	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for height percent of reference median NCHS (WHM)

File: ch

### Overview

Type: Continuous	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 5	Minimum: 55.6
Decimals: 1	Maximum: 999.9
Range: 55.6-999.9	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Flag for anthropometric indicators (FLAG)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 1	
Decimals: 0	
Range: 0-7	

## Body Mass Index WHO (BMI)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 5	Minimum: 9
Decimals: 2	Maximum: 100
Range: 8.96-99.99	

### Source of information

Constructed variables used for analysis

## Body Mass Index z-score WHO (ZBMI)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 5	Minimum: -4.9
Decimals: 2	Maximum: 100
Range: -4.85-99.99	

### Source of information

Constructed variables used for analysis

## Height for age z-score WHO (HAZ2)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 5	Minimum: -5.9
Decimals: 2	Maximum: 100
Range: -5.85-99.99	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for age z-score WHO (WAZ2)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 5	Minimum: -5.3
Decimals: 2	Maximum: 100
Range: -5.3-99.99	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for height z-score WHO (WHZ2)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 5	Minimum: -4.7
Decimals: 2	Maximum: 100
Range: -4.71-99.99	

### Pre question

Recoded variable

## Height for age flag WHO (HAZFLAG)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 1	
Decimals: 0	
Range: 0-1	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for age flag WHO (WAZFLAG)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 1	
Decimals: 0	
Range: 0-1	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for height flag WHO (WHZFLAG)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 1	
Decimals: 0	
Range: 0-1	

### Source of information

Constructed variables used for analysis

### Pre question

## Weight for height flag WHO (WHZFLAG)

File: ch

Recoded variable

## BMI flag WHO (BMIFLAG)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 1	
Decimals: 0	
Range: 0-1	

### Source of information

Constructed variables used for analysis

## Weight for height - Age flag WHO (WHZNOAGE)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 1	
Decimals: 0	
Range: 0-1	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Area (HH6)

File: ch

### Overview

Type: Discrete	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Pre question

Type of settlement:

### Interviewer instructions

Circle the code for area of residence as instructed/provided by your supervisor. This will have been pre-determined; you will not be required to assess whether the household is in an urban or rural area.

## Region (HH7)

File: ch

### Overview

## Region (HH7)

File: ch

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-3

Valid cases: 2332  
Invalid: 0

### Interviewer instructions

Circle the code for region as instructed/provided by your supervisor.

## Region (HH7A)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-15

Valid cases: 2332  
Invalid: 0  
Minimum: 1  
Maximum: 15

## Sex (HL4)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2332  
Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

Is (name) male or female?

### Interviewer instructions

Circle '1' for 'Male' and '2' for 'Female'. Do not guess the sex of the household member from the name provided to you. When the respondent is listing everyone in the household, he/she may indicate the sex of the person at the same time, by saying "My sister Mary," for instance. In this case, you do not need to ask the sex of the household member again, since it is already obvious that the person is a female. However, when a name is mentioned that can be used for both males and females, never use your judgement. Even in cases when you think that the name would most likely be a male's (or a female's) name, have the respondent confirm the sex. This column should never be left blank.

## Highest level of education attended (ED4A)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-9

Valid cases: 2316  
Invalid: 16

### Source of information

Head of household or other responsible household member

### Literal question

## Highest level of education attended (ED4A)

File: ch

What is the highest education level (name) has attended?

### Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

If the person has been to school, record the highest level of schooling attended by circling the code for the response. You may need to probe for the type of school attended. Circle '8' if the respondent 'Doesn't know'. If the highest level of school the child has attended is preschool (Level=0), skip to ED5.

## Highest grade completed at that level (ED4B)

File: ch

### Overview

Type: Discrete	Valid cases: 2316
Format: numeric	Invalid: 16
Width: 2	
Decimals: 0	
Range: 0-99	

### Source of information

Head of household or other responsible household member

### Literal question

What is the highest grade/year (name) completed at this level?

### Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

Enter the highest grade completed or '98' for 'DK' ('Doesn't know'). If less than one grade, enter '00'. For instance, if a person has attended primary school but did not complete the first grade, then the level for this person will be circled as '1' in ED4A, and the grade will be entered as '00' in ED4B.

Similarly, for a child who is attending grade 5 in primary school at the time of the interview, the level will be coded as '1' and the grade as '04', since this person has not yet completed grade 5.

Note that if the level of schooling is given as preschool in ED4A, the grade should be left blank.

