

Macedonia, FYR - Multiple Indicator Cluster Survey 2011 - Roma Settlements

**Institute of Public Health of the Republic of Macedonia, United Nations Children's
Fund**

Report generated on: November 19, 2013

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Sampling

Sampling Procedure

The primary objective of the sample design for the Roma settlements in the Macedonia Multiple Indicator Cluster Survey was to produce statistically reliable estimates of most indicators, for the Roma population living in Roma settlements at the national level.

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

The target national sample size for the Roma settlements in the Macedonia MICS was 1079 households.

For the calculation of the sample size, the key indicator used was the incidence of stunting among children aged 0-4 years. The resulting number of households from this exercise was 4,972 households which is the sample size needed to provide a sufficient number of children under 5 for drawing reliable conclusions. This sample size was reduced to 1,079 based on the original plan to stratify the listing in Roma sample PSUs by households with and without children under 5 for the second stage of selection. In this case a higher sampling rate would have been used for the households with children, similar to the sampling strategy for the national MICS. However, later it was decided that given the higher average number of children under 5 for the Roma households, the sampling procedure was simplified to select all households with equal probability in each Roma sample PSU at the second stage. The average number of households selected per cluster for the Macedonia Roma MICS was determined as 15 households, based on a number of considerations, including the design effect, the budget available, and the time that would be needed per team to complete one cluster.

In total, 70 clusters were allocated to the regions with the number of clusters proportional to the population of the individual regions.

The 2002 census frame was used for the selection of clusters. Census enumeration areas were defined as primary sampling units (PSUs), and were selected from each of the sampling strata by using systematic pps (probability proportional to size) sampling procedures, based on the estimated sizes of the enumeration areas from the 2002 Population Census. The first stage of sampling was thus completed by selecting the required number of enumeration areas at the regional level.

Since the sampling frame (the 2002 Population Census) was not up-to-date, a new listing of households was conducted in all the sample enumeration areas prior to the selection of households. For this purpose, listing teams were formed, who visited each enumeration area, and listed the occupied households. Listing activities were conducted by the same company that was responsible for the data collection. The same teams that were selected for the data collection process were used for listing. The listing took place in February 2012. All teams were given the descriptions and maps of the selected clusters. The teams visited all households in the sample clusters asking for the number of members, number of women aged 15-49 and for number of children under age 5.

Lists of households with household members were prepared by the listing teams for each enumeration area. The number of selected households per enumeration area was different, depending on the total number inhabitants in the enumeration area.

The sampling procedures are more fully described in "Macedonia Multiple Indicator Cluster Survey (MICS) 2011 - Final Report" pp.151-152.

Response Rate

Of the 1079 households selected for the sample, 997 were found to be occupied. Of these, 953 were successfully interviewed for a household response rate of 96 percent. In the interviewed households, 1134 women (aged 15-49 years) were identified. Of these, 1091 were successfully interviewed, yielding a response rate of 96 percent within interviewed households. There were 483 children under age 5 listed in the household questionnaire. Questionnaires were completed for 476 of these children, which correspond to a response rate of 99 percent within interviewed households. Overall, response rates of 92 and 94 percentages are calculated for the interviews with women and children under age 5.

Weighting

The Macedonia Multiple Indicator Cluster Survey sample is not self-weighting. Essentially, by allocating equal numbers of

households to each of the regions, different sampling fractions were used in each region since the size of the regions varied. For this reason, sample weights were calculated and these were used in the subsequent analyses of the survey data.

The major component of the weight is the reciprocal of the sampling fraction employed in selecting the number of sample households in that particular sampling stratum and PSU.

A second component in the calculation of sample weights takes into account the level of non-response for the household and individual interviews. The adjustment for household non-response is equal to the inverse value of:

$$RR_h = \text{Number of interviewed households in stratum } h / \text{Number of occupied households listed in stratum } h$$

After the completion of fieldwork, response rates were calculated for each sampling stratum. These were used to adjust the sample weights calculated for each cluster.

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

The design weights for the households were calculated by multiplying the inverse of the probabilities of selection for all sampling stages for the households in each enumeration area. These weights were then standardized (or normalized), one purpose of which was to make the weighted sum of the interviewed sample units equal the total sample size at the national level. Normalization was achieved by dividing the full sample weights (adjusted for nonresponse) by the average of these weights across all households at the national level. This was performed by multiplying the sample weights by a constant factor equal to the unweighted number of households at the national level divided by the weighted total number of households (using the full sample weights adjusted for nonresponse). A similar normalization procedure was followed in obtaining standardized weights for the women's and under-5's questionnaires. Adjusted (normalized) weights varied between 0.24 and 4.39 in the 70 sample enumeration areas (clusters).

Sample weights were appended to all data sets and analyses were performed by weighting each household, woman or under-5, with these sample weights.

The Sample Weights are more fully described in "Macedonia Multiple Indicator Cluster Survey (MICS) 2011 - Final Report" pp.152-153.

Questionnaires

Overview

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

In addition to a household questionnaire, questionnaires were administered in each household for women age 15-49, children under age five and children aged 2-9 years. For children, the questionnaire was administered to the mother or primary caretaker of the child.

The women's questionnaire includes woman's background, child mortality, desire for last birth, maternal and newborn health, illness symptoms, contraception, unmet need, attitudes toward domestic violence, marriage/union, tobacco and alcohol use and life satisfaction.

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

The questionnaire form for child disability contained the ten question module for identifying children with an increased risk of disability.

The questionnaire form for vaccinations at health facility was used to check the consistency in recording the immunizations between the documents kept in the health facilities and the immunization cards in the households.

The questionnaires were based on the MICS4 model questionnaire. From the MICS4 model English version, the questionnaires were customized, translated into Macedonian and Albanian, back translated into English, and pre-tested in Skopje in March 2011. Based on the results of the pre-test, modifications were made to the wording and translation of the questionnaires.

In addition to the administration of the questionnaires, fieldwork teams measured the weights and heights of children under 5 years of age. Details and findings of these measurements are provided in the respective sections of the report.

Data Collection

Data Collection Dates

Start	End	Cycle
2011-04	2011-07	N/A

Data Collection Mode

Face-to-face [f2f]

DATA COLLECTION NOTES

Fieldwork training was conducted for 12 days in March/April 2011. Training included lectures on interviewing techniques and the contents of the questionnaires, and mock interviews between trainees to gain practice in asking questions. Towards the end of the training period, trainees spent two days practicing interviews in urban and rural areas near Struga city.

12 teams collected the data. Each team comprised of four interviewers, one editor, one measurer and a supervisor. Fieldwork began in April 2011 and concluded in July 2011.

Data Collectors

Name	Abbreviation	Affiliation
IPSOS Strategic Puls		

SUPERVISION

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

Data Processing

Data Editing

Data were entered using the CPro software. The data were entered on 12 microcomputers and carried out by 20 data entry operators and 10 data entry supervisors. In order to ensure quality control, all questionnaires were double entered and internal consistency checks were performed. Procedures and standard programs developed under the global MICS4 programme and adapted to the Macedonia questionnaire were used throughout. Data processing began almost simultaneously with data collection in May 2011 and was completed in August 2011. Data were analysed using the Statistical Package for Social Sciences (SPSS) software program, Version 18, and the model syntax and tabulation plans developed by UNICEF were used for this purpose.

Data Appraisal

Estimates of Sampling Error

The sample of respondents selected in the Macedonia Multiple Indicator Cluster Survey is 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 yield results that differ somewhat from the results of the actual sample selected. Sampling errors are a measure of the variability between the estimates from all possible samples. The extent of variability is not known exactly, but can be estimated statistically from the survey data.

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

- Standard error (se): Sampling errors are usually measured in terms of standard errors for particular indicators (means, proportions etc). Standard error is the square root of the variance of the estimate. The Taylor linearization method is used for the estimation of standard errors.
- Coefficient of variation (se/r) is the ratio of the standard error to the value of the indicator, and is a measure of the relative sampling error.
- Design effect (deff) is the ratio of the actual variance of an indicator, under the sampling method used in the survey, to the variance calculated under the assumption of simple random sampling. The square root of the design effect (deft) is used to show the efficiency of the sample design in relation to the precision. A deft value of 1.0 indicates that the sample design is as efficient as a simple random sample, while a deft value above 1.0 indicates 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 percent of all possible samples of identical size and design.

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

Sampling errors are calculated for indicators of primary interest, for the national level, for urban and rural areas, and for the regions. Six of the selected indicators are based on household members, 10 are based on women and 18 are based on children under 5. All indicators presented here are in the form of proportions.

Other forms of Data Appraisal

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

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

The results of each of these data quality tables are shown in appendix D in document "Macedonia Multiple Indicator Cluster Survey (MICS) 2011 - Final Report" pp.180-187.

File Description

Variable List

hh

Content	Data collected at the household level (MICS Household questionnaire modules: Household information panel, Water and sanitation, Household characteristics and Child discipline.)
Cases	1079
Variable(s)	113
Structure	Type: Keys: ()
Version	
Producer	Dataset produced by UNICEF and Institute of Public Health of the Republic of Macedonia
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V736	HH1	Cluster number	contin	numeric	
V737	HH2	Household number	discrete	numeric	
V738	HH3	Interviewer number	contin	numeric	
V739	HH4	Supervisor number	contin	numeric	
V740	HH5D	Day of interview	contin	numeric	
V741	HH5M	Month of interview	discrete	numeric	
V742	HH5Y	Year of interview	discrete	numeric	
V743	HH6	Area	discrete	numeric	
V744	HH7	Region	discrete	numeric	
V745	HH9	Result of HH interview	discrete	numeric	
V746	HH10	Respondent to HH questionnaire	discrete	numeric	
V747	HH11	Number of HH members	discrete	numeric	
V748	HH12	Number of women 15 - 49 years	discrete	numeric	
V749	HH13	Number of woman' questionnaires completed	discrete	numeric	
V750	HH14	Number of children under age 5	discrete	numeric	
V751	HH15	Number of under - 5 questionnaires completed	discrete	numeric	
V752	HH15A	Number of children 2 - 9	discrete	numeric	
V753	HH15B	Number of children 2 - 9 questionnaires completed	discrete	numeric	
V754	HH16	Field editor	contin	numeric	
V755	HH17	Data entry clerk	contin	numeric	
V756	HH18H	Start of interview - Hour	discrete	numeric	
V757	HH18M	Start of interview - Minutes	discrete	numeric	
V758	HH19H	End of interview - Hour	discrete	numeric	
V759	HH19M	End of interview - Minutes	discrete	numeric	
V760	WS1	Main source of drinking water	discrete	numeric	What is the main source of drinking water for members of your household?

ID	Name	Label	Type	Format	Question
V761	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 by your household for other purposes such as cooking and handwashing?
V762	WS3	Location of the water source	discrete	numeric	Where is the water source for cooking and hand-washing located?
V763	WS4	Time (in minutes) to get water and come back	discrete	numeric	How long does it take to go there, stay in a queue, get water for cooking and hand-washing, and come back?
V764	WS5	Person collecting water	discrete	numeric	Who usually goes to this source to collect the water for cooking and hand-washing in your household?
V765	WS6	Treat water to make safer for drinking	discrete	numeric	Do you do anything to the drinking water to make it safer to drink?
V766	WS7A	Water treatment: Boil	discrete	character	What do you usually do to make the water safer to drink?
V767	WS7B	Water treatment: Add bleach/chlorine	discrete	character	What do you usually do to make the water safer to drink?
V768	WS7C	Water treatment: Strain it through a cloth	discrete	character	What do you usually do to make the water safer to drink?
V769	WS7D	Water treatment: Use water filter	discrete	character	What do you usually do to make the water safer to drink?
V770	WS7E	Water treatment: Solar disinfection	discrete	character	What do you usually do to make the water safer to drink?
V771	WS7F	Water treatment: Let it stand and settle	discrete	character	What do you usually do to make the water safer to drink?
V772	WS7X	Water treatment: Other	discrete	character	What do you usually do to make the water safer to drink?
V773	WS7Z	Water treatment: DK	discrete	character	What do you usually do to make the water safer to drink?
V774	WS8	Type of toilet facility	discrete	numeric	What kind of toilet facility do members of your household usually use?
V775	WS9	Toilet facility shared	discrete	numeric	Do you share this facility with others who are not members of your household?
V776	WS10	Toilet shared with other household or with general public	discrete	numeric	Do you share this facility only with members of other households that you know, or is the facility open to the use of the general public?
V777	WS11	Households using this toilet facility	discrete	numeric	How many households in total use this toilet facility, including your own household?
V778	HC1A	Religion of household head	discrete	numeric	What is the religion the head of household practices?
V779	HC1B	Mother tongue of household head	discrete	numeric	What is head household's mother tongue?
V780	HC1C	Ethnic group of household head	discrete	numeric	What ethnic group does the head of household belong to?
V781	HC2	Number of rooms used for sleeping	discrete	numeric	How many rooms in this household do you use for sleeping?
V782	HC3	Main material of floor	discrete	numeric	
V783	HC4	Main material of roof	discrete	numeric	
V784	HC5	Main material of exterior wall	discrete	numeric	
V785	HC6	Type of fuel using for cooking	discrete	numeric	What type of fuel does your household mostly utilise for cooking?
V786	HC7	Cooking location	discrete	numeric	Does cooking usually take place in the house, in a separate construction, or outdoors? If 'In the house', check: does it take place in a separate room used as a kitchen?

ID	Name	Label	Type	Format	Question
V787	HC8A	Electricity	discrete	numeric	Is there in your household: [A] Electricity?
V788	HC8B	Radio	discrete	numeric	Is there in your household: [B] Radio?
V789	HC8C	TV set - CRT	discrete	numeric	Is there in your household: [C] Television - classical (CRT)?
V790	HC8D	TV set - PLASMA/LCD	discrete	numeric	Is there in your household: [D] Plasma/ LCD TV?
V791	HC8E	Non-mobile phone	discrete	numeric	Is there in your household: [E] Landline telephone?
V792	HC8F	Refrigerator	discrete	numeric	Is there in your household: [F] Refrigerator?
V793	HC8G	Washing machine	discrete	numeric	Is there in your household: [G] Washing machine?
V794	HC8H	Cooking stove	discrete	numeric	Is there in your household: [H] Cooker?
V795	HC8I	Boiler	discrete	numeric	Is there in your household: [I] Water boiler?
V796	HC8J	Airconditioner	discrete	numeric	Is there in your household: [J] Air-conditioning?
V797	HC8K	Dish washing machine	discrete	numeric	Is there in your household: [K] Dish-washer?
V798	HC8L	Microwave oven	discrete	numeric	Is there in your household: [L] Microwave-oven?
V799	HC8M	Laundry drying machine	discrete	numeric	Is there in your household: [M] Dryer?
V800	HC8N	Seating set	discrete	numeric	Is there in your household: [N] Sitting set/sofa?
V801	HC8O	Sleeping bed	discrete	numeric	Is there in your household: [O] sleeping bed?
V802	HC8P	Dining table	discrete	numeric	Is there in your household: [P] Dining table?
V803	HC9A	Watch	discrete	numeric	Does any member of your household own: A watch?
V804	HC9B	Mobile telephone	discrete	numeric	Does any member of your household own: A mobile telephone?
V805	HC9C	Bicycle	discrete	numeric	Does any member of your household own: A bicycle?
V806	HC9D	Motorcycle or scooter	discrete	numeric	Does any member of your household own: A motorcycle or a scooter?
V807	HC9E	Animal-drawn cart	discrete	numeric	Does any member of your household own: A cart pulled by animals?
V808	HC9F	Car or truck	discrete	numeric	Does any member of your household own: A car or a truck?
V809	HC9G	Boat with motor	discrete	numeric	Does any member of your household own: A motor boat?
V810	HC9H	COMPUTER/PC	discrete	numeric	Does any member of your household own: Computer/PC
V811	HC9I	Laptop	discrete	numeric	Does any member of your household own: Laptop
V812	HC9J	Caravan	discrete	numeric	Does any member of your household own: Caravan
V813	HC10	Household owns the dwelling	discrete	numeric	Are you or someone else living in this household an owner of this dwelling?
V814	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 utilized for agricultural purposes?
V815	HC12	Hectares of agricultural land members of household owns	discrete	numeric	How many hectares of agricultural land do the members of this household possess?
V816	HC13	Household own any animals	discrete	numeric	Does this household own any livestock herds, other animals, or poultry?
V817	HC14A	Cattle, milk cows, or bulls	discrete	numeric	How many of the mentioned animals does this household have? [A] Cattle, milk cows or bulls?
V818	HC14B	Horses, donkeys, or mules	discrete	numeric	How many of the mentioned animals does this household have? [B] Horses, donkeys or mules?

ID	Name	Label	Type	Format	Question
V819	HC14C	Goats	discrete	numeric	How many of the mentioned animals does this household have? [C] Goats?
V820	HC14D	Sheep	discrete	numeric	How many of the mentioned animals does this household have? [D] Sheep?
V821	HC14E	Chickens	discrete	numeric	How many of the mentioned animals does this household have? [E] Chickens?
V822	HC14F	Pigs	discrete	numeric	How many of the mentioned animals does this household have? [F] Pigs?
V823	HC15	Any household member own bank account	discrete	numeric	Does any member of this household own a bank account?
V824	CD6	Total children aged 2-14 years	discrete	numeric	Total number of children age 2-14 years
V825	CD8	Rank number of the selected child	discrete	numeric	
V826	CD9	Child line number	discrete	numeric	
V827	CD_FLAG	Flag for correct child line number	discrete	numeric	
V828	CD11	Took away privileges	discrete	numeric	Took privileges, or have forbidden something (name) wanted to do or grounded him/her not to leave the house.
V829	CD12	Explained why behaviour was wrong	discrete	numeric	Explained why (name)'s behavior was incorrect.
V830	CD13	Shook child	discrete	numeric	Shook him/her with hands.
V831	CD14	Shouted, yelled or screamed at child	discrete	numeric	Shouted, or yelled at him/her.
V832	CD15	Gave child something else to do	discrete	numeric	Gave him/her something else to do.
V833	CD16	Spanked, hit or slapped child on bottom with bare hand	discrete	numeric	Spanked, or slapped him/her on the bottom.
V834	CD17	Hit child on the bottom or elsewhere with belt, brush, stick, etc.	discrete	numeric	Hit him/her on the bottom or somewhere else on the body with something like a belt, a hairbrush, a stick or another hard object.
V835	CD18	Called child dumb, lazy or another name	discrete	numeric	Called him/her stupid, lazy, or with similar adjectives.
V836	CD19	Hit or slapped child on the face, head or ears	discrete	numeric	Hit or slapped him/her in the face, head, or ears.
V837	CD20	Hit or slapped child on the hand, arm or leg	discrete	numeric	Hit or slapped him/her on his/her hand, arm, or leg.
V838	CD21	Beat child up as hard as one could	discrete	numeric	Beat him/her up, that is hit him/her over and over as hard as one could.
V839	CD22	Child needs to be physically punished to be brought up properly	discrete	numeric	Do you believe that for the purpose of properly bringing up, rising, or educating a child, one needs to physically punish the child?
V840	HHSEX	Sex of household head	discrete	numeric	
V841	hhweight	Household sample weight	contin	numeric	
V842	ethnicity	Ethnicity of household head	discrete	numeric	
V843	helevel	Education of household head	discrete	numeric	
V844	wscore	Wealth index score	contin	numeric	
V845	windex5	Wealth index quintiles	discrete	numeric	
V846	windex2	Wealth index quintiles	discrete	numeric	
V847	PSU	Primary sampling unit	contin	numeric	
V848	stratum	Strata	discrete	numeric	

hl

Content	Data collected at the household members' level (MICS Household members questionnaire modules: Household listing form, Education, and Child Labour.)
Cases	4359
Variable(s)	51
Structure	Type: Keys: ()
Version	
Producer	Dataset produced by UNICEF and Institute of Public Health of the Republic of Macedonia
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V849	HH1	Cluster number	contin	numeric	
V850	HH2	Household number	discrete	numeric	
V851	HL1	Line number	discrete	numeric	
V852	HL3	Relationship to the head	discrete	numeric	What is the relationship of (name) to the head of the household?
V853	HL4	Sex	discrete	numeric	Is (name) male or female?
V854	HL5M	Month of birth	discrete	numeric	What is (name)'s birth date?
V855	HL5Y	Year of birth	discrete	numeric	What is (name)'s birth date?
V856	HL6	Age	discrete	numeric	How old is (name)?
V857	HL7	Line number of woman age 15 - 49	discrete	numeric	
V858	HL8	Line number of mother/caretaker for children age 5 - 14	discrete	numeric	Who is this child's mother or primary guardian?
V859	HL9	Line number of mother/caretaker for children under age 5	discrete	numeric	Who is this child's mother or primary guardian?
V860	HL9A	Line number of mother/caretaker of children age 2-9	discrete	numeric	
V861	HL11	Is natural mother alive	discrete	numeric	Is (name)'s birth mother alive?
V862	HL12	Natural mother's line number in HH	discrete	numeric	Does (name)'s birth mother live in this household?
V863	HL13	Is natural father alive	discrete	numeric	Is (name)'s natural father alive?
V864	HL14	Natural father's line number in HH	discrete	numeric	Does (name)'s natural father live in this household?
V865	ED1	Line number	discrete	numeric	
V866	ED3	Ever attended school or pre-school	discrete	numeric	Has (name) ever attended school or pre-school education?
V867	ED4A	Highest level of education attended	discrete	numeric	What is the highest level of education (name) attended?
V868	ED4B	Highest grade completed at that level	discrete	numeric	What is the highest grade (name) completed at this level (ED4A)?
V869	ED5	Attended school during current school year (2010-2011)	discrete	numeric	During the school year (2010-2011), has (name) attended school or preschool at any time?
V870	ED6A	Level of education attended current school year	discrete	numeric	During this/that school year, which level and grade does/did (name) attend? Level:

ID	Name	Label	Type	Format	Question
V871	ED6B	Grade of education attended current school year	discrete	numeric	During this/that school year, which level and grade does/did (name) attend? Grade/year:
V872	ED7	Attended school previous school year (2009-2010)	discrete	numeric	During the previous school year, (2009-2010), did (name) attend school or preschool at any time?
V873	ED8A	Level of education attended previous school year	discrete	numeric	During that previous school year, which level and grade did (name) attend? Level:
V874	ED8B	Grade of education attended previous school year	discrete	numeric	During that previous school year, which level and grade did (name) attend? Grade/year:
V875	CL1	Line number	discrete	numeric	
V876	CL3	Worked in past week for someone who is not a HH member	discrete	numeric	During the last week, did (name) do any kind of work for a person who is not a member of this household?
V877	CL4	Hours worked in past week for someone who is not a HH member	discrete	numeric	Since last (day of the week), how many hours did he/she work for the person who is not a member of this household?
V878	CL5	Worked in past week to fetch water or collect firewood for household use	discrete	numeric	During the last week, did (name) bring any water or collect firewood for the household's use?
V879	CL6	Hours to fetch water or collect firewood	discrete	numeric	Since last (day of the week), how many working hours did he/she spend to bring water or collect firewood for the household?
V880	CL7	Other paid or unpaid family work in past week	discrete	numeric	During the last week, did (name) perform any paid or unpaid work on a family farm or in a family business or by selling goods in the street?
V881	CL8	Hours worked on other family work	discrete	numeric	Since last (day of the week), working hours did he/she spend for his/her family or himself/herself?
V882	CL9	Helped with household chores in past week	discrete	numeric	During the last week, did (name) help with household chores such as shopping, cleaning, washing the clothes, cooking; or taking care for the children, older or sick people?
V883	CL10	Hours spent on chores in past week	discrete	numeric	Since last (day of the week), how many working hours did he/she spend on these chores?
V884	HH5D	Day of interview	contin	numeric	Day/month/year of interview:
V885	HH5M	Month of interview	discrete	numeric	Day/month/year of interview:
V886	HH5Y	Year of interview	discrete	numeric	Day/month/year of interview:
V887	HH6	Area	discrete	numeric	
V888	HH7	Region	discrete	numeric	
V889	MLINE	Mother's line number	discrete	numeric	
V890	FLINE	Father's line number	discrete	numeric	
V891	hhweight	Household sample weight	contin	numeric	
V892	ethnicity	Ethnicity of household head	discrete	numeric	
V893	melevel	Mother's education	discrete	numeric	
V894	felevel	Father's education	discrete	numeric	
V895	helevel	Education of household head	discrete	numeric	
V896	schage	Age at beginning of school year	discrete	numeric	
V897	wscore	Wealth index score	contin	numeric	
V898	windex5	Wealth index quintiles	discrete	numeric	
V899	windex2	Wealth index quintiles	discrete	numeric	