For someone not at school anymore, the highest level attended is the one he/she went to before leaving the education system, even if it was for a few weeks. For someone still at school, the highest level is the one he/she is currently attending (or was attending if we are conducting the interview during a long school break period).

## Date of interview child (CMC) (CDOI)

File: ch

### Overview

Type: Discrete	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: 1343-1347	

### Source of information

Interview information fields completed by interviewer

## Date of birth of child (CMC) (CDOB)

File: ch

## Date of birth of child (CMC) (CDOB)

File: ch

### Overview

Type: Continuous	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 4	Minimum: 1284
Decimals: 0	Maximum: 1346
Range: 1284-1346	

### Source of information

The mother or caretaker of the child under five.

## Age (months) (CAGE)

File: ch

### Overview

Type: Continuous	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 2	Minimum: 0
Decimals: 0	Maximum: 59
Range: 0-59	

### Source of information

The mother or caretaker of the child under five.

## Age (CAGE\_6)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 1	
Decimals: 0	
Range: 1-6	

## Age (CAGE\_11)

File: ch

### Overview

Type: Discrete	Valid cases: 2297
Format: numeric	Invalid: 35
Width: 1	
Decimals: 0	
Range: 1-5	

## Age in days (CAGED)

File: ch

### Overview

## Age in days (CAGED)

File: ch

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2-9999

Valid cases: 2297  
Invalid: 35  
Minimum: 2  
Maximum: 9999

## Packet number (packet)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-3

Valid cases: 2332  
Invalid: 0

## Mother's education level (melevel)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2332  
Invalid: 0  
Minimum: 1  
Maximum: 4

### Source of information

Head of household or other responsible household member

## Language of household head (language)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2332  
Invalid: 0  
Minimum: 1  
Maximum: 4

## Children's sample weight (chweight)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 6  
Range: 0-6.15446153166762

Valid cases: 2332  
Invalid: 0  
Minimum: 0  
Maximum: 6.2

## Wealth index score (wscore)

File: ch

### Overview

Type: Continuous	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 8	Minimum: -5.2
Decimals: 5	Maximum: 2.3
Range: -5.16521981264204-2.272528713597	

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: ch

### Overview

Type: Discrete	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-5	

### Source of information

Constructed variables used for analysis

## Primary sampling unit (PSU)

File: ch

### Overview

Type: Continuous	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 474
Range: 1-474	

## Stratum (strata)

File: ch

### Overview

Type: Discrete	Valid cases: 2332
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

## Related Materials

### Questionnaires

#### Bosnia and Herzegovina Multiple Indicator Cluster Survey 2011- Questionnaire (English)

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Title	Bosnia and Herzegovina Multiple Indicator Cluster Survey 2011- Questionnaire (English)
Date	2013-02-01
Country	Bosnia and Herzegovina
Language	English
Table of contents	Household questionnaire modules Household member questionnaire modules Women questionnaire modules Children questionnaire modules Men questionnaire modules
Filename	BIH_2011_MICS_Questionnaire_EN.pdf

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#### Bosnia and Herzegovina Multiple Indicator Cluster Survey 2011- Questionnaire (Bosnian)

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Title	Bosnia and Herzegovina Multiple Indicator Cluster Survey 2011- Questionnaire (Bosnian)
Date	2013-02-01
Country	Bosnia and Herzegovina
Language	Bosnian
Table of contents	Household questionnaire modules Household member questionnaire modules Women questionnaire modules Children questionnaire modules Men questionnaire modules
Filename	BIH_2011_MICS_Questionnaire_BIH.pdf

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#### MICS4 Changes To Questionnaires v2.1 to v3.0

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Title	MICS4 Changes To Questionnaires v2.1 to v3.0
Language	English
Filename	<a href="http://www.childinfo.org/mics4_questionnaire.html">http://www.childinfo.org/mics4_questionnaire.html</a>

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#### MICS4 Questionnaire Form For Child Disability v3.0

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Title	MICS4 Questionnaire Form For Child Disability v3.0
Language	English
Filename	<a href="http://www.childinfo.org/mics4_questionnaire.html">http://www.childinfo.org/mics4_questionnaire.html</a>

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#### MICS4 Questionnaire Form For Vaccinations At Health Facility v3.0

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Title	MICS4 Questionnaire Form For Vaccinations At Health Facility v3.0
Language	English
Filename	<a href="http://www.childinfo.org/mics4_questionnaire.html">http://www.childinfo.org/mics4_questionnaire.html</a>