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Content	Data collected at the women's level (MICS Women's questionnaire modules: Woman's information panel, Woman's background, Child mortality, Desire for last birth, Maternal and newborn health, Illness symptoms, Contraception, Unmet need, Attitudes toward domestic violence, Marriage/union, Tobacco and alcohol use, and Life satisfaction.)
Cases	1134
Variable(s)	246
Structure	Type: Keys: ()
Version	
Producer	Dataset produced by UNICEF and Institute of Public Health of the Republic of Macedonia
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V900	HH1	Cluster number	contin	numeric	
V901	HH2	Household number	discrete	numeric	
V902	LN	Line number	discrete	numeric	
V903	WM1	Cluster number	contin	numeric	
V904	WM2	Household number	discrete	numeric	
V905	WM4	Woman's line number	discrete	numeric	
V906	WM5	Interviewer number	contin	numeric	
V907	WM6D	Day of interview	contin	numeric	
V908	WM6M	Month of interview	discrete	numeric	
V909	WM6Y	Year of interview	discrete	numeric	
V910	WM7	Result of woman's interview	discrete	numeric	
V911	WM8	Field editor	contin	numeric	
V912	WM9	Data entry clerk	contin	numeric	
V913	WM10H	Start of interview - Hour	discrete	numeric	
V914	WM10M	Start of interview - Minutes	discrete	numeric	
V915	WM11H	End of interview - Hour	discrete	numeric	
V916	WM11M	End of interview - Minutes	discrete	numeric	
V917	WB1M	Month of birth of woman	discrete	numeric	In what month and year were you born?
V918	WB1Y	Year of birth of woman	discrete	numeric	In what month and year were you born?
V919	WB2	Age of woman	contin	numeric	How old are you?
V920	WB3	Ever attended school	discrete	numeric	Have you ever attended school or preschool?
V921	WB4	Highest level of school you attended	discrete	numeric	What is the highest level of education that you have attended?
V922	WB5	Highest grade completed at that level	discrete	numeric	What is the highest grade/year you completed at that level?
V923	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
V924	CM0A	Number of live births	discrete	numeric	Now I want to ask you about the births you have had during your lifetime. How many live born children have you had in your entire life? What I mean is have you given birth to a child who ever breathed or cried or shown any signs of life – even if that child had lived for only few minutes or hours?
V925	CM0BD	Day of last birth	discrete	numeric	When did you gave your last birth (even if the child has died)?
V926	CM0BM	Month of last birth	discrete	numeric	When did you gave your last birth (even if the child has died)?
V927	CM0BY	Year of last birth	discrete	numeric	When did you gave your last birth (even if the child has died)?
V928	CM1	Ever given birth	discrete	numeric	Now I'd like to ask you about all the births you have given in your lifetime. Have you ever given any birth?
V929	CM2D	Day of first birth	discrete	numeric	What is the date of your first birth? What I mean is the very first time you gave birth, even if the child is not alive anymore, or even if his/her father is not your current partner.
V930	CM2M	Month of first birth	discrete	numeric	What is the date of your first birth? What I mean is the very first time you gave birth, even if the child is not alive anymore, or even if his/her father is not your current partner.
V931	CM2Y	Year of first birth	discrete	numeric	What is the date of your first birth? What I mean is the very first time you gave birth, even if the child is not alive anymore, or even if his/her father is not your current partner.
V932	CM3	Years since first birth	discrete	numeric	How many years ago did you you first give birth to a child?
V933	CM4	Any sons or daughters living with you	discrete	numeric	Are any sons or daughters you have given birth to living with you now?
V934	CM5A	Sons living with you	discrete	numeric	How many sons are living with you?
V935	CM5B	Daughters living with you	discrete	numeric	How many daughters are living with you?
V936	CM6	Any sons or daughters not living with you	discrete	numeric	Are there any sons or daughters you have given birth to who are alive but are not living with you?
V937	CM7A	Sons living elsewhere	discrete	numeric	How many sons are alive but are not living with you?
V938	CM7B	Daughters living elsewhere	discrete	numeric	How many daughters are alive but are not living with you?
V939	CM8	Ever had child who later died	discrete	numeric	Have you ever given birth to a boy or a girl that was born alive but died later?
V940	CM9A	Boys dead	discrete	numeric	How many boys have died?
V941	CM9B	Girls dead	discrete	numeric	How many girls have died?
V942	CM10	Children ever born	discrete	numeric	
V943	CM12_D	Day of last birth	discrete	numeric	Out of all these (total number in CM10) live born children you have had, tell me when did you deliver the last one (even if that child has died)?
V944	CM12_M	Month of last birth	discrete	numeric	Out of all these (total number in CM10) live born children you have had, tell me when did you deliver the last one (even if that child has died)?
V945	CM12_Y	Year of last birth	discrete	numeric	Out of all these (total number in CM10) live born children you have had, tell me when did you deliver the last one (even if that child has died)?

ID	Name	Label	Type	Format	Question
V946	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 aborted?
V947	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.
V948	CM12C	Number of still births	discrete	numeric	How many of your pregnancies have 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.
V949	CM12D	Number of abortions	discrete	numeric	And how many abortions have you had during your lifetime? By abortion, i mean a pregnancy that was voluntarily terminated within the first 5 months of pregnancy.
V950	CM12E_M	Month of last abortion	discrete	numeric	When did your (last) abortion took place?
V951	CM12E_Y	Year of last abortion	discrete	numeric	When did your (last) abortion took place?
V952	CM12I1U	Unit of pregnancy duration	discrete	numeric	How many months (weeks) were you pregnant when your pregnancy was aborted?
V953	CM12I1N	Number of units of pregnancy duration	discrete	numeric	How many months (weeks) were you pregnant when your pregnancy was aborted?
V954	CM12H2_M	Month of previous to last abortion	discrete	numeric	What month and year your (last) abortion took place?
V955	CM12H2_Y	Year of previous to last abortion	discrete	numeric	What month and year your (last) abortion took place?
V956	CM12I2U	Unit of pregnancy duration	discrete	numeric	How many months (weeks) were you pregnant when your pregnancy was aborted?
V957	CM12I2N	Number of units of pregnancy duration	discrete	numeric	How many months (weeks) were you pregnant when your pregnancy was aborted?
V958	CM12H3_M	Month of second last before the last abortion	discrete	numeric	What month and year your (last) abortion took place?
V959	CM12H3_Y	Year of second last before the last abortion	discrete	numeric	What month and year your (last) abortion took place?
V960	CM12I3U	Unit of pregnancy duration	discrete	numeric	How many months (weeks) were you pregnant when your pregnancy was aborted?
V961	CM12I3N	Number of units of pregnancy duration	discrete	numeric	How many months (weeks) were you pregnant when your pregnancy was aborted?
V962	CM12H4_M	Month of third last before the last abortion	discrete	numeric	What month and year your (last) abortion took place?
V963	CM12H4_Y	Year of third last before the last abortion	discrete	numeric	What month and year your (last) abortion took place?
V964	CM12I4U	Unit of pregnancy duration	discrete	numeric	How many months (weeks) were you pregnant when your pregnancy was aborted?
V965	CM12I4N	Number of units of pregnancy duration	discrete	numeric	How many months (weeks) were you pregnant when your pregnancy was aborted?
V966	CM13	Last birth in last two years	discrete	character	
V967	DB1	Wanted last child then	discrete	numeric	When you became pregnant with (name), did you want to get pregnant at that period?
V968	DB2	Wanted child later or did not want more children	discrete	numeric	Did you want to become pregnant sometime later, or you did not want to have any (more) children?
V969	DB3U	Desired waiting time (units)	discrete	numeric	How much longer did you want to wait?
V970	DB3N	Desired waiting time (number)	discrete	numeric	How much longer did you want to wait?

ID	Name	Label	Type	Format	Question
V971	MN1	Received antenatal care	discrete	numeric	Did you see anyone for care during your pregnancy with (name of child)?
V972	MN2A	Antenatal care: Doctor	discrete	character	Whom did you see?
V973	MN2C	Antenatal care: Midwife	discrete	character	Whom did you see?
V974	MN2D	Antenatal care: Obstetrical nurse	discrete	character	Whom did you see?
V975	MN2E	Antenatal care: Nurse	discrete	character	Whom did you see?
V976	MN2F	Antenatal care: Traditional birth attendant	discrete	character	Whom did you see?
V977	MN2G	Antenatal care: Community health worker	discrete	character	Whom did you see?
V978	MN2X	Antenatal care: Other	discrete	character	Whom did you see?
V979	MN3	Times received antenatal care	discrete	numeric	How many times did you receive care during this pregnancy?
V980	MN4A	Blood pressure	discrete	numeric	As part of your care during this pregnancy, were any of the following done at least once: [A] Was your blood pressure measured?
V981	MN4B	Urine sample	discrete	numeric	As part of your care during this pregnancy, were any of the following done at least once: [B] Did you give a urine sample?
V982	MN4C	Blood sample	discrete	numeric	As part of your care during this pregnancy, were any of the following done at least once: [C] Did you give a blood sample?
V983	MN17A	Assistance at delivery: Doctor	discrete	character	Who assisted you with the delivery of (name of child)?
V984	MN17B	Assistance at delivery: Nurse	discrete	character	Who assisted you with the delivery of (name of child)?
V985	MN17C	Assistance at delivery: Obstetrical nurse	discrete	character	Who assisted you with the delivery of (name of child)?
V986	MN17D	Assistance at delivery: Midwife	discrete	character	Who assisted you with the delivery of (name of child)?
V987	MN17E	Assistance at delivery: Nurse	discrete	character	Who assisted you with the delivery of (name of child)?
V988	MN17F	Assistance at delivery: Traditional birth attendant	discrete	character	Who assisted you with the delivery of (name of child)?
V989	MN17G	Assistance at delivery: Community health worker	discrete	character	Who assisted you with the delivery of (name of child)?
V990	MN17H	Assistance at delivery: Relative / Friend	discrete	character	Who assisted you with the delivery of (name of child)?
V991	MN17X	Assistance at delivery: Other	discrete	character	Who assisted you with the delivery of (name of child)?
V992	MN17Y	Assistance at delivery: No one	discrete	character	Who assisted you with the delivery of (name of child)?
V993	MN18	Place of delivery	discrete	numeric	Where did you give birth to (name of child)?
V994	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?
V995	MN20	Size of child at birth	discrete	numeric	When (name) was born, was he/she a very large, larger than average, average, smaller than average, or very small baby?
V996	MN21	Child weighed at birth	discrete	numeric	Was (name) weighed at birth?
V997	MN22A	Weight from card or recall	discrete	numeric	How much did (name) weigh?
V998	MN22	Weight at birth (Kilograms)	discrete	numeric	How much did (name) weigh?
V999	MN23	Menstrual period returned since the birth of child	discrete	numeric	Has your menstrual period returned since the birth of (name)?

ID	Name	Label	Type	Format	Question
V1000	MN24	Ever breastfeed	discrete	numeric	Did you ever breastfeed (name)?
V1001	MN25U	Time baby put to breast (unit)	discrete	numeric	How long after birth did you first put (name) on your breast for feeding?
V1002	MN25N	Time baby put to breast (number)	discrete	numeric	How long after birth did you first put (name) on your breast for feeding?
V1003	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?
V1004	MN27A	Child given to drink - Milk (other than breast milk)	discrete	character	What else was (name) given to drink?
V1005	MN27B	Child given to drink - Plain water	discrete	character	What else was (name) given to drink?
V1006	MN27C	Child given to drink - Sugar or glucose water	discrete	character	What else was (name) given to drink?
V1007	MN27D	Child given to drink - Gripe water	discrete	character	What else was (name) given to drink?
V1008	MN27E	Child given to drink - Sugar - salt - water solution	discrete	character	What else was (name) given to drink?
V1009	MN27F	Child given to drink - Fruit juice	discrete	character	What else was (name) given to drink?
V1010	MN27G	Child given to drink - Infant formula	discrete	character	What else was (name) given to drink?
V1011	MN27H	Child given to drink - Tea / Infusions	discrete	character	What else was (name) given to drink?
V1012	MN27I	Child given to drink - Honey	discrete	character	What else was (name) given to drink?
V1013	MN27X	Child given to drink - Other	discrete	character	What else was (name) given to drink?
V1014	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?
V1015	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?
V1016	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?
V1017	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?
V1018	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?
V1019	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?
V1020	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?

ID	Name	Label	Type	Format	Question
V1021	IS2H	Symptoms: Child has a rash	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?
V1022	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?
V1023	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?
V1024	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?
V1025	CP0A	Heard of: Woman sterilization	discrete	numeric	Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [A]Sterilization of Female? Probe: Women can have an operation in order to avoid having more children.
V1026	CP0B	Heard of: Man sterilization	discrete	numeric	Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [B]Sterilization of Male? Probe: Men can have an operation in order to avoid having more children.
V1027	CP0C	Heard of: IUD	discrete	numeric	Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [C]Coil? Probe: Women can have a coil placed inside them by a doctor or a nurse.
V1028	CP0D	Heard of: Injectables	discrete	numeric	Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [D] Injections? Probe: Women can use injections from a health provider, which have effects on their hormones and stop them from getting pregnant for one or more months.
V1029	CP0E	Heard of: Implants	discrete	numeric	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 rods implanted in their upper arm (by a doctor or a nurse) and thus prevent pregnancy for one or more years.
V1030	CP0F	Heard of: Pill	discrete	numeric	Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [F] Pills? Probe: Women can take pills on every day basis to avoid getting pregnant.
V1031	CP0G	Heard of: Male condom	discrete	numeric	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 the sexual intercourse.
V1032	CP0H	Heard of: Female condom	discrete	numeric	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 in their vagina before the sexual intercourse.
V1033	CP0I	Heard of: Diaphragm	discrete	numeric	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 tubes
V1034	CP0J	Heard of: Foam / Jelly	discrete	numeric	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 (like for ex. foam, jelly, cream) that can kill or prevent the sperm from moving and reaching the egg.

ID	Name	Label	Type	Format	Question
V1035	CP0K	Heard of: LAM	discrete	numeric	Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [K] Lactational Amenorrhea Method (LAM)?
V1036	CP0L	Heard of: Periodic abstinence	discrete	numeric	Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [L] Rhythm Method? Probe: Every month when the woman is sexually active, she can avoid pregnancy by not having a sexual intercourse on the fertile days in the month, i.e. days she is most likely to get pregnant.
V1037	CP0M	Heard of: Withdrawal	discrete	numeric	Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [M] Withdrawal? Probe: Men can be cautious and pull out before reaching climax.
V1038	CP0N	Heard of: Urgent contraception	discrete	numeric	Couples use different ways or methods in order to postpone or avoid pregnancy. Have you heard of: [N] Urgent Contraception? Probe: As an emergency measure, within a period of 3 days, after having unprotected sexual intercourse, women can take special pills to prevent getting pregnant.
V1039	CP0X	Heard of: Other	discrete	numeric	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?
V1040	CP1	Currently pregnant	discrete	numeric	Now, I would like to talk to you about another topic - planning the family. Are you pregnant at the moment?
V1041	CP2	Currently using a method to avoid pregnancy	discrete	numeric	At the moment, are you doing anything or using any method to postpone or avoid pregnancy?
V1042	CP3A	Current method: Female sterilization	discrete	character	What are you doing to postpone or avoid pregnancy?
V1043	CP3B	Current method: Male sterilization	discrete	character	What are you doing to postpone or avoid pregnancy?
V1044	CP3C	Current method: IUD	discrete	character	What are you doing to postpone or avoid pregnancy?
V1045	CP3D	Current method: Injectables	discrete	character	What are you doing to postpone or avoid pregnancy?
V1046	CP3E	Current method: Implants	discrete	character	What are you doing to postpone or avoid pregnancy?
V1047	CP3F	Current method: Pill	discrete	character	What are you doing to postpone or avoid pregnancy?
V1048	CP3G	Current method: Male condom	discrete	character	What are you doing to postpone or avoid pregnancy?
V1049	CP3H	Current method: Female condom	discrete	character	What are you doing to postpone or avoid pregnancy?
V1050	CP3I	Current method: Diaphragm	discrete	character	What are you doing to postpone or avoid pregnancy?
V1051	CP3J	Current method: Foam / Jelly	discrete	character	What are you doing to postpone or avoid pregnancy?
V1052	CP3K	Current method: Lactational amenorrhoea method	discrete	character	What are you doing to postpone or avoid pregnancy?
V1053	CP3L	Current method: Periodic abstinence / Rhythm	discrete	character	What are you doing to postpone or avoid pregnancy?
V1054	CP3M	Current method: Withdrawal	discrete	character	What are you doing to postpone or avoid pregnancy?
V1055	CP3X	Current method: Other	discrete	character	What are you doing to postpone or avoid pregnancy?
V1056	UN2	Wanted to get pregnant at the time	discrete	numeric	Now I'd like to talk to you about your current pregnancy. When you got pregnant, did you want to get pregnant?
V1057	UN3	Wanted baby later or did not want more children	discrete	numeric	Did you want to have a baby sometime later or you did not want to have any (more) children?

ID	Name	Label	Type	Format	Question
V1058	UN4	Would like to have another child (currently pregnant)	discrete	numeric	Now I'd like to ask a few questions about the future. After the child you are expecting right now, would you like to have another child, or you would rather not have any more children?
V1059	UN6	Would like to have another child (not currently pregnant)	discrete	numeric	Now I would like to ask you about the future. Would you like to have (another) child, or you would rather not have any (more) children?
V1060	UN7U	Desired waiting time (unit)	discrete	numeric	For how long would you like to wait before you give birth to (another) child?
V1061	UN7N	Desired waiting time (number)	discrete	numeric	For how long would you like to wait before you give birth to (another) child?
V1062	UN10	Able to get pregnant	discrete	numeric	Do you think that you are physically able to get pregnant at the moment?
V1063	UN11A	Reason: Infrequent sex / No sex	discrete	character	Why do you think you are not physically able to get pregnant?
V1064	UN11B	Reason: Menopausal	discrete	character	Why do you think you are not physically able to get pregnant?
V1065	UN11C	Reason: Never menstruated	discrete	character	Why do you think you are not physically able to get pregnant?
V1066	UN11D	Reason: Hysterectomy	discrete	character	Why do you think you are not physically able to get pregnant?
V1067	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?
V1068	UN11F	Reason: Postpartum amenorrheic	discrete	character	Why do you think you are not physically able to get pregnant?
V1069	UN11G	Reason: Breastfeeding	discrete	character	Why do you think you are not physically able to get pregnant?
V1070	UN11H	Reason: Too old	discrete	character	Why do you think you are not physically able to get pregnant?
V1071	UN11I	Reason: Fatalistic	discrete	character	Why do you think you are not physically able to get pregnant?
V1072	UN11X	Reason: Other	discrete	character	Why do you think you are not physically able to get pregnant?
V1073	UN11Z	Reason: Don't know	discrete	character	Why do you think you are not physically able to get pregnant?
V1074	UN13U	Start of last menstrual period (unit)	discrete	numeric	When did your last menstrual cycle start?
V1075	UN13N	Start of last menstrual period (number)	discrete	numeric	When did your last menstrual cycle start?
V1076	DV1A	If she goes out with out telling husband: wife beating justified	discrete	numeric	Sometimes a husband can be annoyed or irritated by things that his wife does. In your opinion, is a husband justified to hit or beat his wife in the following situations: [A] If she goes out without telling him?
V1077	DV1B	If she neglects the children: wife beating justified	discrete	numeric	Sometimes a husband can be annoyed or irritated by things that his wife does. In your opinion, is a husband justified to hit or beat his wife in the following situations: [B] If she neglects the children?
V1078	DV1C	If she argues with husband: wife beating justified	discrete	numeric	Sometimes a husband can be annoyed or irritated by things that his wife does. In your opinion, is a husband justified to hit or beat his wife in the following situations: [C] If she argues with him?
V1079	DV1D	If she refuses sex with husband: wife beating justified	discrete	numeric	Sometimes a husband can be annoyed or irritated by things that his wife does. In your opinion, is a husband justified to hit or beat his wife in the following situations: [D] If she refuses to have sex with him?

ID	Name	Label	Type	Format	Question
V1080	DV1E	If she burns the food: wife beating justified	discrete	numeric	Sometimes a husband can be annoyed or irritated by things that his wife does. In your opinion, is a husband justified to hit or beat his wife in the following situations: [E] If she burns the food?
V1081	MA1	Currently married or living with a man	discrete	numeric	Are you currently married or living together with a man as if married?
V1082	MA2	Age of husband/partner	discrete	numeric	How old is your husband/partner?
V1083	MA5	Ever married or lived with a man	discrete	numeric	Have you ever been married or lived together with a man as if married?
V1084	MA6	Marital status	discrete	numeric	What is your marital status now: are you widowed, divorced or separated?
V1085	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?
V1086	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?
V1087	MA8Y	Year of first union	discrete	numeric	In what month and year did you first marry or start living with a man as if married?
V1088	MA9	Age at first union	discrete	numeric	How old were you when you started living with your first husband/partner?
V1089	TA1	Ever tried smoking	discrete	numeric	Have you ever tried smoking, at least one or two puffs?
V1090	TA2	Age first smoked	discrete	numeric	At what age did you first smoke a whole cigarette?
V1091	TA3	Smoke today	discrete	numeric	Do you smoke cigarettes today?
V1092	TA4	How many cigarettes in last 24 hours	discrete	numeric	During the last 24 hours, how many cigarettes have you smoked?
V1093	TA5	Days smoked during last month	discrete	numeric	During the last month, for how many days have you smoked cigarettes?
V1094	TA6	Ever smoked tobacco products other than cigarretes	discrete	numeric	Have you ever tried to smoke tobacco products, except cigarettes, like for example, cigars, water pipe, cigarillo or dry tobacco?
V1095	TA7	Have you smoked other tobacco products during last month	discrete	numeric	During the last month, have you consumed any type of smoking tobacco products, excluding cigarettes?
V1096	TA8A	Have smoked last month - Cigars	discrete	character	What type of smoked tobacco product did you use or smoke during the last month?
V1097	TA8B	Have smoked last month - Water pipe	discrete	character	What type of smoked tobacco product did you use or smoke during the last month?
V1098	TA8C	Have smoked last month - Cigarillos	discrete	character	What type of smoked tobacco product did you use or smoke during the last month?
V1099	TA8D	Have smoked last month - Tobacco	discrete	character	What type of smoked tobacco product did you use or smoke during the last month?
V1100	TA8X	Have smoked last month - Other	discrete	character	What type of smoked tobacco product did you use or smoke during the last month?
V1101	TA9	Days smoked other tobacco products during last month	discrete	numeric	During the last one month, on how many days did you use smoked tobacco products, excluding cigarettes?
V1102	TA10	Ever used tobacco products not for smoking	discrete	numeric	Have you ever tried any type of product made from tobacco, like for example tobacco chewing gum, burmut, or tobacco for soaking?
V1103	TA11	Have you used nonsmoking tobacco products during last month	discrete	numeric	During the last month, have you consumed any type of products from non-smoking tobacco?
V1104	TA12A	Have used last month - Chewing tobacco	discrete	character	What type of smokeless tobacco product did you use during the last month?

ID	Name	Label	Type	Format	Question
V1105	TA12B	Have used last month - Snuff	discrete	character	What type of smokeless tobacco product did you use during the last month?
V1106	TA12C	Have used last month - Dip	discrete	character	What type of smokeless tobacco product did you use during the last month?
V1107	TA12X	Have used last month - Other	discrete	character	What type of smokeless tobacco product did you use during the last month?
V1108	TA13	Days used nonsmoking tobacco products during last month	discrete	numeric	During the last one month, on how many days did you use smokeless tobacco products?
V1109	TA14	Have you used alcohol	discrete	numeric	Now a few questions about alcohol consumption. Have you ever tried consuming alcohol?
V1110	TA15	Age first drank alcohol	discrete	numeric	One intake of alcohol refers to one can or bottle of beer, one glass of wine or a glass of Rakia, cognac, vodka, whiskey, or rum. At what age did you drink your first glass of alcohol, excluding any time you had a few sips?
V1111	TA16	Days drank at least one glass per day during last month	discrete	numeric	During the last month, how many days have you had at least one glass of alcohol?
V1112	TA17	Glasses drank at these occasions	discrete	numeric	During the last month, on days you had alcohol, how many glasses have you mostly had?
V1113	LS2	How happy are you	discrete	numeric	Now, I would like to ask you a few simple questions about happiness and satisfaction. First, taking all things together, would you say you are very happy, somewhat happy, neither happy nor unhappy, somewhat unhappy or very unhappy? You can also look at these pictures to help you with your response.
V1114	LS3	How satisfied are you with your family life	discrete	numeric	Now I'd like to ask a few simple questions about the level of your satisfaction from various fields. For any of the questions, we have five possible answers: please let me know, for each question, are you very or somewhat satisfied, neither satisfied nor unsatisfied, or somewhat or very unsatisfied? Once again, you can take a look at these images that might help you with your answer. How satisfied are you from your family life?
V1115	LS4	How satisfied are you with your friendship	discrete	numeric	How satisfied are you with your friendships?
V1116	LS5	Have you attended school this year	discrete	numeric	During the current (2010-2011) school year, have you attended school at all?
V1117	LS6	How satisfied are you with your school	discrete	numeric	How satisfied are /were you from the school you have attended?
V1118	LS7	How satisfied are you with your current job	discrete	numeric	How satisfied are you from your current job?
V1119	LS8	How satisfied are you with your health	discrete	numeric	How satisfied are you with your health?
V1120	LS9	How satisfied are you with where you live	discrete	numeric	How satisfied are you with your place of living? If necessary, explain that the questions refer to their life environment, including their neighbourhood and dwelling.
V1121	LS10	How satisfied are you with a way people behave to you	discrete	numeric	How satisfied are you from the treatment you receive by the people around you?
V1122	LS11	How satisfied are you with appearance	discrete	numeric	How satisfied are you from your looks?
V1123	LS12	How satisfied are you with your life, overall	discrete	numeric	How satisfied are you from your own life, in general?
V1124	LS13	How satisfied are you with your current income	discrete	numeric	How satisfied are you from your current income?

ID	Name	Label	Type	Format	Question
V1125	LS14	Is your life improved compared to previous year	discrete	numeric	Compared to the same period last year, would you say that, in general, your life has improved or become worse?
V1126	LS15	Do you expect better life in one year from now	discrete	numeric	And in a year time from now, do you expect that your life, in general, will be improved or will get worse?
V1127	HH6	Area	discrete	numeric	
V1128	HH7	Region	discrete	numeric	
V1129	WDOI	Date of interview women (CMC)	discrete	numeric	
V1130	WDOB	Date of birth of woman (CMC)	contin	numeric	
V1131	WAGE	Age	discrete	numeric	
V1132	WDOM	Date of marriage (CMC)	contin	numeric	
V1133	WAGEM	Age at first marriage/union	contin	numeric	
V1134	WDOBFC	Date of birth of first child (CMC)	contin	numeric	
V1135	WDOBLC	Date of birth of last child (CMC)	contin	numeric	
V1136	MSTATUS	Marital/Union status	discrete	numeric	
V1137	CEB	Children ever born	discrete	numeric	
V1138	CSURV	Children surviving	discrete	numeric	
V1139	CDEAD	Children dead	discrete	numeric	
V1140	wmweight	Women's sample weight	contin	numeric	
V1141	welevel	Education	discrete	numeric	
V1142	ethnicity	Ethnicity of household head	discrete	numeric	
V1143	wscore	Wealth index score	contin	numeric	
V1144	windex5	Wealth index quintiles	discrete	numeric	
V1145	windex2	Wealth index quintiles	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	483
Variable(s)	311
Structure	Type: Keys: ()
Version	
Producer	Dataset produced by UNICEF and Institute of Public Health of the Republic of Macedonia
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V1146	HH1	Cluster number	contin	numeric	
V1147	HH2	Household number	discrete	numeric	
V1148	LN	Line number	discrete	numeric	
V1149	UF1	Cluster number	contin	numeric	
V1150	UF2	Household number	discrete	numeric	
V1151	UF4	Child's line number	discrete	numeric	
V1152	UF6	Mother / Caretaker's line number	discrete	numeric	
V1153	UF7	Interviewer number	contin	numeric	
V1154	UF8D	Day of interview	contin	numeric	
V1155	UF8M	Month of interview	discrete	numeric	
V1156	UF8Y	Year of interview	discrete	numeric	
V1157	UF9	Result of interview for children under 5	discrete	numeric	
V1158	UF10	Field editor	contin	numeric	
V1159	UF11	Data entry clerk	contin	numeric	
V1160	UF12H	Start of interview - Hour	discrete	numeric	
V1161	UF12M	Start of interview - Minutes	discrete	numeric	
V1162	UF13H	End of interview - Hour	discrete	numeric	
V1163	UF13M	End of interview - Minutes	discrete	numeric	
V1164	AG1D	Day of birth of child	discrete	numeric	Now I would like to ask you some questions about the health of (name). In what month and year was (name) born?
V1165	AG1M	Month of birth of child	discrete	numeric	Now I would like to ask you some questions about the health of (name). In what month and year was (name) born?
V1166	AG1Y	Year of birth of child	discrete	numeric	Now I would like to ask you some questions about the health of (name). In what month and year was (name) born?
V1167	AG2	Age of child	discrete	numeric	How old is (name)?
V1168	BR1	Birth certificate	discrete	numeric	Does (name) have a birth certificate?

ID	Name	Label	Type	Format	Question
V1169	BR2	Birth registered	discrete	numeric	Has (name)'s birth been registered with the registry department?
V1170	BR3	Know how to register birth	discrete	numeric	Do you know how to report/register your child's birth?
V1171	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)?
V1172	EC2A	Homemade toys	discrete	numeric	I am interested to learn about the things that (name) plays with when he/she is at home. Does he/she play with: [A] homemade toys (like dolls, cars, or other toys made at home)?
V1173	EC2B	Toys from shops	discrete	numeric	I am interested to learn about the things that (name) plays with when he/she is at home. Does he/she play with: [B] toys from a shop or manufactured toys?
V1174	EC2C	Household objects or outside objects	discrete	numeric	I am interested to learn about the things that (name) plays with when he/she is at home. Does he/she play with: [C] household objects (like bowls or pots) or objects found outside (like sticks, rocks, shells or leaves)?
V1175	EC3A	In past week, days left alone for more than 1 hour	discrete	numeric	Sometimes adults that take care of children have to leave the house to go shopping, wash clothes, or for other reasons and then they have to leave young children alone. On how many days during the past week was (name): [A] left alone at home for more than an hour?
V1176	EC3B	In past week, days left with other child for more than 1 hour	discrete	numeric	Sometimes adults that take care of children have to leave the house to go shopping, wash clothes, or for other reasons and then they have to leave young children alone. On how many days during the past week was (name): [B] left in the care of another child (that is, someone under 10) for more than an hour?
V1177	EC5	Attends early childhood education programme	discrete	numeric	Does (name) attend any organized learning or early childhood education programme, like a private or government facility, including kindergarten or community child care center?
V1178	EC6	Within last 7 days, hours attended education	discrete	numeric	Within the last seven days, about how many hours did (name) attend such learning programmes, i.e. attended kindergarten or community child care center?
V1179	EC7AA	Books-Mother	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [A] Read books to or looked at picture books with (name)?
V1180	EC7AB	Books-Father	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [A] Read books to or looked at picture books with (name)?
V1181	EC7AX	Books-Other	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [A] Read books to or looked at picture books with (name)?
V1182	EC7AY	Books-No one	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [A] Read books to or looked at picture books with (name)?

ID	Name	Label	Type	Format	Question
V1183	EC7BA	Tell stories-Mother	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [B] Told stories to (name)?
V1184	EC7BB	Tell stories-Father	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [B] Told stories to (name)?
V1185	EC7BX	Tell stories-Other	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [B] Told stories to (name)?
V1186	EC7BY	Tell stories-No one	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [B] Told stories to (name)?
V1187	EC7CA	Sang songs-Mother	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [C] Sang songs to (name) or with (name), including lullabies?
V1188	EC7CB	Sang songs-Father	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [C] Sang songs to (name) or with (name), including lullabies?
V1189	EC7CX	Sang songs-Other	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [C] Sang songs to (name) or with (name), including lullabies?
V1190	EC7CY	Sang songs-No one	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [C] Sang songs to (name) or with (name), including lullabies?
V1191	EC7DA	Took outside-Mother	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [D] Took (name) outside the home, compound, yard for a walk?
V1192	EC7DB	Took outside-Father	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [D] Took (name) outside the home, compound, yard for a walk?
V1193	EC7DX	Took outside-Other	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [D] Took (name) outside the home, compound, yard for a walk?
V1194	EC7DY	Took outside-No one	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [D] Took (name) outside the home, compound, yard for a walk?
V1195	EC7EA	Played with-Mother	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [E] Played with (name)?

ID	Name	Label	Type	Format	Question
V1196	EC7EB	Played with-Father	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [E] Played with (name)?
V1197	EC7EX	Played with-Other	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [E] Played with (name)?
V1198	EC7EY	Played with-No one	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [E] Played with (name)?
V1199	EC7FA	Named/counted-Mother	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [F] Named, counted, or drew things to or with (name)?
V1200	EC7FB	Named/counted-Father	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [F] Named, counted, or drew things to or with (name)?
V1201	EC7FX	Named/counted-Other	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [F] Named, counted, or drew things to or with (name)?
V1202	EC7FY	Named/counted-No one	discrete	character	In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [F] Named, counted, or drew things to or with (name)?
V1203	EC8	Child identifies at least ten letters of the alphabet	discrete	numeric	Now I would like to ask you some questions about the health and the development of your child. Children do not all develop and learn at the same rate. For example, some start walking earlier than others. These questions are related to several aspects of your child's development. Can (name) identify or name at least ten letters of the alphabet?
V1204	EC9	Child reads at least four simple, popular words	discrete	numeric	Can (name) read at least four simple and popular words?
V1205	EC10	Child knows name and recognizes symbol of all numbers from 1-10	discrete	numeric	Does (name) know the name and recognize the symbols for all numbers from 1 to 10?
V1206	EC11	Child able to pick up small object with 2 fingers	discrete	numeric	Can (name) pick up small objects with two fingers, like for example a stick or a rock from the ground?
V1207	EC12	Child sometimes too sick to play	discrete	numeric	Is (name) sometimes too sick to play?
V1208	EC13	Child follows simple directions	discrete	numeric	Can (name) follow simple directions on how to do something correctly?
V1209	EC14	Child able to do something independently	discrete	numeric	When given something to do, is (name) able to do it independently?
V1210	EC15	Child gets along well with other children	discrete	numeric	Does (name) get along well with other children?
V1211	EC16	Child kicks, bites or hits other children or adults	discrete	numeric	Does (name) kick, bite, or hit other children or adults?
V1212	EC17	Child gets distracted easily	discrete	numeric	Does (name) get distracted easily?
V1213	BF1	Child ever been breastfed	discrete	numeric	Has (name) ever been breastfed?

ID	Name	Label	Type	Format	Question
V1214	BF2	Child still being breastfed	discrete	numeric	Is he/she still being breastfed?
V1215	BF3	Child drank plain water yesterday	discrete	numeric	Could you tell me please about the liquids that (name) may have had yesterday during the day or the night. I am interested in whether (name) had the mentioned liquid even if it was combined with other foods. Did (name) drink plain water yesterday, during the day or night?
V1216	BF4	Child drank infant formula yesterday	discrete	numeric	Did (name) drink infant formula/substitution for mother's milk/ artificial milk yesterday, during the day or night?
V1217	BF5	Times child drank infant formula	discrete	numeric	How many times did (name) drink infant formula?
V1218	BF6	Child drank milk yesterday	discrete	numeric	Did (name) drink tetra pack milk, powdered or fresh animal milk yesterday, during the day or night?
V1219	BF7	Times child drank milk	discrete	numeric	How many times did (name) drink tetra pack, powdered or fresh animal milk?
V1220	BF8	Child drank juice or juice drinks yesterday	discrete	numeric	Did (name) drink juice yesterday, during the day or night?
V1221	BF9	Child drank soup yesterday	discrete	numeric	Did (name) drink clear soup yesterday, during the day or night?
V1222	BF10	Child drank or ate vitamin or mineral supplements yesterday	discrete	numeric	Did (name) drink or eat vitamin or mineral supplements or any medicines yesterday, during the day or night?
V1223	BF11	Child drank ORS yesterday	discrete	numeric	Did (name) drink oral rehydration solutions yesterday, during the day or night?
V1224	BF12	Child drank any other liquid yesterday	discrete	numeric	Did (name) drink any other liquids yesterday, during the day or night?
V1225	BF13	Child drank or ate yogurt yesterday	discrete	numeric	Did (name) drink or eat yogurt (sour milk) yesterday, during the day or night?
V1226	BF14	Times drank or ate yogurt	discrete	numeric	How many times did (name) drink or eat yogurt (sour milk) yesterday, during the day or night?
V1227	BF15	Child ate thin porridge yesterday	discrete	numeric	Did (name) eat any porridge yesterday, during the day or night?
V1228	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?
V1229	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?
V1230	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?
V1231	CA1	Child had diarrhoea in last 2 weeks	discrete	numeric	In the last two weeks, has (name) had diarrhoea (the squirts)?
V1232	CA2	Child drank less or more during illness	discrete	numeric	I would like to know how much liquid (name) was given to drink during the diarrhoea (including breastmilk). During the time (name) had diarrhoea, was he/she given less than usual liquid to drink, about the same amount, or more than usual?
V1233	CA3	Child ate less or more during illness	discrete	numeric	During the time (name) had diarrhoea, was he/she given less than usual to eat, about the same amount, more than usual, or nothing to eat?

ID	Name	Label	Type	Format	Question
V1234	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 prepared from rehydration powder?
V1235	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 fluid for rehydration?
V1236	CA4C	Homemade fluid	discrete	numeric	During the episode of diarrhoea, was (name) given to drink any of the following: [C] Homemade rehydration fluid?
V1237	CA5	Anything else given to treat the diarrhoea	discrete	numeric	Was anything (else) given to treat/cure the diarrhoea?
V1238	CA6A	Other treatment (pill or syrup): Antibiotic	discrete	character	What (else) was given to treat the diarrhoea?
V1239	CA6B	Other treatment (pill or syrup): Antimotility	discrete	character	What (else) was given to treat the diarrhoea?
V1240	CA6C	Other treatment (pill or syrup): Zinc	discrete	character	What (else) was given to treat the diarrhoea?
V1241	CA6G	Other treatment (pill or syrup): Other (not antibiotic, antimotility or zinc)	discrete	character	What (else) was given to treat the diarrhoea?
V1242	CA6H	Other treatment (pill or syrup): Unknown	discrete	character	What (else) was given to treat the diarrhoea?
V1243	CA6L	Other treatment (injection): Antibiotic	discrete	character	What (else) was given to treat the diarrhoea?
V1244	CA6M	Other treatment (injection): Non-antibiotic	discrete	character	What (else) was given to treat the diarrhoea?
V1245	CA6N	Other treatment (injection): Unknown	discrete	character	What (else) was given to treat the diarrhoea?
V1246	CA6O	Other treatment: Intravenous	discrete	character	What (else) was given to treat the diarrhoea?
V1247	CA6Q	Other treatment: Home remedy/Herbal medicine	discrete	character	What (else) was given to treat the diarrhoea?
V1248	CA6X	Other treatment: Other	discrete	character	What (else) was given to treat the diarrhoea?
V1249	CA7	Child ill with cough in last 2 weeks	discrete	numeric	At any time in the last two weeks, has (name) had an illness with a cough?
V1250	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, fast breaths or had any difficulty breathing?
V1251	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?
V1252	CA10	Sought advice or treatment for illness	discrete	numeric	Did you seek any advice or treatment for the illness from anywhere/anybody?
V1253	CA11A	Place sought care: (public sector) Government hospital	discrete	character	Where/whom did you seek advice or treatment from?
V1254	CA11B	Place sought care: (public sector) Government health center	discrete	character	Where/whom did you seek advice or treatment from?
V1255	CA11C	Place sought care: (public sector) Government health post	discrete	character	Where/whom did you seek advice or treatment from?
V1256	CA11D	Place sought care: (public sector) Village health worker	discrete	character	Where/whom did you seek advice or treatment from?
V1257	CA11E	Place sought care: (public sector) Mobile / Outreach clinic	discrete	character	Where/whom did you seek advice or treatment from?
V1258	CA11H	Place sought care: Other public	discrete	character	Where/whom did you seek advice or treatment from?
V1259	CA11I	Place sought care: Private hospital / clinic	discrete	character	Where/whom did you seek advice or treatment from?

ID	Name	Label	Type	Format	Question
V1260	CA11J	Place sought care: Private physician	discrete	character	Where/whom did you seek advice or treatment from?
V1261	CA11K	Place sought care: Private pharmacy	discrete	character	Where/whom did you seek advice or treatment from?
V1262	CA11L	Place sought care: Mobile clinic	discrete	character	Where/whom did you seek advice or treatment from?
V1263	CA11O	Place sought care: Other private medical	discrete	character	Where/whom did you seek advice or treatment from?
V1264	CA11P	Place sought care: Relative / Friend	discrete	character	Where/whom did you seek advice or treatment from?
V1265	CA11Q	Place sought care: Shop	discrete	character	Where/whom did you seek advice or treatment from?
V1266	CA11R	Place sought care: Traditional practitioner	discrete	character	Where/whom did you seek advice or treatment from?
V1267	CA11X	Place sought care: Other	discrete	character	Where/whom did you seek advice or treatment from?
V1268	CA12	Given medicine to treat this illness	discrete	numeric	Was (name) given any medicine to treat this illness?
V1269	CA13A	Medicine: Antibiotic pill / syrup	discrete	character	What medicine was (name) given?
V1270	CA13B	Medicine: Antibiotic injection	discrete	character	What medicine was (name) given?
V1271	CA13P	Medicine: Paracetamol / Panadol / Acetaminophen	discrete	character	What medicine was (name) given?
V1272	CA13Q	Medicine: Aspirin	discrete	character	What medicine was (name) given?
V1273	CA13R	Medicine: Ibuprofen	discrete	character	What medicine was (name) given?
V1274	CA13X	Medicine: Other	discrete	character	What medicine was (name) given?
V1275	CA13Z	Medicine: DK	discrete	character	What medicine was (name) given?
V1276	CA15	What was done to dispose of the stools	discrete	numeric	The last time (name) defecated, how did you remove the stools?
V1277	IM1	Vaccination card for child	discrete	numeric	Do you have a card where (name)'s vaccinations are written down? (If yes) May I see it please?
V1278	IM2	Ever had vaccination card	discrete	numeric	Did you ever have a vaccination card for (name)?
V1279	IM3BD	Day of BCG immunization	discrete	numeric	
V1280	IM3BM	Month of BCG immunization	discrete	numeric	
V1281	IM3BY	Year of BCG immunization	discrete	numeric	
V1282	IM3P0D	Day of Polio at birth immunization	discrete	numeric	
V1283	IM3P0M	Month of Polio at birth immunization	discrete	numeric	
V1284	IM3P0Y	Year of Polio at birth immunization	discrete	numeric	
V1285	IM3P1D	Day of Polio1 immunization	discrete	numeric	
V1286	IM3P1M	Month of Polio1 immunization	discrete	numeric	
V1287	IM3P1Y	Year of Polio1 immunization	discrete	numeric	
V1288	IM3P2D	Day of Polio2 immunization	discrete	numeric	
V1289	IM3P2M	Month of Polio2 immunization	discrete	numeric	
V1290	IM3P2Y	Year of Polio2 immunization	discrete	numeric	
V1291	IM3P3D	Day of Polio3 immunization	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1292	IM3P3M	Month of Polio3 immunization	discrete	numeric	
V1293	IM3P3Y	Year of Polio3 immunization	discrete	numeric	
V1294	IM3D1D	Day of DPT1 immunization	discrete	numeric	
V1295	IM3D1M	Month of DPT1 immunization	discrete	numeric	
V1296	IM3D1Y	Year of DPT1 immunization	discrete	numeric	
V1297	IM3D2D	Day of DPT2 immunization	discrete	numeric	
V1298	IM3D2M	Month of DPT2 immunization	discrete	numeric	
V1299	IM3D2Y	Year of DPT2 immunization	discrete	numeric	
V1300	IM3D3D	Day of DPT3 immunization	discrete	numeric	
V1301	IM3D3M	Month of DPT3 immunization	discrete	numeric	
V1302	IM3D3Y	Year of DPT3 immunization	discrete	numeric	
V1303	IM3D4D	Day of DPT4 immunization	discrete	numeric	
V1304	IM3D4M	Month of DPT4 immunization	discrete	numeric	
V1305	IM3D4Y	Year of DPT4 immunization	discrete	numeric	
V1306	IM3D5D	Day of DPT5 immunization	discrete	numeric	
V1307	IM3D5M	Month of DPT5 immunization	discrete	numeric	
V1308	IM3D5Y	Year of DPT5 immunization	discrete	numeric	
V1309	IM3H0D	Day of HepB at birth immunization	discrete	numeric	
V1310	IM3H0M	Month of HepB at birth immunization	discrete	numeric	
V1311	IM3H0Y	Year of HepB at birth immunization	discrete	numeric	
V1312	IM3H1D	Day of HepB1 immunization	discrete	numeric	
V1313	IM3H1M	Month of HepB1 immunization	discrete	numeric	
V1314	IM3H1Y	Year of HepB1 immunization	discrete	numeric	
V1315	IM3H2D	Day of HepB2 immunization	discrete	numeric	
V1316	IM3H2M	Month of HepB2 immunization	discrete	numeric	
V1317	IM3H2Y	Year of HepB2 immunization	discrete	numeric	
V1318	IM3MD	Day measles or MMR immunization	discrete	numeric	
V1319	IM3MM	Month Measles or MMR immunization	discrete	numeric	
V1320	IM3MY	Year of Measles or MMR immunization	discrete	numeric	
V1321	IM3I1D	Day of HIB1 immunization	discrete	numeric	
V1322	IM3I1M	Month of HIB1 immunization	discrete	numeric	
V1323	IM3I1Y	Year of HIB1 immunization	discrete	numeric	
V1324	IM3I2D	Day of HIB2 immunization	discrete	numeric	
V1325	IM3I2M	Month of HIB2 immunization	discrete	numeric	
V1326	IM3I2Y	Year of HIB2 immunization	discrete	numeric	
V1327	IM3I3D	Day of HIB3 immunization	discrete	numeric	
V1328	IM3I3M	Month of HIB3 immunization	discrete	numeric	
V1329	IM3I3Y	Year of HIB3 immunization	discrete	numeric	
V1330	IM3I4D	Day of HIB4 immunization	discrete	numeric	
V1331	IM3I4M	Month of HIB4 immunization	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1332	IM3I4Y	Year of HIB4 immunization	discrete	numeric	
V1333	IM5	Child received any other vaccinations	discrete	numeric	In addition to what is recorded on this card, did (name) receive any other vaccinations - including vaccinations received in campaigns, during epidemic or immunization days?
V1334	IM6	Child ever received any vaccinations	discrete	numeric	Has (name) ever received any vaccinations to prevent him/her from getting diseases, including vaccinations received in a campaigns or immunization days?
V1335	IM7	Child ever given BCG vaccination	discrete	numeric	Has (name) ever received a BCG vaccination against tuberculosis - i.e. an injection in the arm or shoulder that usually causes a blemish on the skin?
V1336	IM8	Child ever given Polio vaccination	discrete	numeric	Has (name) ever received any "vaccine given as drops in the mouth or by spoon" to protect him/her from getting diseases - that is, polio?
V1337	IM10	Times child given Polio vaccination	discrete	numeric	How many times was the polio vaccine received?
V1338	IM11	Child ever given DPT vaccination	discrete	numeric	Has (name) ever received a DTP vaccination - i.e. an injection in the thigh or upper arm - to prevent him/her from getting diphtheria, tetanus, whooping cough, or?
V1339	IM12	Times child given DPT vaccination	discrete	numeric	How many times was a DTP vaccine received?
V1340	IM13	Child ever given Hepatitis B vaccination	discrete	numeric	Has (name) ever been given a Hepatitis B vaccination - i.e. an injection in the thigh or upper arm - to prevent him/her from getting Hepatitis B, i.e. ...
V1341	IM14	Hepatitis B first given within 24 h after birth or later	discrete	numeric	Was the first Hepatitis B vaccine received within 24 hours after birth, or later?
V1342	IM15	Times child given Hepatitis B vaccination	discrete	numeric	How many times was a hepatitis B vaccine received?
V1343	IM16	Child ever given Measles or MMR vaccination	discrete	numeric	Has (name) ever received a Measles injection or an MRP injection - i.e. a shot in the arm at the age of 12 months or older - to prevent him/her from getting measles/rubeola?
V1344	IM16A	Child ever given HIB vaccination	discrete	numeric	Has (name) ever received the hemophilus influenza B (meningitis/lung inflammation) vaccination - that is, a shot in the arm or thigh - to prevent him/her from getting hemophilus influenza B?
V1345	IM16B	Times child given HIB vaccination	discrete	numeric	How many times has he/she got a hemophilus influenza vaccine?
V1346	IM19A	Child participated in campaign in April	discrete	numeric	Could you tell me please if (name) has been vaccinated in any of the following campaigns, national immunization days and/or vitamin A or child health days: [A] Immunization week - April
V1347	IM19B	Child participated in campaign Jan - Jun 2009	discrete	numeric	Could you tell me please if (name) has been vaccinated in any of the following campaigns, national immunization days and/or vitamin A or child health days: [B] Parotitis (MrP) - Jan-Jun 2009
V1348	IM19C	Child participated in campaign Sept 2010	discrete	numeric	Could you tell me please if (name) has been vaccinated in any of the following campaigns, national immunization days and/or vitamin A or child health days: [C] Measles - Since Sept 2010
V1349	AN1	Measurer's identification code	contin	numeric	