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## Reports

### Bosnia and Herzegovina Multiple Indicator Cluster Survey 2011 Report (English)

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Title Bosnia and Herzegovina Multiple Indicator Cluster Survey 2011 Report (English)  
 Date 2013-02-01  
 Country Bosnia and Herzegovina  
 Language English  
 Filename [http://www.childinfo.org/files/MICS4\\_BiH\\_FinalReport\\_2011-12\\_Eng.pdf](http://www.childinfo.org/files/MICS4_BiH_FinalReport_2011-12_Eng.pdf)

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### Bosnia and Herzegovina Multiple Indicator Cluster Survey 2011 Report (Bosnian)

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Title Bosnia and Herzegovina Multiple Indicator Cluster Survey 2011 Report (Bosnian)  
 subtitle Istrazivanje visestrukih pokazatelja 2011  
 Date 2013-02-01  
 Country Bosnia and Herzegovina  
 Language Bosnian  
 Filename [http://www.childinfo.org/files/MICS4\\_BiH\\_FinalReport\\_2011-12\\_Loc.pdf](http://www.childinfo.org/files/MICS4_BiH_FinalReport_2011-12_Loc.pdf)

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## Technical documents

### Changes to MICS Tabulation Plan, Data Quality Tabulations, and Sampling Error Tables since Version 2.1

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Title Changes to MICS Tabulation Plan, Data Quality Tabulations, and Sampling Error Tables since Version 2.1  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 01 Household Sample and Survey Characteristics (HH)

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Title MICS4 01 Household Sample and Survey Characteristics (HH)  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 02 Child Mortality (CM)

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Title MICS4 02 Child Mortality (CM)  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 03 Nutrition (NU)

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Title MICS4 03 Nutrition (NU)  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 04 Child Health (CH)

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Title MICS4 04 Child Health (CH)  
 Language English

Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 05 Water and Sanitation (WS)

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Title MICS4 05 Water and Sanitation (WS)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 06 Reproductive Health (RH)

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Title MICS4 06 Reproductive Health (RH)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 07 Child Development (CD)

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Title MICS4 07 Child Development (CD)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 08 Education (ED)

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Title MICS4 08 Education (ED)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 09 Child Protection (CP)

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Title MICS4 09 Child Protection (CP)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 10 HIV-AIDS, Sexual Behaviour and Orphanhood (HA)

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Title MICS4 10 HIV-AIDS, Sexual Behaviour and Orphanhood (HA)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 11 Access to Mass Media and ICT Technology (MT)

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Title MICS4 11 Access to Mass Media and ICT Technology (MT)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 12 Subjective Well-Being (SW)

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Title MICS4 12 Subjective Well-Being (SW)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 13 Tobacco and Alcohol Use (TA)

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Title MICS4 13 Tobacco and Alcohol Use (TA)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 Data Quality Tabulation Plan (DQ)

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Title MICS4 Data Quality Tabulation Plan (DQ)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 Sampling Errors (SE)

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Title MICS4 Sampling Errors (SE)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 Changes To Indicator List v2.1 to v3.0

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Title MICS4 Changes To Indicator List v2.1 to v3.0  
Language English  
Filename [http://www.childinfo.org/mics4\\_questionnaire.html](http://www.childinfo.org/mics4_questionnaire.html)

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## MICS4 List of Indicators v3.0

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Title MICS4 List of Indicators v3.0  
Language English  
Filename [http://www.childinfo.org/mics4\\_questionnaire.html](http://www.childinfo.org/mics4_questionnaire.html)

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## MICS4 Manual-Anthropometry

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Title MICS4 Manual-Anthropometry  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Data Editing Guidelines

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Title MICS4 Manual-Data Editing Guidelines  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Designing and Selecting the Sample

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Title MICS4 Manual-Designing and Selecting the Sample  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Designing the Questionnaires

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Title MICS4 Manual-Designing the Questionnaires

Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Getting Started

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Title MICS4 Manual-Getting Started  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Global Positioning Systems

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Title MICS4 Manual-Global Positioning Systems  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Instructions for Interviewers

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Title MICS4 Manual-Instructions for Interviewers  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Instructions for Supervisors Editors and Measurers

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Title MICS4 Manual-Instructions for Supervisors Editors and Measurers  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Model Questionnaires

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Title MICS4 Manual-Model Questionnaires  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Preparing for Data Collection and Conducting Fieldwork

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Title MICS4 Manual-Preparing for Data Collection and Conducting Fieldwork  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Processing the Data

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Title MICS4 Manual-Processing the Data  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Salt Iodization Testing

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Title MICS4 Manual-Salt Iodization Testing  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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