ID	Name	Label	Type	Format	Question
V1350	AN2	Result of height/length and weight measurement	discrete	numeric	
V1351	AN3	Child's weight (kilograms)	discrete	numeric	
V1352	AN4A	Child measured lying or standing	discrete	numeric	
V1353	AN4	Child's length or height (centimetres)	discrete	numeric	
V1354	HAP	Height for age percentile NCHS	contin	numeric	
V1355	HAZ	Height for age z-score NCHS	contin	numeric	
V1356	HAM	Height for age percent of reference median NCHS	contin	numeric	
V1357	WAP	Weight for age percentile NCHS	contin	numeric	
V1358	WAZ	Weight for age z-score NCHS	contin	numeric	
V1359	WAM	Weight for age percent of reference median NCHS	contin	numeric	
V1360	WHP	Weight for height percentile NCHS	contin	numeric	
V1361	WHZ	Weight for height z-score NCHS	contin	numeric	
V1362	WHM	Weight for height percent of reference median NCHS	contin	numeric	
V1363	FLAG	Flag for anthropometric indicators	discrete	numeric	
V1364	BMI	Body Mass Index WHO	discrete	numeric	
V1365	ZBMI	Body Mass Index z-score WHO	discrete	numeric	
V1366	HAZ2	Height for age z-score WHO	discrete	numeric	
V1367	WAZ2	Weight for age z-score WHO	discrete	numeric	
V1368	WHZ2	Weight for height z-score WHO	discrete	numeric	
V1369	HAZFLAG	Height for age flag WHO	discrete	numeric	
V1370	WAZFLAG	Weight for age flag WHO	discrete	numeric	
V1371	WHZFLAG	Weight for height flag WHO	discrete	numeric	
V1372	BMIFLAG	BMI flag WHO	discrete	numeric	
V1373	WHZNOAGE	Weight for height - Age flag WHO	discrete	numeric	
V1374	HH6	Area	discrete	numeric	
V1375	HH7	Region	discrete	numeric	
V1376	HL4	Sex	discrete	numeric	Is (name) male or female?
V1377	ED4A	Highest level of education attended	discrete	numeric	What is the highest level of education (name) attended?
V1378	ED4B	Highest grade completed at that level	discrete	numeric	What is the highest grade (name) completed at this level (ED4a)?
V1379	CDOI	Date of interview child (CMC)	discrete	numeric	
V1380	CDOB	Date of birth of child (CMC)	contin	numeric	
V1381	CAGE	Age (months)	contin	numeric	
V1382	CAGE_6	Age	discrete	numeric	
V1383	CAGE_11	Age	discrete	numeric	
V1384	CAGED	Age in days	contin	numeric	
V1385	HF6	Mother / Caretaker's line number	discrete	numeric	
V1386	HF7	Interviewer number	contin	numeric	

ID	Name	Label	Type	Format	Question
V1387	HF8D	Day of visit	discrete	numeric	
V1388	HF8M	Month of visit	discrete	numeric	
V1389	HF8Y	Year of visit	discrete	numeric	
V1390	HF9D	Day of birth	contin	numeric	
V1391	HF9M	Month of birth	discrete	numeric	
V1392	HF9Y	Year of birth	discrete	numeric	
V1393	HF11	Institution visit outcome	discrete	numeric	
V1394	HF12D	Day of IM card registration	discrete	numeric	
V1395	HF12M	Month of IM card registration	discrete	numeric	
V1396	HF12Y	Year of IM card registration	discrete	numeric	
V1397	HF13BD	Day of BCG immunization	discrete	numeric	
V1398	HF13BM	Month of BCG immunization	discrete	numeric	
V1399	HF13BY	Year of BCG immunization	discrete	numeric	
V1400	HF13D1D	Day of DPT1 immunization	discrete	numeric	
V1401	HF13D1M	Month of DPT1 immunization	discrete	numeric	
V1402	HF13D1Y	Year of DPT1 immunization	discrete	numeric	
V1403	HF13D2D	Day of DPT2 immunization	discrete	numeric	
V1404	HF13D2M	Month of DPT2 immunization	discrete	numeric	
V1405	HF13D2Y	Year of DPT2 immunization	discrete	numeric	
V1406	HF13D3D	Day of DPT3 immunization	discrete	numeric	
V1407	HF13D3M	Month of DPT3 immunization	discrete	numeric	
V1408	HF13D3Y	Year of DPT3 immunization	discrete	numeric	
V1409	HF13D4D	Day of DPT4 immunization	discrete	numeric	
V1410	HF13D4M	Month of DPT4 immunization	discrete	numeric	
V1411	HF13D4Y	Year of DPT4 immunization	discrete	numeric	
V1412	HF13D5D	Day of DPT5 immunization	discrete	numeric	
V1413	HF13D5M	Month of DPT5 immunization	discrete	numeric	
V1414	HF13D5Y	Year of DPT5 immunization	discrete	numeric	
V1415	HF13P1D	Day of Polio 1 immunization	discrete	numeric	
V1416	HF13P1M	Month of Polio 1 immunization	discrete	numeric	
V1417	HF13P1Y	Year of Polio 1 immunization	discrete	numeric	
V1418	HF13P2D	Day of Polio 2 immunization	discrete	numeric	
V1419	HF13P2M	Month of Polio 2 immunization	discrete	numeric	
V1420	HF13P2Y	Year of Polio 2 immunization	discrete	numeric	
V1421	HF13P3D	Day of Polio 3 immunization	discrete	numeric	
V1422	HF13P3M	Month of Polio 3 immunization	discrete	numeric	
V1423	HF13P3Y	Year of Polio 3 immunization	discrete	numeric	
V1424	HF13P4D	Day of Polio 4 immunization	discrete	numeric	
V1425	HF13P4M	Month of Polio 4 immunization	discrete	numeric	
V1426	HF13P4Y	Year of Polio 4 immunization	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1427	HF13MD	Day measles or MMR immunization	discrete	numeric	
V1428	HF13MM	Month measles or MMR immunization	discrete	numeric	
V1429	HF13MY	Year measles or MMR immunization	discrete	numeric	
V1430	HF13H0D	Day of HepB at birth immunization	discrete	numeric	
V1431	HF13H0M	Month of HepB at birth immunization	discrete	numeric	
V1432	HF13H0Y	Year of HepB at birth immunization	discrete	numeric	
V1433	HF13H1D	Day of HepB1 immunization	discrete	numeric	
V1434	HF13H1M	Month of HepB1 immunization	discrete	numeric	
V1435	HF13H1Y	Year of HepB1 immunization	discrete	numeric	
V1436	HF13H2D	Day of HepB2 immunization	discrete	numeric	
V1437	HF13H2M	Month of HepB2 immunization	discrete	numeric	
V1438	HF13H2Y	Year of HepB2 immunization	discrete	numeric	
V1439	HF13I1D	Day of HIB1 immunization	discrete	numeric	
V1440	HF13I1M	Month of HIB1 immunization	discrete	numeric	
V1441	HF13I1Y	Year of HIB1 immunization	discrete	numeric	
V1442	HF13I2D	Day of HIB2 immunization	discrete	numeric	
V1443	HF13I2M	Month of HIB2 immunization	discrete	numeric	
V1444	HF13I2Y	Year of HIB2 immunization	discrete	numeric	
V1445	HF13I3D	Day of HIB3 immunization	discrete	numeric	
V1446	HF13I3M	Month of HIB3 immunization	discrete	numeric	
V1447	HF13I3Y	Year of HIB3 immunization	discrete	numeric	
V1448	HF13I4D	Day of HIB4 immunization	discrete	numeric	
V1449	HF13I4M	Month of HIB4 immunization	discrete	numeric	
V1450	HF13I4Y	Year of HIB4 immunization	discrete	numeric	
V1451	chweight	Children's sample weight	contin	numeric	
V1452	ethnicity	Ethnicity of household head	discrete	numeric	
V1453	melevel	Mother's education	discrete	numeric	
V1454	wscore	Wealth index score	contin	numeric	
V1455	windex5	Wealth index quintiles	discrete	numeric	
V1456	windex2	Wealth index quintiles	discrete	numeric	

ch29

Content	Data collected at the children's level (MICS Children aged between 2 and 9 questionnaire modules: Information panel for children between 2 and 9 and Child disability.)
Cases	745
Variable(s)	39
Structure	Type: Keys: ()
Version	
Producer	Dataset produced by UNICEF and Institute of Public Health of the Republic of Macedonia
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V1457	HH1	Cluster number	contin	numeric	
V1458	HH2	Household number	discrete	numeric	
V1459	LN	Line number	discrete	numeric	
V1460	DA1	Cluster number	contin	numeric	
V1461	DA2	Household number	discrete	numeric	
V1462	DA4	Child's line number	discrete	numeric	
V1463	DA6	Mother / Caretaker's line number	discrete	numeric	
V1464	DA7	Interviewer number	contin	numeric	
V1465	DA8D	Day of interview	contin	numeric	
V1466	DA8M	Month of interview	discrete	numeric	
V1467	DA8Y	Year of interview	discrete	numeric	
V1468	DA9	Result of interview for children 2-9	discrete	numeric	
V1469	DA10	Field editor	contin	numeric	
V1470	DA11	Data entry clerk	contin	numeric	
V1471	DA12	Age	discrete	numeric	
V1472	DA13	Delay in sitting, standing, walking	discrete	numeric	Compared to other children, did (name) have any serious delay in sitting standing, or walking?
V1473	DA14	Difficulty in seeing either daytime or nighttime	discrete	numeric	Compared with other children, does (name) have difficulty seeing, either in the daytime or at night?
V1474	DA15	Difficulty hearing	discrete	numeric	Does it seem that (name) has any difficulty hearing? (uses hearing aid, hears with difficulty or completely deaf)?
V1475	DA16	Difficulty understanding	discrete	numeric	When you tell (name) to do something, does he/she seem to understand what you are saying?
V1476	DA17	Difficulty/stiffness/weakness in moving arms and legs	discrete	numeric	Does (name) have difficulty in walking or moving the arms or does he/she have weakness and/or stiffness in the arms or legs?
V1477	DA18	Ever has epileptic shock	discrete	numeric	Does (name) sometimes become rigid, or lose consciousness?

ID	Name	Label	Type	Format	Question
V1478	DA19	Do things like other children at same age	discrete	numeric	Does (name) learn to do things like other children his/her age?
V1479	DA20	Can speak, speak in understandable way	discrete	numeric	Does (name) speak at all (can he/she speak in understandable way; can he/she say any recognizable words)?
V1480	DA22	Speak differently than normal	discrete	numeric	Is (name)'s speech in any way different from normal (not clear enough to be understood by people other than the immediate family)?
V1481	DA23	Can name at least one object	discrete	numeric	Can (name) name at least one object (for example, an animal, a toy, a cup, a spoon)?
V1482	DA24	Mentally backward, dull or slow	discrete	numeric	Compared with other children of the same age, does (name) appear in any way mentally backward, dull or slow?
V1483	DA25	Repeated visit	discrete	numeric	As part of this survey, others in our team may visit you again to collect more information on some of the topics we have just talked about, concerning (name). Such a visit may take place within the next months. May I proceed and note that you would be fine with such a visit, if it occurs at all? Again, you may change your mind and decline to speak to our team if and when the visit happens.
V1484	HH6	Area	discrete	numeric	
V1485	HH7	Region	discrete	numeric	
V1486	HL4	Sex	discrete	numeric	Is (name) male or female?
V1487	ED4A	Highest level of education attended	discrete	numeric	What is the highest level of education (name) attended?
V1488	ED4B	Highest grade completed at that level	discrete	numeric	What is the highest grade (name) completed at this level (ED4a)?
V1489	CAGE	Age (months)	contin	numeric	
V1490	ch29weight	Children's 2 to 9 sample weight	contin	numeric	
V1491	melevel	Mother's education	discrete	numeric	
V1492	ethnicity	Ethnicity of household head	discrete	numeric	
V1493	wscore	Wealth index score	contin	numeric	
V1494	windex5	Wealth index quintiles	discrete	numeric	
V1495	windex2	Wealth index quintiles	discrete	numeric	

Cluster number (HH1)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-70

Valid cases: 1079
Invalid: 0
Minimum: 1
Maximum: 70

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Enter the cluster number as instructed by your supervisor.

Household number (HH2)

File: hh

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-19

Valid cases: 1079
Invalid: 0
Minimum: 1
Maximum: 19

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
Format: numeric
Width: 5
Decimals: 0
Range: 4004-99999

Valid cases: 1079
Invalid: 0
Minimum: 4004
Maximum: 99999

Source of information

Interview information fields completed by interviewer

Pre question

Interviewer name and code number:

Interviewer instructions

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

Supervisor number (HH4)

File: hh

Overview

Supervisor number (HH4)

File: hh

Type: Continuous
Format: numeric
Width: 5
Decimals: 0
Range: 4052-25901

Valid cases: 1079
Invalid: 0
Minimum: 4052
Maximum: 25901

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: 1079
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: 1
Decimals: 0
Range: 5-7

Valid cases: 1079
Invalid: 0
Minimum: 5
Maximum: 7

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: 1079
Format: numeric	Invalid: 0
Width: 4	Minimum: 2011
Decimals: 0	Maximum: 2011
Range: 2011-2011	

Source of information

Interview information fields completed by interviewer

Pre question

Day / Month / Year of interview in BS:

Interviewer instructions

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

Area (HH6)

File: hh

Overview

Type: Discrete	Valid cases: 1079
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
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: 1079
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 8
Range: 1-8	

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Region (HH7)

File: hh

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

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

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

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

Result of HH interview (HH9)

File: hh

Overview

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

Valid cases: 1079
Invalid: 0
Minimum: 1
Maximum: 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: 953
Invalid: 126
Minimum: 1
Maximum: 8

Source of information

Interview information fields completed by interviewer

Post question

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

Interviewer instructions

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: 953
Invalid: 126
Minimum: 1
Maximum: 14

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: 0-6

Valid cases: 953
Invalid: 126
Minimum: 0
Maximum: 6

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: 953
Invalid: 126
Minimum: 0
Maximum: 5

Source of information

Interview information fields completed by interviewer

Post question

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

Interviewer instructions

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

Number of children under age 5 (HH14)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 0
Maximum: 4

Source of information

Interview information fields completed by interviewer

Post question

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

Interviewer instructions

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

Number of under - 5 questionnaires completed (HH15)

File: hh

Overview

Number of under - 5 questionnaires completed (HH15)

File: hh

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

Valid cases: 953
Invalid: 126
Minimum: 0
Maximum: 4

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.

Number of children 2 - 9 (HH15A)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 0
Maximum: 5

Number of children 2 - 9 questionnaires completed (HH15B)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 0
Maximum: 5

Field editor (HH16)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 5
Decimals: 0
Range: 4189-25922

Valid cases: 1079
Invalid: 0
Minimum: 4189
Maximum: 25922

Source of information

Interview information fields completed by interviewer

Field editor (HH16)

File: hh

Interviewer instructions

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

Data entry clerk (HH17)

File: hh

Overview

Type: Continuous	Valid cases: 1079
Format: numeric	Invalid: 0
Width: 5	Minimum: 19687
Decimals: 0	Maximum: 25541
Range: 19687-25541	

Source of information

Interview information fields completed by interviewer

Interviewer instructions

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

Start of interview - Hour (HH18H)

File: hh

Overview

Type: Discrete	Valid cases: 953
Format: numeric	Invalid: 126
Width: 2	Minimum: 8
Decimals: 0	Maximum: 99
Range: 8-99	

Source of information

Interview information fields completed by interviewer

Interviewer instructions

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

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

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

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

Start of interview - Minutes (HH18M)

File: hh

Overview

Type: Discrete	Valid cases: 953
Format: numeric	Invalid: 126
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

Source of information

Interview information fields completed by interviewer

Start of interview - Minutes (HH18M)

File: hh

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: 9-99

Valid cases: 953
Invalid: 126
Minimum: 9
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.

End of interview - Minutes (HH19M)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
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

Main source of drinking water (WS1)

File: hh

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

Valid cases: 953
Invalid: 126
Minimum: 11
Maximum: 96

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

Valid cases: 9
Invalid: 1070
Minimum: 11
Maximum: 11

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

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

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

Location of the water source (WS3)

File: hh

Overview

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

Valid cases: 25
Invalid: 1054
Minimum: 1
Maximum: 3

Source of information

Head of household or other responsible household member

Literal question

Where is the water source for cooking and hand-washing located?

Interviewer instructions

Location of the water source (WS3)

File: hh

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	Valid cases: 7
Format: numeric	Invalid: 1072
Width: 3	Minimum: 1
Decimals: 0	Maximum: 20
Range: 1-999	

Source of information

Head of household or other responsible household member

Literal question

How long does it take to go there, stay in a queue, get water for cooking and hand-washing, 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	Valid cases: 7
Format: numeric	Invalid: 1072
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-9	

Source of information

Head of household or other responsible household member

Literal question

Who usually goes to this source to collect the water for cooking and hand-washing in 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 sex?" Circle the code that corresponds with the response or '8' if the respondent does not know. Adult refers to anyone age 15 or over, regardless of whether he/she is a household member. Child refers to anyone under the age of 15, regardless of whether he/she is a household member.

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

Treat water to make safer for drinking (WS6)

File: hh

Overview

Type: Discrete	Valid cases: 953
Format: numeric	Invalid: 126
Width: 1	Minimum: 1
Decimals: 0	Maximum: 8
Range: 1-9	

Source of information

Head of household or other responsible household member

Literal question

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

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	Valid cases: 24
Format: character	Invalid: 0
Width: 1	

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

Water treatment: 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: 4

Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

Water treatment: Strain it through a cloth (WS7C)

File: hh

Water treatment: Strain it through a cloth (WS7C)

File: hh

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 9

Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

Water treatment: Use water filter (WS7D)

File: hh

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 6

Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

Water treatment: 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 to drink?

Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

Water treatment: 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 to drink?

Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

Water treatment: Other (WS7X)

File: hh

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 4
Invalid: 0

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

Water treatment: 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 to drink?

Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

Type of toilet facility (WS8)

File: hh

Type of toilet facility (WS8)

File: hh

Overview

Type: Discrete	Valid cases: 953
Format: numeric	Invalid: 126
Width: 2	Minimum: 11
Decimals: 0	Maximum: 96
Range: 11-99	

Source of information

Head of household or other responsible household member

Pre question

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

Literal question

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

Interviewer instructions

Type of toilet facility (WS8)

File: hh

If necessary ask permission to observe the facility.

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

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

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

Definitions of various types of toilet facilities are as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Toilet facility shared (WS9)

File: hh

Overview

Toilet facility shared (WS9)

File: hh

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

Valid cases: 950
Invalid: 129
Minimum: 1
Maximum: 9

Source of information

Head of household or other responsible household member

Pre question

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

Literal question

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

Interviewer instructions

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

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

File: hh

Overview

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

Valid cases: 41
Invalid: 1038
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Pre question

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

Literal question

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

Interviewer instructions

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

Households using this toilet facility (WS11)

File: hh

Overview

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

Valid cases: 39
Invalid: 1040
Minimum: 2
Maximum: 99

Source of information

Head of household or other responsible household member

Pre question

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

Literal question

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

Interviewer instructions

Households using this toilet facility (WS11)

File: hh

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

Religion of household head (HC1A)

File: hh

Overview

Type: Discrete	Valid cases: 953
Format: numeric	Invalid: 126
Width: 2	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-99	

Source of information

Head of household or other responsible household member

Literal question

What is the religion the head of household practices?

Interviewer instructions

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

Mother tongue of household head (HC1B)

File: hh

Overview

Type: Discrete	Valid cases: 953
Format: numeric	Invalid: 126
Width: 2	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-99	

Source of information

Head of household or other responsible household member

Literal question

What is head household's mother tongue?

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.

Ethnic group of household head (HC1C)

File: hh

Overview

Type: Discrete	Valid cases: 953
Format: numeric	Invalid: 126
Width: 2	Minimum: 3
Decimals: 0	Maximum: 3
Range: 1-99	

Source of information

Head of household or other responsible household member

Ethnic group of household head (HC1C)

File: hh

Literal question

What ethnic group does the head of household belong to?

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 99

Source of information

Head of household or other responsible household member

Literal question

How many rooms in this household do you use for sleeping?

Interviewer instructions

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

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

Main material of floor (HC3)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 11
Maximum: 96

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

Main material of roof (HC4)

File: hh

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

Valid cases: 953
Invalid: 126
Minimum: 14
Maximum: 96

Source of information

Interviewer's visual observation

Interviewer instructions

Record observation.

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

Main material of exterior wall (HC5)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 13
Maximum: 96

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: 953
Invalid: 126
Minimum: 1
Maximum: 95

Source of information

Head of household or other responsible household member

Literal question

What type of fuel does your household mostly utilise for cooking?

Interviewer instructions

Type of fuel using for cooking (HC6)

File: hh

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

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

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

Cooking location (HC7)

File: hh

Overview

Type: Discrete	Valid cases: 269
Format: numeric	Invalid: 810
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

Head of household or other responsible household member

Literal question

Does cooking usually take place in the house, in a separate construction, or outdoors?

If 'In the house', check: does it take place 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	Valid cases: 953
Format: numeric	Invalid: 126
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-9	

Source of information

Head of household or other responsible household member

Literal question

Is there in your household: [A] Electricity?

Interviewer instructions

Electricity (HC8A)

File: hh

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

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

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

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

Radio (HC8B)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Is there in your household: [B] 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.

TV set - CRT (HC8C)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

TV set - CRT (HC8C)

File: hh

Head of household or other responsible household member

Literal question

Is there in your household: [C] Television – classical (CRT)?

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.

TV set - PLASMA/LCD (HC8D)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Is there in your household: [D] Plasma/ LCD TV?

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 (HC8E)

File: hh

Overview

Non-mobile phone (HC8E)

File: hh

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Is there in your household: [E] Landline telephone?

Interviewer instructions

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

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

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

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

Refrigerator (HC8F)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 9

Source of information

Head of household or other responsible household member

Literal question

Is there in your household: [F] 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.

Washing machine (HC8G)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Is there in your household: [G] 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.

Cooking stove (HC8H)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Is there in your household: [H] 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.

Boiler (HC8I)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Is there in your household: [I] Water boiler?

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.

Airconditioner (HC8J)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Is there in your household: [J] 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.

Dish washing machine (HC8K)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Is there in your household: [K] Dish-washer?

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.

Microwave oven (HC8L)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Is there in your household: [L] Microwave-oven?

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.

Laundry drying machine (HC8M)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Is there in your household: [M] 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.

Seating set (HC8N)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Is there in your household: [N] Sitting set/sofa?

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.

Sleeping bed (HC8O)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Is there in your household: [O] sleeping 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.

Dining table (HC8P)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Is there in your household: [P] Dining table?

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: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own: A watch?

Interviewer instructions

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

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

Mobile telephone (HC9B)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

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: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Bicycle (HC9C)

File: hh

Head of household or other responsible household member

Literal question

Does any member of your household own: A bicycle?

Interviewer instructions

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

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

Motorcycle or scooter (HC9D)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own: A motorcycle or a 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: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own: A cart pulled by animals?

Interviewer instructions

Animal-drawn cart (HC9E)

File: hh

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

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

Car or truck (HC9F)

File: hh

Overview

Type: Discrete	Valid cases: 953
Format: numeric	Invalid: 126
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-9	

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

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

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

Boat with motor (HC9G)

File: hh

Overview

Type: Discrete	Valid cases: 953
Format: numeric	Invalid: 126
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Literal question

Does any member of your household own: A motor boat?

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.

COMPUTER/PC (HC9H)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own: Computer/PC

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.

Laptop (HC9I)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Does any member of your household own: Laptop

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.

Caravan (HC9J)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Literal question

Caravan (HC9J)

File: hh

Does any member of your household own: Caravan

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: 953
Invalid: 126
Minimum: 1
Maximum: 6

Source of information

Head of household or other responsible household member

Literal question

Are you or someone else living in this household an owner of 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
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 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 utilized for agricultural purposes?

Interviewer instructions

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

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

Hectares of agricultural land members of household owns (HC12)

File: hh

Overview

Type: Discrete	Valid cases: 30
Format: numeric	Invalid: 1049
Width: 2	Minimum: 0
Decimals: 0	Maximum: 98
Range: 0-99	

Literal question

How many hectares of agricultural land do the members of this household possess?

Interviewer instructions

If less than 1, record "00". If 95 or more, record '95'. If don't know, record '98'.

Household own any animals (HC13)

File: hh

Overview

Type: Discrete	Valid cases: 953
Format: numeric	Invalid: 126
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-9	

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

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

Cattle, milk cows, or bulls (HC14A)

File: hh

Overview

Type: Discrete	Valid cases: 35
Format: numeric	Invalid: 1044
Width: 2	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-99	

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

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

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

Horses, donkeys, or mules (HC14B)

File: hh

Overview

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

Valid cases: 35
Invalid: 1044
Minimum: 0
Maximum: 3

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

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

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

Goats (HC14C)

File: hh

Overview

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

Valid cases: 35
Invalid: 1044
Minimum: 0
Maximum: 5

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

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

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

Sheep (HC14D)

File: hh

Overview

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

Valid cases: 35
Invalid: 1044
Minimum: 0
Maximum: 95

Source of information

Sheep (HC14D)

File: hh

Head of household or other responsible household member

Literal question

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

Interviewer instructions

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

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

Chickens (HC14E)

File: hh

Overview

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

Valid cases: 35
Invalid: 1044
Minimum: 0
Maximum: 80

Source of information

Head of household or other responsible household member

Literal question

How many of the mentioned animals does this household have? [E] Chickens?

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: 35
Invalid: 1044
Minimum: 0
Maximum: 0

Source of information

Head of household or other responsible household member

Literal question

How many of the mentioned animals does this household have? [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.

Any household member own bank account (HC15)

File: hh

Overview

Type: Discrete	Valid cases: 953
Format: numeric	Invalid: 126
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-9	

Source of information

Head of household or other responsible household member

Literal question

Does any member of this household own a bank account?

Interviewer instructions

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

Total children aged 2-14 years (CD6)

File: hh

Overview

Type: Discrete	Valid cases: 564
Format: numeric	Invalid: 515
Width: 1	Minimum: 1
Decimals: 0	Maximum: 6
Range: 1-6	

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

Rank number of the selected child (CD8)

File: hh

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

Valid cases: 564
Invalid: 515
Minimum: 1
Maximum: 6

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

Valid cases: 564
Invalid: 515
Minimum: 2
Maximum: 11

Source of information

Interview information fields completed by interviewer

Interviewer instructions

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

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

Flag for correct child line number (CD_FLAG)

File: hh

Overview

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

Valid cases: 564
Invalid: 515
Minimum: 1
Maximum: 2

Took away privileges (CD11)

File: hh

Overview

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

Valid cases: 564
Invalid: 515
Minimum: 1
Maximum: 9

Source of information

Mother or primary caretaker of the selected child

Literal question

Took privileges, or have forbidden something (name) wanted to do or grounded him/her not to leave the house.

Took away privileges (CD11)

File: hh

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: 564
Invalid: 515
Minimum: 1
Maximum: 9

Source of information

Mother or primary caretaker of the selected child

Literal question

Explained why (name)'s behavior was incorrect.

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: 564
Invalid: 515
Minimum: 1
Maximum: 9

Source of information

Mother or primary caretaker of the selected child

Literal question

Shook him/her with hands.

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

Shouted, yelled or screamed at child (CD14)

File: hh

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

Valid cases: 564
Invalid: 515
Minimum: 1
Maximum: 9

Source of information

Mother or primary caretaker of the selected child

Literal question

Shouted, or yelled 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: 564
Invalid: 515
Minimum: 1
Maximum: 9

Source of information

Mother or primary caretaker of the selected child

Literal question

Gave him/her something else to do.

Interviewer instructions

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

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

File: hh

Overview

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

Valid cases: 564
Invalid: 515
Minimum: 1
Maximum: 9

Source of information

Mother or primary caretaker of the selected child

Literal question

Spanked, or slapped him/her on the bottom.

Interviewer instructions

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

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

File: hh

Overview

Type: Discrete	Valid cases: 564
Format: numeric	Invalid: 515
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

Mother or primary caretaker of the selected child

Literal question

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

Interviewer instructions

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

Called child dumb, lazy or another name (CD18)

File: hh

Overview

Type: Discrete	Valid cases: 564
Format: numeric	Invalid: 515
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

Mother or primary caretaker of the selected child

Literal question

Called him/her stupid, lazy, or with similar adjectives.

Interviewer instructions

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

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

File: hh

Overview

Type: Discrete	Valid cases: 564
Format: numeric	Invalid: 515
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

Mother or primary caretaker of the selected child

Literal question

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

Interviewer instructions

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

File: hh

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

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

File: hh

Overview

Type: Discrete	Valid cases: 564
Format: numeric	Invalid: 515
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

Mother or primary caretaker of the selected child

Literal question

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

Interviewer instructions

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

Beat child up as hard as one could (CD21)

File: hh

Overview

Type: Discrete	Valid cases: 564
Format: numeric	Invalid: 515
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

Mother or primary caretaker of the selected child

Literal question

Beat him/her up, that is hit him/her over and over as hard as one could.

Interviewer instructions

Circle the code corresponding to the response given.

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

File: hh

Overview

Type: Discrete	Valid cases: 564
Format: numeric	Invalid: 515
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

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

File: hh

Mother or primary caretaker of the selected child

Literal question

Do you believe that for the purpose of properly bringing up, rising, or educating a child, one needs to physically punish the child?

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'.

Sex of household head (HHSEX)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Household sample weight (hhweight)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 8
Decimals: 6
Range: 0-4.3012884160021

Valid cases: 1079
Invalid: 0
Minimum: 0
Maximum: 4.3

Ethnicity of household head (ethnicity)

File: hh

Overview

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

Valid cases: 1079
Invalid: 0
Minimum: 3
Maximum: 4

Source of information

Head of household or other responsible household member

Education of household head (helevel)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 0
Maximum: 3

Source of information

Head of household or other responsible household member

Wealth index score (wscore)

File: hh

Overview

Type: Continuous
Format: numeric
Width: 8
Decimals: 5
Range: -3.67998381997853-2.59242894413804

Valid cases: 1079
Invalid: 0
Minimum: -3.7
Maximum: 2.6

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: 1079
Invalid: 0

Source of information

Constructed variables used for analysis

Wealth index quintiles (windex2)

File: hh

Overview

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

Valid cases: 953
Invalid: 126
Minimum: 1
Maximum: 2

Primary sampling unit (PSU)

File: hh

Overview

Primary sampling unit (PSU)

File: hh

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-70

Valid cases: 1079
Invalid: 0
Minimum: 1
Maximum: 70

Strata (stratum)

File: hh

Overview

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

Valid cases: 1079
Invalid: 0
Minimum: 1
Maximum: 8

Cluster number (HH1)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 1-70

Valid cases: 4359
Invalid: 0
Minimum: 1
Maximum: 70

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Enter the cluster number as instructed by your supervisor.

Household number (HH2)

File: hl

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-19

Valid cases: 4359
Invalid: 0
Minimum: 1
Maximum: 19

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

Valid cases: 4359
Invalid: 0
Minimum: 1
Maximum: 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: 4359
Invalid: 0
Minimum: 1
Maximum: 97

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: 4359
Invalid: 0
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Is (name) male or female?

Interviewer instructions

Sex (HL4)

File: 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: 4359
Invalid: 0
Minimum: 1
Maximum: 98

Source of information

Head of household or other responsible household member

Literal question

What is (name)'s birth date?

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: 1921-9999

Valid cases: 4359
Invalid: 0
Minimum: 1921
Maximum: 9998

Source of information

Year of birth (HL5Y)

File: hl

Head of household or other responsible household member

Literal question

What is (name)'s birth date?

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: 4359
Invalid: 0
Minimum: 0
Maximum: 95

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: 0-14

Valid cases: 4359
Invalid: 0
Minimum: 0
Maximum: 14

Line number of woman age 15 - 49 (HL7)

File: hl

Source of information

Interview information fields completed by interviewer

Pre question

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

Interviewer instructions

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

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

File: hl

Overview

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

Valid cases: 4359
Invalid: 0
Minimum: 0
Maximum: 8

Source of information

Interview information fields completed by interviewer

Literal question

Who is this child's mother or primary guardian?

Interviewer instructions

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

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

File: hl

Overview

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

Valid cases: 4359
Invalid: 0
Minimum: 0
Maximum: 8

Source of information

Interview information fields completed by interviewer

Pre question

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

Literal question

Who is this child's mother or primary guardian?

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.

Line number of mother/caretaker of children age 2-9 (HL9A)

File: hl

Line number of mother/caretaker of children age 2-9 (HL9A)

File: hl

Overview

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

Valid cases: 4359
Invalid: 0
Minimum: 0
Maximum: 8

Interviewer instructions

Copy child's mother or primary guardian raw number for each child between 2 and nine. Use the previous 2 columns - HL8 and HL9.
don't ask again

Is natural mother alive (HL11)

File: hl

Overview

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

Valid cases: 1548
Invalid: 2811
Minimum: 1
Maximum: 9

Source of information

Head of household or other responsible household member

Literal question

Is (name)'s birth 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: 1526
Invalid: 2833
Minimum: 0
Maximum: 8

Source of information

Interview information fields completed by interviewer

Literal question

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

Interviewer instructions

Natural mother's line number in HH (HL12)

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.

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: 1548
Invalid: 2811
Minimum: 1
Maximum: 9

Source of information

Head of household or other responsible household member

Literal question

Is (name)'s natural father alive?

Interviewer instructions

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

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

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

Natural father's line number in HH (HL14)

File: hl

Overview

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

Valid cases: 1492
Invalid: 2867
Minimum: 0
Maximum: 7

Source of information

Interview information fields completed by interviewer

Literal question

Does (name)'s natural 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	Valid cases: 4359
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 14
Range: 1-14	

Source of information

Interview information fields completed by interviewer

Interviewer instructions

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

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

Ever attended school or pre-school (ED3)

File: hl

Overview

Type: Discrete	Valid cases: 3876
Format: numeric	Invalid: 483
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

Ever attended school or pre-school (ED3)

File: hl

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

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

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

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

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

Highest level of education attended (ED4A)

File: hl

Overview

Type: Discrete	Valid cases: 3203
Format: numeric	Invalid: 1156
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-9	

Literal question

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

Highest grade completed at that level (ED4B)

File: hl

Overview

Type: Discrete	Valid cases: 3177
Format: numeric	Invalid: 1182
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

Source of information

Head of household or other responsible household member

Literal question

What is the highest grade (name) completed at this level (ED4A)?

Interviewer instructions

Highest grade completed at that level (ED4B)

File: hl

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

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

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

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

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

Attended school during current school year (2010-2011) (ED5)

File: hl

Overview

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

Valid cases: 1327
Invalid: 3032
Minimum: 1
Maximum: 9

Source of information

Head of household or other responsible household member

Literal question

During the school year (2010-2011), has (name) attended school or preschool at any time?

Interviewer instructions

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

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

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

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

Level of education attended current school year (ED6A)

File: hl

Overview

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

Valid cases: 784
Invalid: 3575
Minimum: 0
Maximum: 3

Literal question

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

Grade of education attended current school year (ED6B)

File: hl

Overview

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

Valid cases: 761
Invalid: 3598
Minimum: 1
Maximum: 8

Source of information

Head of household or other responsible household member

Literal question

During this/that school year, which level and grade does/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, 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 (2009-2010) (ED7)

File: hl

Overview

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

Valid cases: 1327
Invalid: 3032
Minimum: 1
Maximum: 9

Source of information

Head of household or other responsible household member

Literal question

During the previous school year, (2009-2010), 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: 751
Invalid: 3608
Minimum: 0
Maximum: 3

Literal question

Level of education attended previous school year (ED8A)

File: hl

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

Grade of education attended previous school year (ED8B)

File: hl

Overview

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

Valid cases: 721
Invalid: 3638
Minimum: 1
Maximum: 8

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

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

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

Line number (CL1)

File: hl

Overview

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

Valid cases: 4359
Invalid: 0
Minimum: 1
Maximum: 14

Source of information

Interview information fields completed by interviewer

Interviewer instructions

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

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

File: hl

Overview

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

Valid cases: 1065
Invalid: 3294
Minimum: 1
Maximum: 9

Source of information

Head of household or other responsible household member

Literal question

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

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

File: hl

Interviewer instructions

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

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

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

File: hl

Overview

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

Valid cases: 97
Invalid: 4262
Minimum: 0
Maximum: 99

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

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

Worked in past week to fetch water or collect firewood for household use (CL5)

File: hl

Overview

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

Valid cases: 1065
Invalid: 3294
Minimum: 1
Maximum: 9

Source of information

Head of household or other responsible household member

Literal question

During the last week, did (name) bring any water or collect firewood for the household's use?

Interviewer instructions

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

Hours to fetch water or collect firewood (CL6)

File: hl

Overview

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

Valid cases: 79
Invalid: 4280
Minimum: 0
Maximum: 20

Source of information

Head of household or other responsible household member

Literal question

Since last (day of the week), how many working hours did he/she spend to bring water or collect firewood for the household?

Interviewer instructions

Insert the estimated number of hours worked.

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

File: hl

Overview

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

Valid cases: 1065
Invalid: 3294
Minimum: 1
Maximum: 9

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

Include also the work from a business run by the child, alone or with one or more partners. This question is intended to capture whether the child has done any paid or unpaid work for the family. Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to CL9.

Hours worked on other family work (CL8)

File: hl

Overview

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

Valid cases: 16
Invalid: 4343
Minimum: 2
Maximum: 49

Source of information

Head of household or other responsible household member

Literal question

Since last (day of the week), working hours did he/she spend for his/her family or himself/herself?

Interviewer instructions

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

Helped with household chores in past week (CL9)

File: hl

Overview

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

Valid cases: 1065
Invalid: 3294
Minimum: 1
Maximum: 9

Source of information

Head of household or other responsible household member

Literal question

During the last week, did (name) help with household chores such as shopping, cleaning, washing the clothes, cooking; or taking care for the children, older or sick people?

Interviewer instructions

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

Hours spent on chores in past week (CL10)

File: hl

Overview

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

Valid cases: 429
Invalid: 3930
Minimum: 0
Maximum: 70

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

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

Day of interview (HH5D)

File: hl

Overview

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

Valid cases: 4359
Invalid: 0
Minimum: 1
Maximum: 31

Source of information

Interview information fields completed by interviewer

Literal question

Day/month/year of interview:

Interviewer instructions

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

Month of interview (HH5M)

File: hl

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 5-7

Valid cases: 4359
Invalid: 0
Minimum: 5
Maximum: 7

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: 2011-2011

Valid cases: 4359
Invalid: 0
Minimum: 2011
Maximum: 2011

Source of information

Interview information fields completed by interviewer

Literal question

Day/month/year of interview:

Interviewer instructions

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

Area (HH6)

File: hl

Overview

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

Valid cases: 4359
Invalid: 0
Minimum: 1
Maximum: 1

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: hl

Overview

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

Valid cases: 4359
Invalid: 0
Minimum: 1
Maximum: 8

Source of information

Interview information fields completed by interviewer

Interviewer instructions

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

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

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

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

Mother's line number (MLINE)

File: hl

Overview

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

Valid cases: 1548
Invalid: 2811
Minimum: 0
Maximum: 8

Source of information

Interview information fields completed by interviewer

Father's line number (FLINE)

File: hl

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 0-7

Valid cases: 1548
Invalid: 2811
Minimum: 0
Maximum: 7

Source of information

Interview information fields completed by interviewer

Household sample weight (hhweight)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 8
Decimals: 6
Range: 0.241484059182917-4.3012884160021

Valid cases: 4359
Invalid: 0
Minimum: 0.2
Maximum: 4.3

Ethnicity of household head (ethnicity)

File: hl

Overview

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

Valid cases: 4359
Invalid: 0
Minimum: 3
Maximum: 3

Source of information

Head of household or other responsible household member

Mother's education (melevel)

File: hl

Overview

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

Valid cases: 1509
Invalid: 2850
Minimum: 0
Maximum: 3

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: 0-9

Valid cases: 1394
Invalid: 2965
Minimum: 0
Maximum: 3

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: 0-9

Valid cases: 4359
Invalid: 0
Minimum: 0
Maximum: 3

Source of information

Head of household or other responsible household member

Age at beginning of school year (schage)

File: hl

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 4359
Invalid: 0
Minimum: 0
Maximum: 98

Source of information

Head of household or other responsible household member

Wealth index score (wscore)

File: hl

Overview

Type: Continuous
Format: numeric
Width: 8
Decimals: 5
Range: -3.67998381997853-2.59242894413804

Valid cases: 4359
Invalid: 0
Minimum: -3.7
Maximum: 2.6

Source of information

Constructed variables used for analysis

Wealth index quintiles (windex5)

File: hl

Overview

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

Valid cases: 4359
Invalid: 0

Source of information

Constructed variables used for analysis

Wealth index quintiles (windex2)

File: hl

Overview

Wealth index quintiles (windex2)

File: hl

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

Valid cases: 4359
Invalid: 0
Minimum: 1
Maximum: 2

Cluster number (HH1)

File: wm

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-70

Valid cases: 1134
 Invalid: 0
 Minimum: 1
 Maximum: 70

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Enter the cluster number as instructed by your supervisor.

Household number (HH2)

File: wm

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-19

Valid cases: 1134
 Invalid: 0
 Minimum: 1
 Maximum: 19

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

Valid cases: 1134
 Invalid: 0
 Minimum: 1
 Maximum: 14

Source of information

Interview information fields completed by interviewer

Cluster number (WM1)

File: wm

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-70

Valid cases: 1134
 Invalid: 0
 Minimum: 1
 Maximum: 70

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: Discrete	Valid cases: 1134
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 19
Range: 1-19	

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: 1134
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 14
Range: 1-14	

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: 1134
Format: numeric	Invalid: 0
Width: 5	Minimum: 4004
Decimals: 0	Maximum: 25927
Range: 4004-25927	

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: 1134
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: 1134
Format: numeric	Invalid: 0
Width: 1	Minimum: 5
Decimals: 0	Maximum: 7
Range: 5-7	

Source of information

Interview information fields completed by interviewer

Interviewer instructions

WM1-WM6 should be filled in before you start the interview.

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

Year of interview (WM6Y)

File: wm

Overview

Type: Discrete	Valid cases: 1134
Format: numeric	Invalid: 0
Width: 4	Minimum: 2011
Decimals: 0	Maximum: 2011
Range: 2011-2011	

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: 1134
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 96
Range: 1-96	

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Complete this question once you have concluded the interview with the woman. Circle the code corresponding to the result of the interview. If the questionnaire is completed, circle '01' for 'Completed'. If you have not been able to contact the woman after repeated visits, circle '02' for 'Not at home'. If the woman refuses to be interviewed, circle '03' for 'Refused'. If you were able to only partly complete the questionnaire, circle '04' for 'Partly completed'. If the woman is incapacitated (mentally or physically incapacitated), circle '05'. If you have not been able to complete this interview for another reason, you should circle '96' for 'Other' and specify the reason in the space provided.

Field editor (WM8)

File: wm

Overview

Type: Continuous	Valid cases: 1134
Format: numeric	Invalid: 0
Width: 5	Minimum: 4189
Decimals: 0	Maximum: 25922
Range: 4189-25922	

Source of information

Interview information fields completed by interviewer

Pre question

Field edited by:

Interviewer instructions

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

Data entry clerk (WM9)

File: wm

Overview

Type: Continuous	Valid cases: 1134
Format: numeric	Invalid: 0
Width: 5	Minimum: 3
Decimals: 0	Maximum: 25541
Range: 3-25541	

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
Format: numeric
Width: 2
Decimals: 0
Range: 9-99

Valid cases: 1091
Invalid: 43
Minimum: 9
Maximum: 99

Source of information

Interview information fields completed by interviewer

Interviewer instructions

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

Start of interview - Minutes (WM10M)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 0
Maximum: 99

Source of information

Interview information fields completed by interviewer

Interviewer instructions

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

End of interview - Hour (WM11H)

File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 9-99

Valid cases: 1091
Invalid: 43
Minimum: 9
Maximum: 99

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Record the time of the day you finish the woman's interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. If the interview is not completed on your first visit and you visit the household again to continue the individual interview, revise and enter starting (WM10) and ending times (WM11) of interview to reflect the actual amount of time spent for the whole duration of this interview in both/all visits. Also provide a note at the end of the individual questionnaire regarding this.

End of interview - Minutes (WM11M)

File: wm

Overview

End of interview - Minutes (WM11M)

File: wm

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

Valid cases: 1091
Invalid: 43
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: 1091
Invalid: 43
Minimum: 1
Maximum: 98

Source of information

The eligible woman selected for interview

Literal question

In what month and year were you born?

Interviewer instructions

If the respondent knows her date of birth, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', etc. If the month or day contains only one digit, use a leading zero to fill in the first space. For example, the month of March is coded as '03'. If she does not know her month of birth, circle '98' for 'DK month' and ask her for the year of her birth. If she knows the year, write it in the spaces for 'Year'. Try under all circumstances to obtain at least the year of birth. If the respondent is unable to provide this information, ask whether she has any documentation such as an identification card, horoscope, or a birth or baptismal certificate that might give her date of birth. If such documentation is available, ask the woman if the information on the document(s) is correct. Only when it is absolutely impossible to even estimate the year of birth should you circle '9998' for 'DK year'.

Year of birth of woman (WB1Y)

File: wm

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 1961-9999

Valid cases: 1091
Invalid: 43
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
Format: numeric
Width: 2
Decimals: 0
Range: 15-49

Valid cases: 1091
Invalid: 43
Minimum: 15
Maximum: 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
Format: numeric
Width: 1
Decimals: 0
Range: 1-2

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

Have you ever attended school or preschool?

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 you attended (WB4)

File: wm

Overview

Type: Discrete	Valid cases: 906
Format: numeric	Invalid: 228
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-9	

Source of information

The eligible woman selected for interview

Literal question

What is the highest level of education that you have attended?

Interviewer instructions

Questions WB3-WB7 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.

Circle the code corresponding to the highest level ever attended, regardless of whether or not the year was completed. For example, if she attended Form/Year 1 of secondary school for only 2 weeks, record 'Secondary'.

Highest grade completed at that level (WB5)

File: wm

Overview

Type: Discrete	Valid cases: 905
Format: numeric	Invalid: 229
Width: 2	Minimum: 0
Decimals: 0	Maximum: 8
Range: 0-99	

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: 894
Invalid: 240
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

Now I would like you to read this sentence to me.

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.

Number of live births (CM0A)

File: wm

Overview

Number of live births (CM0A)

File: wm

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

Valid cases: 0
Invalid: 1134

Source of information

The eligible woman selected for interview

Literal question

Now I want to ask you about the births you have had during your lifetime. How many live born children have you had in your entire life?

What I mean is have you given birth to a child who ever breathed or cried or shown any signs of life – even if that child had lived for only few minutes or hours?

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: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 97-99

Valid cases: 0
Invalid: 1134

Source of information

The eligible woman selected for interview

Literal question

When did you give your last birth (even if the child has died)?

Interviewer instructions

Month and year must be recorded.

Month of last birth (CM0BM)

File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 97-99

Valid cases: 0
Invalid: 1134

Source of information

The eligible woman selected for interview

Literal question

When did you give your last birth (even if the child has died)?

Interviewer instructions

Month and year must be recorded.

Year of last birth (CM0BY)

File: wm

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1134
Width: 4	
Decimals: 0	
Range: 9997-9999	

Source of information

The eligible woman selected for interview

Literal question

When did you gave your last birth (even if the child has died)?

Interviewer instructions

Month and year must be recorded.

Ever given birth (CM1)

File: wm

Overview

Type: Discrete	Valid cases: 1091
Format: numeric	Invalid: 43
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

Literal question

Now I'd like to ask you about all the births you have given in your lifetime. Have you ever given any birth?

Day of first birth (CM2D)

File: wm

Overview

Type: Discrete	Valid cases: 824
Format: numeric	Invalid: 310
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

Literal question

What is the date of your first birth?

What I mean is the very first time you gave birth, even if the child is not alive anymore, or even if his/her father is not your current partner.

Interviewer instructions

Move to CM4 only if the year of her first birth is given, if not, continue with CM3.

Month of first birth (CM2M)

File: wm

Overview

Month of first birth (CM2M)

File: wm

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

Valid cases: 824
Invalid: 310
Minimum: 1
Maximum: 99

Literal question

What is the date of your first birth?

What I mean is the very first time you gave birth, even if the child is not alive anymore, or even if his/her father is not your current partner.

Interviewer instructions

Move to CM4 only if the year of her first birth is given, if not, continue with CM3.

Year of first birth (CM2Y)

File: wm

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 1975-9999

Valid cases: 824
Invalid: 310
Minimum: 1975
Maximum: 9998

Literal question

What is the date of your first birth?

What I mean is the very first time you gave birth, even if the child is not alive anymore, or even if his/her father is not your current partner.

Interviewer instructions

Move to CM4 only if the year of her first birth is given, if not, continue with CM3.

Years since first birth (CM3)

File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 5-99

Valid cases: 19
Invalid: 1115
Minimum: 5
Maximum: 97

Literal question

How many years ago did you first give birth to a child?

Any sons or daughters living with you (CM4)

File: wm

Overview

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

Valid cases: 824
Invalid: 310
Minimum: 1
Maximum: 2

Any sons or daughters living with you (CM4)

File: wm

Literal question

Are any sons or daughters you have given birth to living with you now?

Sons living with you (CM5A)

File: wm

Overview

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

Valid cases: 790
Invalid: 344
Minimum: 0
Maximum: 6

Literal question

How many sons are living with you?

Interviewer instructions

If none, record '00'.

Daughters living with you (CM5B)

File: wm

Overview

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

Valid cases: 790
Invalid: 344
Minimum: 0
Maximum: 6

Literal question

How many daughters are living with you?

Interviewer instructions

If none, record '00'.

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: 824
Invalid: 310
Minimum: 1
Maximum: 2

Literal question

Are there any sons or daughters you have given birth to who are alive but are not living with you?

Sons living elsewhere (CM7A)

File: wm

Overview

Sons living elsewhere (CM7A)

File: wm

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

Valid cases: 225
Invalid: 909
Minimum: 0
Maximum: 4

Literal question

How many sons are alive but are not living with you?

Interviewer instructions

If none, record '00'.

Daughters living elsewhere (CM7B)

File: wm

Overview

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

Valid cases: 225
Invalid: 909
Minimum: 0
Maximum: 3

Literal question

How many daughters are alive but are not living with you?

Interviewer instructions

If none, record '00'.

Ever had child who later died (CM8)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 2

Literal question

Have you ever given birth to a boy or a girl that was born alive but died later?

Interviewer instructions

If the answer is "No" probe:

What I mean is given birth to a child who breathed, or cried, or showed any other signs of life, even if it had lived for only a few minutes or hours?

Boys dead (CM9A)

File: wm

Overview

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

Valid cases: 65
Invalid: 1069
Minimum: 0
Maximum: 3

Literal question

Boys dead (CM9A)

File: wm

How many boys have died?

Interviewer instructions

If none, record '00'.

Girls dead (CM9B)

File: wm

Overview

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

Valid cases: 65
Invalid: 1069
Minimum: 0
Maximum: 3

Literal question

How many girls have died?

Interviewer instructions

If none, record '00'.

Children ever born (CM10)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 0
Maximum: 10

Interviewer instructions

Sum all the answers in CM5, CM7, and CM9 and write down the total number of live born children.

Day of last birth (CM12_D)

File: wm

Overview

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

Valid cases: 824
Invalid: 310
Minimum: 1
Maximum: 99

Literal question

Out of all these (total number in CM10) live born children you have had, tell me when did you deliver the last one (even if that child has died)?

Interviewer instructions

Month and year must be recorded.

Month of last birth (CM12_M)

File: wm

Month of last birth (CM12_M)

File: wm

Overview

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

Valid cases: 824
Invalid: 310
Minimum: 1
Maximum: 99

Literal question

Out of all these (total number in CM10) live born children you have had, tell me when did you deliver the last one (even if that child has died)?

Interviewer instructions

Month and year must be recorded.

Year of last birth (CM12_Y)

File: wm

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 1980-9999

Valid cases: 824
Invalid: 310
Minimum: 1980
Maximum: 9999

Literal question

Out of all these (total number in CM10) live born children you have had, tell me when did you deliver the last one (even if that child has died)?

Interviewer instructions

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: 1091
Invalid: 43
Minimum: 1
Maximum: 2

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 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: 357
Invalid: 777
Minimum: 0
Maximum: 6

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: 357
Invalid: 777
Minimum: 0
Maximum: 3

Source of information

The eligible woman selected for interview

Literal question

How many of your pregnancies have 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 (CM12D)

File: wm

Overview

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

Valid cases: 357
Invalid: 777
Minimum: 0
Maximum: 10

Source of information

The eligible woman selected for interview

Literal question

And how many abortions have you had during your lifetime?

By abortion, i mean a pregnancy that was voluntarily terminated within the first 5 months of pregnancy.

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 abortion (CM12E_M)

File: wm

Overview

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

Valid cases: 256
Invalid: 878
Minimum: 1
Maximum: 99

Source of information

The eligible woman selected for interview

Literal question

When did your (last) abortion took place?

Interviewer instructions

Month and year must be recorded.

Year of last abortion (CM12E_Y)

File: wm

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 1980-9999

Valid cases: 256
Invalid: 878
Minimum: 1980
Maximum: 9999

Source of information

The eligible woman selected for interview

Literal question

When did your (last) abortion took place?

Interviewer instructions

Month and year must be recorded.

Unit of pregnancy duration (CM12I1U)

File: wm

Overview

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

Valid cases: 49
Invalid: 1085
Minimum: 1
Maximum: 2

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

Number of units of pregnancy duration (CM12I1N)

File: wm

Overview

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

Valid cases: 49
Invalid: 1085
Minimum: 1
Maximum: 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 previous to last abortion (CM12H2_M)

File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 4-99

Valid cases: 49
Invalid: 1085
Minimum: 4
Maximum: 88

Source of information

The eligible woman selected for interview

Literal question

What month and year your (last) abortion took place?

Year of previous to last abortion (CM12H2_Y)

File: wm

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2006-9999

Valid cases: 6
Invalid: 1128
Minimum: 2006
Maximum: 2010

Source of information

The eligible woman selected for interview

Literal question

What month and year your (last) abortion took place?

Unit of pregnancy duration (CM12I2U)

File: wm

Overview

Unit of pregnancy duration (CM12I2U)

File: wm

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

Valid cases: 6
Invalid: 1128
Minimum: 1
Maximum: 2

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

Valid cases: 6
Invalid: 1128
Minimum: 1
Maximum: 10

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
Format: numeric
Width: 2
Decimals: 0
Range: 88-99

Valid cases: 6
Invalid: 1128
Minimum: 88
Maximum: 88

Source of information

The eligible woman selected for interview

Literal question

What month and year your (last) abortion took place?

Year of second last before the last abortion (CM12H3_Y)

File: wm

Overview

Year of second last before the last abortion (CM12H3_Y)

File: wm

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 9997-9999

Valid cases: 0
Invalid: 1134

Source of information

The eligible woman selected for interview

Literal question

What month and year your (last) abortion took place?

Unit of pregnancy duration (CM12I3U)

File: wm

Overview

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

Valid cases: 0
Invalid: 1134

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: 97-99

Valid cases: 0
Invalid: 1134

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

Month of third last before the last abortion (CM12H4_M)

File: wm

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 88-99

Valid cases: 0
Invalid: 1134

Source of information

The eligible woman selected for interview

Literal question

What month and year your (last) abortion took place?

Year of third last before the last abortion (CM12H4_Y)

File: wm

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 9997-9999

Valid cases: 0
Invalid: 1134

Source of information

The eligible woman selected for interview

Literal question

What month and year your (last) abortion took place?

Unit of pregnancy duration (CM12I4U)

File: wm

Overview

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

Valid cases: 0
Invalid: 1134

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: 0
Invalid: 1134

Source of information

Number of units of pregnancy duration (CM12I4N)

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

Last birth in last two years (CM13)

File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1091

Invalid: 0

Source of information

The eligible woman selected for interview

Interviewer instructions

If the respondent's last birth occurred in the last 2 years, check the relevant box and enter the name of the child on the line provided. Then continue with DESIRE FOR LAST BIRTH, MATERNAL AND NEWBORN HEALTH, and then POST-NATAL HEALTH CHECKS Modules. If the respondent's last birth did not occur in the last 2 years, check the relevant box and go to the ILLNESS SYMPTOMS Module.

Wanted last child then (DB1)

File: wm

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 174

Invalid: 960

Minimum: 1

Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

When you became pregnant with (name), did you want to get pregnant at that period?

Interviewer instructions

This module is to be administered to all women with a live birth in the 2 years preceding the date of interview. Check CM13 in Child Mortality module and record name of last born child on the space provided at the top of this module. Use this child's name while asking the questions, where indicated.

Circle the code corresponding to the response given. If the response is 'Yes' (wanted to get pregnant), circle '1' and go to next module.

Wanted child later or did not want more children (DB2)

File: wm

Overview

Wanted child later or did not want more children (DB2)

File: wm

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

Valid cases: 35
Invalid: 1099
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

Did you want to become pregnant sometime later, or you did not want to have any (more) children?

Interviewer instructions

This module is to be administered to all women with a live birth in the 2 years preceding the date of interview. Check CM13 in Child Mortality module and record name of last born child on the space provided at the top of this module. Use this child's name while asking the questions, where indicated.

Circle the code corresponding to the response given. If the respondent says she wanted no more, circle '2' and go to next module.

Desired waiting time (units) (DB3U)

File: wm

Overview

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

Valid cases: 15
Invalid: 1119
Minimum: 1
Maximum: 2

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: 15
Invalid: 1119
Minimum: 1
Maximum: 5

Source of information

The eligible woman selected for interview

Literal question

How much longer did you want to wait?

Interviewer instructions

Desired waiting time (number) (DB3N)

File: wm

This module is to be administered to all women with a live birth in the 2 years preceding the date of interview. Check CM13 in Child Mortality module and record name of last born child on the space provided at the top of this module. Use this child's name while asking the questions, where indicated.

If the response is given in months, circle '1' and record the number of months. If the response is given in years, circle '2' and record the number of years.

Received antenatal care (MN1)

File: wm

Overview

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

Valid cases: 174
Invalid: 960
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

Did you see anyone for care during your pregnancy with (name of child)?

Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

Antenatal care: Doctor (MN2A)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 164
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Whom did you see?

Interviewer instructions

Antenatal care: Doctor (MN2A)

File: wm

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

Antenatal care: Midwife (MN2C)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 5
Invalid: 0

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: Obstetrical nurse (MN2D)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 8
Invalid: 0

Literal question

Whom did you see?

Interviewer instructions

Antenatal care: Obstetrical nurse (MN2D)

File: wm

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

Antenatal care: Nurse (MN2E)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 34
Invalid: 0

Literal question

Whom did you see?

Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

Antenatal care: Traditional birth attendant (MN2F)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Antenatal care: Traditional birth attendant (MN2F)

File: wm

Whom did you see?

Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

Antenatal care: Community health worker (MN2G)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

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
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

Antenatal care: Other (MN2X)

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.

Times received antenatal care (MN3)

File: wm

Overview

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

Valid cases: 164
Invalid: 970
Minimum: 1
Maximum: 30

Source of information

The eligible woman selected for interview

Literal question

How many times did you receive 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
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 164
Invalid: 970
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

Blood pressure (MN4A)

File: wm

As part of your care during this pregnancy, were any of the following done at least once: [A] 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
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 164
Invalid: 970
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

As part of your care during this pregnancy, were any of the following done at least once: [B] 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: 164
Invalid: 970
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

As part of your care during this pregnancy, were any of the following done at least once: [C] 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: 159
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Who assisted you with the delivery of (name of child)?

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 (MN17B)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 109
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Who assisted you with the delivery of (name of child)?

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: Obstetrical nurse (MN17C)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 62
Invalid: 0

Literal question

Who assisted you with the delivery of (name of child)?

Assistance at delivery: Obstetrical nurse (MN17C)

File: wm

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: Midwife (MN17D)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 20
Invalid: 0

Literal question

Who assisted you with the delivery of (name of child)?

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 (MN17E)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 2
Invalid: 0

Literal question

Who assisted you with the delivery of (name of child)?

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 you with the delivery of (name of child)?

Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

Assistance at delivery: Community health worker (MN17G)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Literal question

Who assisted you with the delivery of (name of child)?

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: 2
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Who assisted you with the delivery of (name of child)?

Assistance at delivery: Relative / Friend (MN17H)

File: wm

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: 1
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Who assisted you with the delivery of (name of child)?

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: 1
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Who assisted you with the delivery of (name of child)?

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: 174
Invalid: 960
Minimum: 11
Maximum: 99

Source of information

The eligible woman selected for interview

Literal question

Where did you give birth to (name of child)?

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: 172
Invalid: 962
Minimum: 1
Maximum: 2

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: 174
Format: numeric	Invalid: 960
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

When (name) was born, was he/she a very large, larger than average, average, smaller than average, or very small baby?

Interviewer instructions

Low-birthweight babies are at higher risk of serious illness or death than other babies. Mothers are asked to give the baby's birthweight, but since some babies are not weighed at birth, a mother's subjective assessment of the baby's size at birth is important. When the information from women who answer these questions is analysed, we can obtain an indication of what women mean by these subjective categories. This information can provide an estimate of the average birthweight.

Read the entire question exactly as written before accepting an answer. This is the woman's own opinion about the size of her baby. Even if she knows the child's birthweight, tell her that you want to know her own idea of whether the baby was very large, larger than average, average, smaller than average or very small. If the respondent is unable to tell you, do not try to guess the answer based on the birthweight information or the appearance of the baby; circle '8' for 'DK'. In cases when the woman knows the birthweight of the baby and tells you the exact weight, do not use your judgement to influence her response in MN20. In other words, even if the woman tells you that her baby was smaller than average while the birthweight she is stating is quite large in your opinion, do not probe further to 'correct' the woman's perception of the size of the baby.

Child weighed at birth (MN21)

File: wm

Overview

Type: Discrete	Valid cases: 174
Format: numeric	Invalid: 960
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
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: 170
Invalid: 964
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

How much did (name) weigh?

Interviewer instructions

Ask the woman to show you her (or the child's) health card, if available. Record the birthweight in kilograms. If the weight is 'From card' or is recorded on another written document (such as a vaccination card, antenatal card or birth certificate), circle '1' and record the weight in the corresponding space. If the birthweight is reported by the mother, but no card or document is available, circle '2' for 'From recall' and record the weight in the corresponding space. Fill in the weight only once. Use zeros to fill in all digits if necessary. For example, if the woman tells you that the baby was 3.5 kilograms at birth; enter the information as '3.500'. Always record the birthweight from the card when possible.

If there is no card, and the mother cannot remember the exact weight, record her best estimate. Only circle '99998' for 'DK' if she absolutely cannot remember even the approximate weight.

Weight at birth (Kilograms) (MN22)

File: wm

Overview

Type: Discrete
Format: numeric
Width: 5
Decimals: 3
Range: 1.4-9.999

Valid cases: 170
Invalid: 964
Minimum: 1.4
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: 174
Invalid: 960
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

Has your menstrual period returned since the birth of (name)?

Interviewer instructions

After a woman has given birth, there is a length of time when she will not have her monthly menstrual periods. This question asks about whether her period has resumed following the last birth. Circle the code corresponding to the response given.

Ever breastfeed (MN24)

File: wm

Overview

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

Valid cases: 174
Invalid: 960
Minimum: 1
Maximum: 2

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: 164
Invalid: 970
Minimum: 0
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

How long after birth did you first put (name) on your breast for feeding?

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: 164
Invalid: 970
Minimum: 0
Maximum: 20

Source of information

The eligible woman selected for interview

Literal question

How long after birth did you first put (name) on your breast for feeding?

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: 164
Invalid: 970
Minimum: 1
Maximum: 2

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: 4

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What else 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: 2

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What else 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: 1

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 else 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: 0

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What else 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: 0

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What else was (name) given to drink?

Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

Child given to drink - Fruit juice (MN27F)

File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Child given to drink - Fruit juice (MN27F)

File: wm

What else 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: 20

Format: character

Invalid: 0

Width: 1

Source of information

The eligible woman selected for interview

Literal question

What else 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: 2

Format: character

Invalid: 0

Width: 1

Source of information

The eligible woman selected for interview

Literal question

What else 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: 0

Format: character

Invalid: 0

Width: 1

Source of information

The eligible woman selected for interview

Literal question

What else 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 else 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: 63
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: 56
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: 314
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: 44
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: 62
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: 13
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: 18

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 a rash (IS2H)

File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 57

Invalid: 0

Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility.

What types of symptoms would cause you to take your child to a health facility right away?

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

Symptoms: Other (IS2Y)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 194
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: 70
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: 10
Invalid: 0

Source of information

The eligible woman selected for interview

Symptoms: Other (IS2X)

File: wm

Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

Heard of: Woman sterilization (CP0A)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

Couples use different ways or methods in order to postpone or avoid pregnancy.

Have you heard of: [A]Sterilization of Female?

Probe: Women can have an operation in order to avoid having more children.

Heard of: Man sterilization (CP0B)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

Couples use different ways or methods in order to postpone or avoid pregnancy.

Have you heard of: [B]Sterilization of Male?

Probe: Men can have an operation in order to avoid having more children.

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: 1091
Invalid: 43
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

Couples use different ways or methods in order to postpone or avoid pregnancy.

Have you heard of: [C]Coil?

Probe: Women can have a coil placed inside them by a doctor or a nurse.

Heard of: Injectables (CP0D)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

Couples use different ways or methods in order to postpone or avoid pregnancy.

Have you heard of: [D] Injections?

Probe: Women can use injections from a health provider, which have effects on their hormones and stop them from getting pregnant for one or more months.

Heard of: Implants (CP0E)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

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 rods implanted in their upper arm (by a doctor or a nurse) and thus prevent pregnancy for one or more years.

Heard of: Pill (CP0F)

File: wm

Overview

Heard of: Pill (CP0F)

File: wm

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

Couples use different ways or methods in order to postpone or avoid pregnancy.

Have you heard of: [F] Pills?

Probe: Women can take pills on every day basis to avoid getting pregnant.

Heard of: Male condom (CP0G)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

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 the sexual intercourse.

Heard of: Female condom (CP0H)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

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 in their vagina before the sexual intercourse.

Heard of: Diaphragm (CP0I)

File: wm

Overview

Heard of: Diaphragm (CP0I)

File: wm

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

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 tubes

Heard of: Foam / Jelly (CP0J)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

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 (like for ex. 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
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

Couples use different ways or methods in order to postpone or avoid pregnancy.

Have you heard of: [K] Lactational Amenorrhea Method (LAM)?

Heard of: Periodic abstinence (CP0L)

File: wm

Overview

Heard of: Periodic abstinence (CP0L)

File: wm

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

Couples use different ways or methods in order to postpone or avoid pregnancy.

Have you heard of: [L] Rhythm Method?

Probe: Every month when the woman is sexually active, she can avoid pregnancy by not having a sexual intercourse on the fertile days in the month, i.e. days she is most likely to get pregnant.

Heard of: Withdrawal (CP0M)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

Couples use different ways or methods in order to postpone or avoid pregnancy.

Have you heard of: [M] Withdrawal?

Probe: Men can be cautious and pull out before reaching climax.

Heard of: Urgent contraception (CP0N)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

Couples use different ways or methods in order to postpone or avoid pregnancy.

Have you heard of: [N] Urgent Contraception?

Probe: As an emergency measure, within a period of 3 days, after having unprotected sexual intercourse, women can take special pills to prevent getting pregnant.

Heard of: Other (CP0X)

File: wm

Overview

Heard of: Other (CP0X)

File: wm

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 8

Source of information

The eligible woman selected for interview

Literal question

Now, I would like to talk to you about another topic – planning the family.
Are you pregnant at the moment?

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

Valid cases: 1032
Invalid: 102
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

At the moment, are you doing anything or using any method to postpone or avoid pregnancy?

Current method: Female sterilization (CP3A)

File: wm

Current method: Female sterilization (CP3A)

File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 17

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What are you doing to postpone or avoid 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

Format: character

Width: 1

Valid cases: 3

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What are you doing to postpone or avoid 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: 9
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What are you doing to postpone or avoid 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

Format: character

Width: 1

Valid cases: 1

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What are you doing to postpone or avoid 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

Format: character

Width: 1

Valid cases: 1

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What are you doing to postpone or avoid 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: 8
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What are you doing to postpone or avoid 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

Format: character

Width: 1

Valid cases: 29

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What are you doing to postpone or avoid 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

Format: character

Width: 1

Valid cases: 1

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What are you doing to postpone or avoid 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: 1
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What are you doing to postpone or avoid 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

Format: character

Width: 1

Valid cases: 1

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What are you doing to postpone or avoid 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

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 postpone or avoid 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: 7
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What are you doing to postpone or avoid 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: 238
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What are you doing to postpone or avoid 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: 1
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

What are you doing to postpone or avoid 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: 59
Invalid: 1075
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

Now I'd like to talk to you about your current pregnancy. When you got pregnant, did you want to get pregnant?

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: 11
Invalid: 1123
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

Did you want to have a baby sometime later or you did not want to have 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
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 59
Invalid: 1075
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

Now I'd like to ask a few questions about the future. After the child you are expecting right now, would you like to have another child, or you would rather not 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
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1016
Invalid: 118
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

Now I would like to ask you about the future. Would you like to have (another) child, or you would rather not 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
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 381
Invalid: 753
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

For how long would you like to wait before you give birth to (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: 1-99

Valid cases: 381
Invalid: 753
Minimum: 1
Maximum: 98

Source of information

The eligible woman selected for interview

Literal question

For how long would you like to wait before you give birth to (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: 725
Invalid: 409
Minimum: 1
Maximum: 8

Source of information

The eligible woman selected for interview

Literal question

Do you think that you are physically able to get pregnant at the moment?

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: 54
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: 42
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Why do you think you are not physically able to get pregnant?

Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

Reason: Never menstruated (UN11C)

File: wm

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 2
Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Reason: Never menstruated (UN11C)

File: wm

Why do you think you are not physically able to get pregnant?

Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

Reason: Hysterectomy (UN11D)

File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 16

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: 3

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: 1

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

Format: character

Width: 1

Valid cases: 1

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: Too old (UN11H)

File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 37

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Why do you think you are not physically able to get pregnant?

Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

Reason: Fatalistic (UN11I)

File: wm

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 6

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

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

Format: character

Width: 1

Valid cases: 37

Invalid: 0

Source of information

The eligible woman selected for interview

Literal question

Why do you think you are not physically able to get pregnant?

Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

Reason: Don't know (UN11Z)

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

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

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 1089

Invalid: 45

Minimum: 1

Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

When did your last menstrual cycle start?

Interviewer instructions

Start of last menstrual period (unit) (UN13U)

File: wm

The answers to this question will help to determine whether any of the respondents are actually menopausal or infecund because they have not had their periods in a long time. Record the respondent's answer in the units that she uses. Note that the answer can be given in months or years. Circle '1' if the response is in days, '2' if in weeks, '3' if in months, 4' if in years and record the answer in the appropriate spaces.

In some cases, the respondent may give you the date that her last menstrual period began. If that happens, write the date on the questionnaire, calculate the length of time since that date, and record it in the appropriate units. Note that it is not necessary to obtain a date.

If she says she is in menopause or has had hysterectomy, record 994. A woman who is too old to menstruate or become pregnant is described as being in menopause. A hysterectomy is an operation to remove the uterus. If the woman tells you she had her last menstrual period before her last birth, record '995'. If she says she has never menstruated, circle '996'.

Start of last menstrual period (number) (UN13N)

File: wm

Overview

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

Valid cases: 1089
Invalid: 45
Minimum: 1
Maximum: 99

Source of information

The eligible woman selected for interview

Literal question

When did your last menstrual cycle 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
Format: numeric
Width: 1
Decimals: 0
Range: 1-9

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 8

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 can be annoyed or irritated by things that his wife does. In your opinion, is a husband justified to hit or beat his wife in the following situations: [A] 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: 1091
Invalid: 43
Minimum: 1
Maximum: 8

Source of information

The eligible woman selected for interview

Literal question

Sometimes a husband can be annoyed or irritated by things that his wife does. In your opinion, is a husband justified to hit or beat his wife in the following situations: [B] 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: 1091
Invalid: 43
Minimum: 1
Maximum: 8

Source of information

The eligible woman selected for interview

Literal question

Sometimes a husband can be annoyed or irritated by things that his wife does. In your opinion, is a husband justified to hit or beat his wife in the following situations: [C] 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: 1091
Invalid: 43
Minimum: 1
Maximum: 8

Source of information

The eligible woman selected for interview

Literal question

Sometimes a husband can be annoyed or irritated by things that his wife does. In your opinion, is a husband justified to hit or beat his wife in the following situations: [D] 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: 1091
Invalid: 43
Minimum: 1
Maximum: 8

Source of information

The eligible woman selected for interview

Literal question

Sometimes a husband can be annoyed or irritated by things that his wife does. In your opinion, is a husband justified to hit or beat his wife in the following situations: [E] 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: 1091
Invalid: 43
Minimum: 1
Maximum: 3

Source of information

The eligible woman selected for interview

Literal question

Are you currently married or living together with a man as if married?

Interviewer instructions

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: Discrete	Valid cases: 801
Format: numeric	Invalid: 333
Width: 2	Minimum: 16
Decimals: 0	Maximum: 98
Range: 16-99	

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'.

Ever married or lived with a man (MA5)

File: wm

Overview

Type: Discrete	Valid cases: 290
Format: numeric	Invalid: 844
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

Have you ever been married or lived together with a man as if married?

Interviewer instructions

For women who are not currently married or living with a man, ask whether they have ever been married or lived with a man. Remember that 'married' refers to both formal and informal unions.

Circle the code corresponding to the response given. Notice that there are two different response categories for a 'Yes' response: 'Yes, formerly married' and 'Yes, formerly lived with a man'. Be sure to make the distinction between the two categories. If the respondent just answers 'Yes', probe by asking, "Were you formerly married or did you live with a man?" If she was formerly married and also reports living with a man, circle the code for 'Yes, formerly married'.

If she was never married and never lived with a man circle '3' for 'No' and go to the next module. Otherwise, continue on to MA6.

Marital status (MA6)

File: wm

Overview

Marital status (MA6)

File: wm

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

Valid cases: 83
Invalid: 1051
Minimum: 1
Maximum: 3

Source of information

The eligible woman selected for interview

Literal question

What is your marital status now: are you widowed, divorced or separated?

Interviewer instructions

Circle the code corresponding to the response given. For a woman who is not currently married and not currently living with someone but who was formerly in a union, record her current marital status at the time of the interview. Since she was in a union at one time, but is not on the day you are interviewing her, she will be either widowed, divorced or separated.

You should use 'widowed' (a) for women who were married and their husband died, and (b) for women who were in an informal union and their partner died. 'Divorced' should be used for women who were formally married and whose marriage formally ended. 'Separated' should be used (a) for women who were married, but are no longer continuing the marriage with their husband, and (b) for women who were in an informal union and are no longer continuing the union with their partner.

Married or lived with a man once or more than once (MA7)

File: wm

Overview

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

Valid cases: 884
Invalid: 250
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

Have you been married or lived with a man only once or more than once?

Interviewer instructions

As with MA1, we are interested in formal marriages as well as informal arrangements. If a woman was married or lived with a man and then was widowed, divorced, or separated from her husband or partner and is now either married to or living with someone else, record 'More than once'. If a woman is not currently married or in an informal union but was previously married or living with someone else two or more times, record 'More than once' by circling '2'. If she has married or lived with someone else only once, circle '1.'

Note that the question refers to periods of marriage or informal unions, and not to numbers of husbands or partners. If a woman was married to a man and divorced him, and then married the same person again, she should be considered as having married 'More than once'. The same applies to informal unions with the same person.

Month of first union (MA8M)

File: wm

Overview

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

Valid cases: 884
Invalid: 250
Minimum: 1
Maximum: 99

Source of information

Month of first union (MA8M)

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'.

Year of first union (MA8Y)

File: wm

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 1974-9999

Valid cases: 884
Invalid: 250
Minimum: 1974
Maximum: 9999

Source of information

The eligible woman selected for interview

Literal question

In what month and year did you first marry or start living with a man as if married?

Interviewer instructions

If the respondent knows the date that she first married or started living with a man as if married, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers, as instructed earlier. For example, January is '01,' February is '02,' March is '03,' etc.

If she does not recall the date that she first married or started living with a man as if married, ask whether she has any documentation that might give the date. If she does not know or have documentation of the month, circle '98' for 'DK month' and ask her the year that she first married or started living with a man as if married. Enter the year in the space provided and go to next module. If she does not know and does not have documentation of the year that she first married or started living with a man as if married, circle '9998' for 'DK year'.

Age at first union (MA9)

File: wm

Overview

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

Valid cases: 97
Invalid: 1037
Minimum: 12
Maximum: 99

Source of information

The eligible woman selected for interview

Literal question

How old were you when you started living with your first husband/partner?

Interviewer instructions

Age at first union (MA9)

File: wm

As with other age questions, if she does not know, probe. For instance, ask how old she was when her first child was born and then ask how long before or after giving birth she began living with her first husband or partner. Do not leave this question blank.

Ever tried smoking (TA1)

File: wm

Overview

Type: Discrete	Valid cases: 1091
Format: numeric	Invalid: 43
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

Have you ever tried smoking, at least one or two puffs?

Age first smoked (TA2)

File: wm

Overview

Type: Discrete	Valid cases: 597
Format: numeric	Invalid: 537
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

Source of information

The eligible woman selected for interview

Literal question

At what age did you first smoke a whole cigarette?

Smoke today (TA3)

File: wm

Overview

Type: Discrete	Valid cases: 581
Format: numeric	Invalid: 553
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

Do you smoke cigarettes today?

How many cigarettes in last 24 hours (TA4)

File: wm

Overview

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

Valid cases: 455
Invalid: 679
Minimum: 0
Maximum: 99

Source of information

The eligible woman selected for interview

Literal question

During the last 24 hours, how many cigarettes have you smoked?

Days smoked during last month (TA5)

File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 3-99

Valid cases: 455
Invalid: 679
Minimum: 3
Maximum: 30

Source of information

The eligible woman selected for interview

Literal question

During the last month, for how many days have you smoked 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 smoked tobacco products other than cigarettes (TA6)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

Have you ever tried to smoke tobacco products, except cigarettes, like for example, cigars, water pipe, cigarillo or dry tobacco?

Have you smoked other tobacco products during last month (TA7)

File: wm

Overview

Have you smoked other tobacco products during last month (TA7)

File: wm

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

Valid cases: 12
Invalid: 1122
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

During the last month, have you consumed any type of smoking tobacco products, excluding cigarettes?

Have smoked last month - Cigars (TA8A)

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.

Have smoked last month - Water pipe (TA8B)

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.

Have smoked last month - 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

Have smoked last month - Cigarillos (TA8C)

File: wm

What type of smoked tobacco product did you use or smoke during the last month?

Interviewer instructions

Circle all mentioned responses.

Have smoked last month - Tobacco (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.

Have smoked last month - Other (TA8X)

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.

Days smoked other tobacco products during last month (TA9)

File: wm

Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: 1-99

Valid cases: 1

Invalid: 1133

Minimum: 1

Maximum: 1

Source of information

The eligible woman selected for interview

Literal question

During the last one month, on how many days did you use smoked tobacco products, excluding cigarettes?

Interviewer instructions

Days smoked other tobacco products during last month (TA9)

File: wm

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 used tobacco products not for smoking (TA10)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 2
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

Have you ever tried any type of product made from tobacco, like for example tobacco chewing gum, burmut, or tobacco for soaking?

Have you used nonsmoking tobacco products during last month (TA11)

File: wm

Overview

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

Valid cases: 0
Invalid: 1134

Source of information

The eligible woman selected for interview

Literal question

During the last month, have you consumed any type of products from non-smoking tobacco?

Have used last month - Chewing tobacco (TA12A)

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 smokeless tobacco product did you use during the last month?

Interviewer instructions

Circle all mentioned.

Have used last month - Snuff (TA12B)

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 smokeless tobacco product did you use during the last month?

Interviewer instructions

Circle all mentioned.

Have used last month - Dip (TA12C)

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 smokeless tobacco product did you use during the last month?

Interviewer instructions

Circle all mentioned.

Have used last month - Other (TA12X)

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 smokeless tobacco product did you use during the last month?

Interviewer instructions

Circle all mentioned.

Days used nonsmoking tobacco products during last month (TA13)

File: wm

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 10-99

Valid cases: 0
Invalid: 1134

Days used nonsmoking tobacco products during last month (TA13)

File: wm

Source of information

The eligible woman selected for interview

Literal question

During the last one month, on how many days did you use smokeless tobacco products?

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'.

Have you used alcohol (TA14)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 2

Source of information

The eligible woman selected for interview

Literal question

Now a few questions about alcohol consumption.

Have you ever tried consuming alcohol?

Age first drank alcohol (TA15)

File: wm

Overview

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

Valid cases: 448
Invalid: 686
Minimum: 0
Maximum: 99

Source of information

The eligible woman selected for interview

Literal question

One intake of alcohol refers to one can or bottle of beer, one glass of wine or a glass of Rakia, cognac, vodka, whiskey, or rum.

At what age did you drink your first glass of alcohol, excluding any time you had a few sips?

Days drank at least one glass per day during last month (TA16)

File: wm

Overview

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

Valid cases: 448
Invalid: 686
Minimum: 0
Maximum: 30

Source of information

Days drank at least one glass per day during last month (TA16)

File: wm

The eligible woman selected for interview

Literal question

During the last month, how many days have you had at least one glass 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'.

Glasses drank at these occasions (TA17)

File: wm

Overview

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

Valid cases: 112
Invalid: 1022
Minimum: 1
Maximum: 8

Source of information

The eligible woman selected for interview

Literal question

During the last month, on days you had alcohol, how many glasses have you mostly had?

How happy are you (LS2)

File: wm

Overview

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

Valid cases: 374
Invalid: 760
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

Now, I would like to ask you a few simple questions about happiness and satisfaction.

First, taking all things together, would you say you are very happy, somewhat happy, neither happy nor unhappy, somewhat unhappy or very unhappy?

You can also look at these pictures to help you with your response.

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.

How satisfied are you with your family life (LS3)

File: wm

How satisfied are you with your family life (LS3)

File: wm

Overview

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

Valid cases: 374
Invalid: 760
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

Now I'd like to ask a few simple questions about the level of your satisfaction from various fields.

For any of the questions, we have five possible answers: please let me know, for each question, are you very or somewhat satisfied, neither satisfied nor unsatisfied, or somewhat or very unsatisfied?

Once again, you can take a look at these images that might help you with your answer.

How satisfied are you from 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.

How satisfied are you with your friendship (LS4)

File: wm

Overview

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

Valid cases: 374
Invalid: 760
Minimum: 1
Maximum: 9

Source of information

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.

Have you attended school this year (LS5)

File: wm

Overview

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

Valid cases: 374
Invalid: 760
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

During the current (2010-2011) school year, have you attended school at all?

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.

How satisfied are you with your school (LS6)

File: wm

Overview

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

Valid cases: 89
Invalid: 1045
Minimum: 1
Maximum: 5

Source of information

The eligible woman selected for interview

Literal question

How satisfied are /were you from the school you have attended?

Interviewer instructions

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

How satisfied are you with your current job (LS7)

File: wm

Overview

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

Valid cases: 374
Invalid: 760
Minimum: 0
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

How satisfied are you from your current job?

Interviewer instructions

How satisfied are you with your current job (LS7)

File: wm

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.

How satisfied are you with your health (LS8)

File: wm

Overview

Type: Discrete	Valid cases: 374
Format: numeric	Invalid: 760
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

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.

How satisfied are you with where you live (LS9)

File: wm

Overview

Type: Discrete	Valid cases: 374
Format: numeric	Invalid: 760
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

The eligible woman selected for interview

Literal question

How satisfied are you with your place of living?

If necessary, explain that the questions refer to their life environment, including their neighbourhood and dwelling.

Interviewer instructions

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.

How satisfied are you with a way people behave to you (LS10)

File: wm

Overview

How satisfied are you with a way people behave to you (LS10)

File: wm

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

Valid cases: 374
Invalid: 760
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

How satisfied are you from the treatment you receive by the people around you?

Interviewer instructions

Circle the code corresponding to the response given or to the smiling face pointed out by the respondent.

How satisfied are you with appearance (LS11)

File: wm

Overview

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

Valid cases: 374
Invalid: 760
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

How satisfied are you from your looks?

Interviewer instructions

Circle the code corresponding to the response given or to the smiling face pointed out by the respondent.

How satisfied are you with your life, overall (LS12)

File: wm

Overview

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

Valid cases: 374
Invalid: 760
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

How satisfied are you from your own life, in general?

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.

How satisfied are you with your current income (LS13)

File: wm

How satisfied are you with your current income (LS13)

File: wm

Overview

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

Valid cases: 374
Invalid: 760
Minimum: 0
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

How satisfied are you from 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.

Is your life improved compared to previous year (LS14)

File: wm

Overview

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

Valid cases: 374
Invalid: 760
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

Compared to the same period last year, would you say that, in general, your life has improved or become worse?

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.

Do you expect better life in one year from now (LS15)

File: wm

Overview

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

Valid cases: 374
Invalid: 760
Minimum: 1
Maximum: 9

Source of information

The eligible woman selected for interview

Literal question

And in a year time from now, do you expect that your life, in general, will be improved or will get worse?

Interviewer instructions

Do you expect better life in one year from now (LS15)

File: wm

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.

Area (HH6)

File: wm

Overview

Type: Discrete	Valid cases: 1134
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
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: 1134
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 8
Range: 1-8	

Interviewer instructions

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

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

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

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

Date of interview women (CMC) (WDOI)

File: wm

Overview

Date of interview women (CMC) (WDOI)

File: wm

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 1337-1339

Valid cases: 1134
 Invalid: 0
 Minimum: 1337
 Maximum: 1339

Source of information

Interview information fields completed by interviewer

Date of birth of woman (CMC) (WDOB)

File: wm

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 739-1159

Valid cases: 1091
 Invalid: 43
 Minimum: 739
 Maximum: 1159

Source of information

The eligible woman selected for interview

Age (WAGE)

File: wm

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-7

Valid cases: 1091
 Invalid: 43
 Minimum: 1
 Maximum: 7

Source of information

The eligible woman selected for interview

Date of marriage (CMC) (WDOM)

File: wm

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 856-1344

Valid cases: 884
 Invalid: 250
 Minimum: 856
 Maximum: 1344

Source of information

The eligible woman selected for interview

Age at first marriage/union (WAGEM)

File: wm

Overview

Age at first marriage/union (WAGEM)

File: wm

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 4-42

Valid cases: 884
Invalid: 250
Minimum: 4
Maximum: 42

Source of information

The eligible woman selected for interview

Date of birth of first child (CMC) (WDOBFC)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 912-1338

Valid cases: 824
Invalid: 310
Minimum: 912
Maximum: 1338

Date of birth of last child (CMC) (WDOBLC)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 963-1338

Valid cases: 685
Invalid: 449
Minimum: 963
Maximum: 1338

Source of information

The eligible woman selected for interview

Marital/Union status (MSTATUS)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 3

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: 0-10

Valid cases: 1091
Invalid: 43
Minimum: 0
Maximum: 10

Source of information

The eligible woman selected for interview

Children surviving (CSURV)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 0
Maximum: 10

Children dead (CDEAD)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 0
Maximum: 4

Women's sample weight (wmweight)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 8
Decimals: 6
Range: 0-4.40695445499096

Valid cases: 1134
Invalid: 0
Minimum: 0
Maximum: 4.4

Education (welevel)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 0
Maximum: 3

Source of information

The eligible woman selected for interview

Ethnicity of household head (ethnicity)

File: wm

Overview

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

Valid cases: 1134
Invalid: 0
Minimum: 3
Maximum: 3

Wealth index score (wscore)

File: wm

Overview

Type: Continuous
Format: numeric
Width: 8
Decimals: 5
Range: -3.67998381997853-2.52493568970235

Valid cases: 1134
Invalid: 0
Minimum: -3.7
Maximum: 2.5

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: 1134
Invalid: 0

Source of information

Constructed variables used for analysis

Wealth index quintiles (windex2)

File: wm

Overview

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

Valid cases: 1091
Invalid: 43
Minimum: 1
Maximum: 2

Cluster number (HH1)

File: ch

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-70

Valid cases: 483
 Invalid: 0
 Minimum: 1
 Maximum: 70

Source of information

Interview information fields completed by interviewer

Interviewer instructions

Enter the cluster number as instructed by your supervisor.

Household number (HH2)

File: ch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-19

Valid cases: 483
 Invalid: 0
 Minimum: 1
 Maximum: 19

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
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 2-12

Valid cases: 483
 Invalid: 0
 Minimum: 2
 Maximum: 12

Source of information

Interview information fields completed by interviewer

Cluster number (UF1)

File: ch

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-70

Valid cases: 483
 Invalid: 0
 Minimum: 1
 Maximum: 70

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: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-19

Valid cases: 483
Invalid: 0
Minimum: 1
Maximum: 19

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
Format: numeric
Width: 2
Decimals: 0
Range: 2-12

Valid cases: 483
Invalid: 0
Minimum: 2
Maximum: 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 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
Format: numeric
Width: 1
Decimals: 0
Range: 1-8

Valid cases: 483
Invalid: 0
Minimum: 1
Maximum: 8

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: 483
Format: numeric	Invalid: 0
Width: 5	Minimum: 4004
Decimals: 0	Maximum: 25927
Range: 4004-25927	

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: 483
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: 483
Format: numeric	Invalid: 0
Width: 1	Minimum: 5
Decimals: 0	Maximum: 7
Range: 5-7	

Source of information

Interview information fields completed by interviewer

Interviewer instructions

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

Enter the 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: 483
Format: numeric	Invalid: 0
Width: 4	Minimum: 2011
Decimals: 0	Maximum: 2011
Range: 2011-2011	

Source of information

Interview information fields completed by interviewer

Interviewer instructions

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

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

Result of interview for children under 5 (UF9)

File: ch

Overview

Type: Discrete	Valid cases: 483
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 5
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: 483
Format: numeric	Invalid: 0
Width: 5	Minimum: 4189
Decimals: 0	Maximum: 25922
Range: 4189-25922	

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: 483
Format: numeric	Invalid: 0
Width: 5	Minimum: 19687
Decimals: 0	Maximum: 25541
Range: 19687-25541	

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: 476
Format: numeric	Invalid: 7
Width: 2	Minimum: 9
Decimals: 0	Maximum: 99
Range: 9-99	

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: 476
Format: numeric	Invalid: 7
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: 476
Format: numeric	Invalid: 7
Width: 2	Minimum: 10
Decimals: 0	Maximum: 99
Range: 10-99	

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

Valid cases: 476
Invalid: 7
Minimum: 0
Maximum: 99

Source of information

Interview information fields completed by interviewer

Interviewer instructions

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

Day of birth of child (AG1D)

File: ch

Overview

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

Valid cases: 476
Invalid: 7
Minimum: 1
Maximum: 98

Source of information

The mother or caretaker of the child under five.

Literal question

Now I would like to ask you some questions about the health of (name).
In what 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: 476
Invalid: 7
Minimum: 1
Maximum: 12

Source of information

The mother or caretaker of the child under five.

Literal question

Now I would like to ask you some questions about the health of (name).
In what 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	Valid cases: 476
Format: numeric	Invalid: 7
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Source of information

The mother or caretaker of the child under five.

Literal question

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

Interviewer instructions

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

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

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

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

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

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

Age of child (AG2)

File: ch

Overview

Type: Discrete	Valid cases: 476
Format: numeric	Invalid: 7
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

Source of information

The mother or caretaker of the child under five.

Literal question

How old is (name)?

Interviewer instructions

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

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

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

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

Birth certificate (BR1)

File: ch

Overview

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

Valid cases: 476
Invalid: 7
Minimum: 1
Maximum: 3

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

Valid cases: 14
Invalid: 469
Minimum: 1
Maximum: 8

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name)'s birth been registered with the registry department?

Interviewer instructions

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

Know how to register birth (BR3)

File: ch

Overview

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

Valid cases: 9
Invalid: 474
Minimum: 1
Maximum: 2

Source of information

The mother or caretaker of the child under five.

Literal question

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

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: 476
Invalid: 7
Minimum: 0
Maximum: 10

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: 476
Invalid: 7
Minimum: 1
Maximum: 2

Source of information

The mother or caretaker of the child under five.

Literal question

I am interested to learn about the things that (name) plays with when he/she is at home.

Does he/she play with: [A] homemade toys (like dolls, cars, or other toys made at home)?

Interviewer instructions

Homemade toys (EC2A)

File: ch

If the respondent says "YES" to the categories above, then probe to learn specifically what the child plays with to ascertain the given response

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: 476
Invalid: 7
Minimum: 1
Maximum: 8

Source of information

The mother or caretaker of the child under five.

Literal question

I am interested to learn about the things that (name) plays with when he/she is at home.

Does he/she play with: [B] toys from a shop or manufactured toys?

Interviewer instructions

If the respondent says "YES" to the categories above, then probe to learn specifically what the child plays with to ascertain the given response

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

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

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

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

Household objects or outside objects (EC2C)

File: ch

Overview

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

Valid cases: 476
Invalid: 7
Minimum: 1
Maximum: 8

Source of information

The mother or caretaker of the child under five.

Literal question

I am interested to learn about the things that (name) plays with when he/she is at home.

Does he/she play with: [C] household objects (like bowls or pots) or objects found outside (like sticks, rocks, shells or leaves)?

Interviewer instructions

If the respondent says "YES" to the categories above, then probe to learn specifically what the child plays with to ascertain the given response

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: 476
Invalid: 7
Minimum: 0
Maximum: 9

Source of information

The mother or caretaker of the child under five.

Literal question

Sometimes adults that take care of children have to leave the house to go shopping, wash clothes, or for other reasons and then they have to leave young children alone.

On how many days during the past week was (name): [A] left alone at home 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: 476
Invalid: 7
Minimum: 0
Maximum: 9

Source of information

The mother or caretaker of the child under five.

Literal question

Sometimes adults that take care of children have to leave the house to go shopping, wash clothes, or for other reasons and then they have to leave young children alone.

On how many days during the past week was (name): [B] left in the care of another child (that is, someone under 10) for more than an hour?

Interviewer instructions

This question is used to assess whether children are at increased risk, either because they are left alone or are left with a child as caregiver. These situations have been shown to be associated with higher risk for children.

The question sets up a hypothetical situation, one in which the mother/primary caretaker would be gone for more than just a moment - situations in which the child could be left alone for an hour or more. The question specifies that we want to know about situations in which the respondent actually leaves the premises, not simply going out of sight of the child, such as to another part or another room of the house.

Enter the response in the spaces provided. If the child was not left in the care of another child during this period, enter '0' for 'None'. If the answer is "don't know", enter "8". Note that 'another child' is defined as a child less than 10 years old.

Attends early childhood education programme (EC5)

File: ch

Overview

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

Valid cases: 188
Invalid: 295
Minimum: 1
Maximum: 9

Source of information

The mother or caretaker of the child under five.

Literal question

Does (name) attend any organized learning or early childhood education programme, like a private or government facility, including kindergarten or community child care center?

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: 9
Invalid: 474
Minimum: 0
Maximum: 40

Source of information

The mother or caretaker of the child under five.

Literal question

Within the last seven days, about how many hours did (name) attend such learning programmes, i.e. attended kindergarten or community child care center?

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: 49
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [A] Read books to or looked at picture books with (name)?

Interviewer instructions

Circle all that apply and remind the respondent that you are talking about the last 3 days. Read each item 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
Format: character
Width: 1

Valid cases: 21
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [A] Read books to or looked at picture books with (name)?

Interviewer instructions

Circle all that apply and remind the respondent that you are talking about the last 3 days. Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Books-Other (EC7AX)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 26
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [A] Read books to or looked at picture books with (name)?

Interviewer instructions

Circle all that apply and remind the respondent that you are talking about the last 3 days. Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Books-No one (EC7AY)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 115
Invalid: 0

Source of information

Books-No one (EC7AY)

File: ch

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [A] Read books to or looked at picture books with (name)?

Interviewer instructions

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 65

Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [B] Told stories to (name)?

Interviewer instructions

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 34

Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [B] Told stories to (name)?

Interviewer instructions

Tell stories-Father (EC7BB)

File: ch

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 49
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [B] Told stories to (name)?

Interviewer instructions

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 72
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [B] Told stories to (name)?

Interviewer instructions

Tell stories-No one (EC7BY)

File: ch

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 74
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [C] Sang songs to (name) or with (name), including lullabies?

Interviewer instructions

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 30
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage 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

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 48

Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [C] Sang songs to (name) or with (name), including lullabies?

Interviewer instructions

Circle all that apply and remind the respondent that you are talking about the last 3 days. Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Sang songs-No one (EC7CY)

File: ch

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 70

Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage 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

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 112
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [D] Took (name) outside the home, compound, yard for a walk?

Interviewer instructions

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 68
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [D] Took (name) outside the home, compound, yard for a walk?

Interviewer instructions

Took outside-Father (EC7DB)

File: ch

Circle all that apply and remind the respondent that you are talking about the last 3 days. Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Took outside-Other (EC7DX)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 62
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [D] Took (name) outside the home, compound, yard for a walk?

Interviewer instructions

Circle all that apply and remind the respondent that you are talking about the last 3 days. Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

Took outside-No one (EC7DY)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 30
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [D] Took (name) outside the home, compound, yard for a walk?

Interviewer instructions

Took outside-No one (EC7DY)

File: ch

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 95
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [E] Played with (name)?

Interviewer instructions

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 62
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [E] Played with (name)?

Interviewer instructions

Played with-Father (EC7EB)

File: ch

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 81

Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [E] Played with (name)?

Interviewer instructions

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 39

Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [E] Played with (name)?

Interviewer instructions

Played with-No one (EC7EY)

File: ch

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 65
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [F] Named, counted, or drew things to or with (name)?

Interviewer instructions

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 39
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage 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

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 36
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage in any of the following activities with (name): [F] Named, counted, or drew things to or with (name)?

Interviewer instructions

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 89
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

In the past 3 days, did you or any of your adult household members aged 15 or more engage 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

Circle all that apply and remind the respondent that you are talking about the last 3 days. 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: 188
Invalid: 295
Minimum: 1
Maximum: 9

Source of information

The mother or caretaker of the child under five.

Literal question

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

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

Interviewer instructions

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

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

File: ch

Overview

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

Valid cases: 188
Invalid: 295
Minimum: 1
Maximum: 9

Source of information

The mother or caretaker of the child under five.

Literal question

Can (name) read at least four simple and 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: 188
Format: numeric	Invalid: 295
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

Does (name) know the name and recognize the symbols for 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: 188
Format: numeric	Invalid: 295
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

Can (name) pick up small objects with two fingers, like for example 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: 188
Format: numeric	Invalid: 295
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

Is (name) sometimes too sick to play?

Interviewer instructions

Child sometimes too sick to play (EC12)

File: ch

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

Child follows simple directions (EC13)

File: ch

Overview

Type: Discrete	Valid cases: 188
Format: numeric	Invalid: 295
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

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

Interviewer instructions

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

Child able to do something independently (EC14)

File: ch

Overview

Type: Discrete	Valid cases: 188
Format: numeric	Invalid: 295
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

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

Interviewer instructions

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

Child gets along well with other children (EC15)

File: ch

Overview

Type: Discrete	Valid cases: 188
Format: numeric	Invalid: 295
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Child gets along well with other children (EC15)

File: ch

Source of information

The mother or caretaker of the child under five.

Literal question

Does (name) get along well with other children?

Interviewer instructions

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

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

File: ch

Overview

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

Valid cases: 188
Invalid: 295
Minimum: 1
Maximum: 9

Source of information

The mother or caretaker of the child under five.

Literal question

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

Interviewer instructions

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

Child gets distracted easily (EC17)

File: ch

Overview

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

Valid cases: 188
Invalid: 295
Minimum: 1
Maximum: 9

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: 476
Invalid: 7
Minimum: 1
Maximum: 2

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name) ever been breastfed?

Interviewer instructions

This question asks if the child has ever been breastfed. It includes any breastfeeding experience of the child - not necessarily by the mother/primary caretaker.

Circle the code corresponding to the response. Continue to the next question if the child was ever breastfed ('1'). If the child was never breastfed, circle 'No' and skip to BF3. Skip to BF3 in the case of a 'DK' response as well.

Child still being breastfed (BF2)

File: ch

Overview

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

Valid cases: 455
Invalid: 28
Minimum: 1
Maximum: 9

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: 476
Invalid: 7
Minimum: 1
Maximum: 2

Source of information

Child drank plain water yesterday (BF3)

File: ch

The mother or caretaker of the child under five.

Literal question

Could you tell me please about the liquids that (name) may have had yesterday during the day or the night. I am interested in whether (name) had the mentioned 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: 476
Invalid: 7
Minimum: 1
Maximum: 8

Source of information

The mother or caretaker of the child under five.

Literal question

Did (name) drink infant formula/substitution for mother's milk/ artificial 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 BF6.

Times child drank infant formula (BF5)

File: ch

Overview

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

Valid cases: 34
Invalid: 449
Minimum: 1
Maximum: 8

Source of information

The mother or caretaker of the child under five.

Literal question

How many times did (name) drink infant formula?

Interviewer instructions

Record the number of times the child had infant formula.

Child drank milk yesterday (BF6)

File: ch

Overview

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

Valid cases: 476
Invalid: 7
Minimum: 1
Maximum: 2

Child drank milk yesterday (BF6)

File: ch

Source of information

The mother or caretaker of the child under five.

Literal question

Did (name) drink tetra pack milk, 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: 203
Invalid: 280
Minimum: 1
Maximum: 10

Source of information

The mother or caretaker of the child under five.

Literal question

How many times did (name) drink tetra pack, powdered or fresh animal milk?

Interviewer instructions

Record the number of times the child had tinned, powdered or fresh animal milk.

Child drank juice or juice drinks yesterday (BF8)

File: ch

Overview

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

Valid cases: 476
Invalid: 7
Minimum: 1
Maximum: 9

Source of information

The mother or caretaker of the child under five.

Literal question

Did (name) drink juice 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: 476
Invalid: 7
Minimum: 1
Maximum: 2

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: 476
Invalid: 7
Minimum: 1
Maximum: 2

Source of information

The mother or caretaker of the child under five.

Literal question

Did (name) drink or eat vitamin or mineral supplements or any medicines yesterday, during the day or night?

Interviewer instructions

Circle the code corresponding to the response.

Child drank ORS yesterday (BF11)

File: ch

Overview

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

Valid cases: 476
Invalid: 7
Minimum: 1
Maximum: 2

Source of information

The mother or caretaker of the child under five.

Literal question

Did (name) drink oral rehydration solutions 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: 476
Invalid: 7
Minimum: 1
Maximum: 9

Source of information

The mother or caretaker of the child under five.

Literal question

Did (name) drink any other liquids yesterday, during the day or night?

Interviewer instructions

Circle the code corresponding to the response.

Child drank or ate yogurt yesterday (BF13)

File: ch

Overview

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

Valid cases: 476
Invalid: 7
Minimum: 1
Maximum: 2

Source of information

The mother or caretaker of the child under five.

Literal question

Did (name) drink or eat yogurt (sour 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 BF15.

Times drank or ate yogurt (BF14)

File: ch

Overview

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

Valid cases: 252
Invalid: 231
Minimum: 1
Maximum: 8

Source of information

The mother or caretaker of the child under five.

Literal question

How many times did (name) drink or eat yogurt (sour milk) 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: 476
Invalid: 7
Minimum: 1
Maximum: 9

Source of information

The mother or caretaker of the child under five.

Literal question

Did (name) eat any 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: 476
Invalid: 7
Minimum: 1
Maximum: 2

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: 411
Invalid: 72
Minimum: 1
Maximum: 10

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: 476
Format: numeric	Invalid: 7
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

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: 476
Format: numeric	Invalid: 7
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

In the last two weeks, has (name) had diarrhoea (the squirts)?

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: 63
Format: numeric	Invalid: 420
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

I would like to know how much liquid (name) was given to drink during the diarrhoea (including breastmilk). During the time (name) had diarrhoea, was he/she given less than usual liquid 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: 63
Invalid: 420
Minimum: 1
Maximum: 8

Source of information

The mother or caretaker of the child under five.

Literal question

During the time (name) had diarrhoea, was he/she given less than usual to eat, about the same amount, more than usual, or nothing to eat?

Interviewer instructions

During an episode of diarrhoea or other illness, a child may change the amount usually eaten. The focus in this question is on how much food was actually consumed by the child.

Ask the question just as it is worded here. Read out the entire question and circle the code corresponding to the caretaker's response. Get the caretaker's best judgement of the relative amount of total food actually consumed by the child.

Try to find out what actually happened, not what the caretaker thinks ought to have happened. An answer such as, "A child with diarrhoea (or 'a child who is ill') needs more food" is not satisfactory. You would need to ask, "But how much did your child actually eat during this diarrhoea?"

If the caretaker replies that the child took only fluids (that is, the child did not 'eat'), circle '5' for 'Stopped food'. If the child was given less than usual to eat during the diarrhoea, probe: "Was he/she given much less than usual to eat, or somewhat less?". Then circle the appropriate code. If the mother/primary caretaker offered more food than usual, but the child ate much less, the answer is 'much less'; circle '1'.

Make sure that the respondent understands that this includes breastmilk, if the child is still being breastfed. If the child is very young and the caretaker replies that he/she takes only fluids or breastmilk (that is, has not started 'eating' yet), there is no need to probe, since 'drinking' and 'eating' count as the same for this child. Circle the answer for this question (eating) that comes closest to the answer you circle for CA4 (drinking).

Drank fluid made from special packet (ORS) (CA4A)

File: ch

Drank fluid made from special packet (ORS) (CA4A)

File: ch

Overview

Type: Discrete	Valid cases: 63
Format: numeric	Invalid: 420
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

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

[A] A fluid prepared from rehydration powder?

Interviewer instructions

We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea.

Ask each question separately: "Was (name) given a fluid made from a special packet called (local name for ORS packet solution)?, Was (name) given a pre-packaged ORS fluid for diarrhoea?" and so forth. Read each item aloud and circle the code corresponding to the response before proceeding to the next item.

Pre-packaged ORS fluid for diarrhoea (CA4B)

File: ch

Overview

Type: Discrete	Valid cases: 63
Format: numeric	Invalid: 420
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

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

[B] A pre-packaged fluid for rehydration?

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.

Homemade fluid (CA4C)

File: ch

Overview

Type: Discrete	Valid cases: 63
Format: numeric	Invalid: 420
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Literal question

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

[C] Homemade rehydration fluid?

Interviewer instructions

Homemade fluid (CA4C)

File: ch

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: 63
Invalid: 420
Minimum: 1
Maximum: 2

Source of information

The mother or caretaker of the child under five.

Literal question

Was anything (else) given to treat/cure the diarrhoea?

Interviewer instructions

This question asks the mother or caretaker whether the child received any (other) treatment for diarrhoea other than those mentioned in CA4 for this episode of diarrhoea. If in CA4 you learned that the child was given fluid from an ORS packet, sugar and salt solution, or pre-packaged ORS fluid, then phrase CA5 by saying, "Was anything else given to treat the diarrhoea?" If none of the liquids was given, ask CA5 by saying, "Was anything given to treat the diarrhoea?"

Circle the code corresponding to the answer given. If the response is 'Yes', continue to CA6 to learn the type of treatment given. If the child was not given anything (else) for the diarrhoea or the respondent doesn't know, skip to CA7.

Other treatment (pill or syrup): Antibiotic (CA6A)

File: ch

Overview

Type: Discrete
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): Antimotility (CA6B)

File: ch

Other treatment (pill or syrup): Antimotility (CA6B)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 12
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): Zinc (CA6C)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What (else) was given to treat 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: 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

Other treatment (pill or syrup): Other (not antibiotic, antimotility or zinc) (CA6G)

File: ch

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

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

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 3
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): Antibiotic (CA6L)

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 (injection): Non-antibiotic (CA6M)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What (else) was given to treat 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

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: Intravenous (CA6O)

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

Other treatment: Intravenous (CA6O)

File: ch

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

Other treatment: Home remedy/Herbal medicine (CA6Q)

File: ch

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 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: Other (CA6X)

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/care taker doesn't know ask to see the package of the medicine.

Child ill with cough in last 2 weeks (CA7)

File: ch

Child ill with cough in last 2 weeks (CA7)

File: ch

Overview

Type: Discrete	Valid cases: 476
Format: numeric	Invalid: 7
Width: 1	Minimum: 1
Decimals: 0	Maximum: 8
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

At any time in the last two weeks, has (name) had an illness with a cough?

Interviewer instructions

Illness with a cough means a cold or other acute respiratory illness with a cough.

Circle the code corresponding to the response given. If the respondent says "He coughs all the time," or "She's been coughing for months," do not count this as an 'illness with a cough' since it is a chronic problem. If the answer is 'No' or 'DK', circle the appropriate code and go to CA14. If the symptoms started before but continued into the 2-week period, this counts as 'Yes'.

Difficulty breathing during illness with cough (CA8)

File: ch

Overview

Type: Discrete	Valid cases: 130
Format: numeric	Invalid: 353
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

When (name) had an illness with a cough, did he/she breathe faster than usual with short, fast breaths or had any difficulty breathing?

Interviewer instructions

The question aims to find out if the child has or had an illness requiring assessment by a health professional.

If the respondent asks "What do you mean by 'fast breathing'?" you may say "noticeably faster than normal when the child is rested." If the respondent asks "What do you mean by 'difficulty breathing'?" you may say "The child sounded/looked as if he/she was having trouble breathing." You may give other explanations that were developed and tested during the adaptation and pre-testing of the questionnaire. Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. Otherwise, skip to CA14.

Symptoms due to problem in chest or blocked nose (CA9)

File: ch

Overview

Type: Discrete	Valid cases: 59
Format: numeric	Invalid: 424
Width: 1	Minimum: 1
Decimals: 0	Maximum: 6
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Symptoms due to problem in chest or blocked nose (CA9)

File: ch

Literal question

Was the fast or difficult breathing due to a problem in the chest or a blocked or runny nose?

Interviewer instructions

This question aims to find out if the problem needs assessment by a health professional, which does not include a simple cold.

Circle the code corresponding to the caretaker's response. If the symptoms were from a 'Blocked or runny nose only', skip to CA14. If the symptoms were due to 'Other' reasons, write the respondent's description in the line provided, circle '6' and skip to CA14. Otherwise, continue to the next question.

Sought advice or treatment for illness (CA10)

File: ch

Overview

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

Valid cases: 25
Invalid: 458
Minimum: 1
Maximum: 2

Source of information

The mother or caretaker of the child under five.

Literal question

Did you seek any advice or treatment for the illness from anywhere/anybody?

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: 12
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Where/whom did you seek advice or treatment from?

Interviewer instructions

Place sought care: (public sector) Government hospital (CA11A)

File: ch

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

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

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 5
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Where/whom did you seek advice or treatment from?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: (public sector) Government health post (CA11C)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 4
Invalid: 0

Literal question

Where/whom did you seek advice or treatment from?

Place sought care: (public sector) Government health post (CA11C)

File: ch

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: (public sector) Village health worker (CA11D)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1
Invalid: 0

Literal question

Where/whom did you seek advice or treatment from?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: (public sector) Mobile / Outreach clinic (CA11E)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Where/whom did you seek advice or treatment from?

Interviewer instructions

Place sought care: (public sector) Mobile / Outreach clinic (CA11E)

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: 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.

Literal question

Where/whom did you seek advice or treatment from?

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

Where/whom did you seek advice or treatment from?

Place sought care: Private hospital / clinic (CA11I)

File: ch

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: 8
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Where/whom did you seek advice or treatment from?

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

Place sought care: Private pharmacy (CA11K)

File: ch

Where/whom did you seek advice or treatment from?

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: 1
Invalid: 0

Literal question

Where/whom did you seek advice or treatment from?

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: 1
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Where/whom did you seek advice or treatment from?

Place sought care: Other private medical (CA11O)

File: ch

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Place sought care: Relative / Friend (CA11P)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 1
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Where/whom did you seek advice or treatment from?

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: 1
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Place sought care: Shop (CA11Q)

File: ch

Where/whom did you seek advice or treatment from?

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: 1
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

Where/whom did you seek advice or treatment from?

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: 1
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Place sought care: Other (CA11X)

File: ch

Literal question

Where/whom did you seek advice or treatment from?

Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

Given medicine to treat this illness (CA12)

File: ch

Overview

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

Valid cases: 25
Invalid: 458
Minimum: 1
Maximum: 9

Source of information

The mother or caretaker of the child under five.

Literal question

Was (name) given any medicine to treat this illness?

Interviewer instructions

Circle the appropriate code. If the answer is 'Yes', continue to the next question. Otherwise, go to CA14.

Medicine: Antibiotic pill / syrup (CA13A)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 18
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 pill / syrup (CA13A)

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: Antibiotic injection (CA13B)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 5
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What medicine was (name) given?

Interviewer instructions

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

Medicine: Paracetamol / Panadol / Acetaminophen (CA13P)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 5
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What medicine was (name) given?

Interviewer instructions

Medicine: Paracetamol / Panadol / Acetaminophen (CA13P)

File: ch

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

Medicine: Aspirin (CA13Q)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What medicine was (name) given?

Interviewer instructions

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

Medicine: Ibuprofen (CA13R)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What medicine was (name) given?

Interviewer instructions

Medicine: Ibuprofen (CA13R)

File: ch

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

Medicine: Other (CA13X)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 6
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What medicine was (name) given?

Interviewer instructions

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

Medicine: DK (CA13Z)

File: ch

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 0
Invalid: 0

Source of information

The mother or caretaker of the child under five.

Literal question

What medicine was (name) given?

Interviewer instructions

Medicine: DK (CA13Z)

File: ch

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

What was done to dispose of the stools (CA15)

File: ch

Overview

Type: Discrete	Valid cases: 288
Format: numeric	Invalid: 195
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

The last time (name) defecated, how did you remove the stools?

Interviewer instructions

The purpose of this question is to know what was done with the most recent stools passed by the child in the household. The safe disposal of children's stools is of particular importance because children's stools are the most likely cause of faecal contamination to the immediate household environment. Correct disposal of stools is linked with lower risks of diarrhoea.

Respondents are asked where they usually dispose of their children's stools if the child did not use the toilet facility. Circle the most appropriate code.

If the respondent states that diapers are used, then probe to establish how the diapers are disposed of.

Vaccination card for child (IM1)

File: ch

Overview

Type: Discrete	Valid cases: 476
Format: numeric	Invalid: 7
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

Do you have a card where (name)'s vaccinations are written down?
(If yes) May I see it please?

Interviewer instructions

Vaccination card for child (IM1)

File: ch

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: 17
Invalid: 466
Minimum: 1
Maximum: 9

Source of information

The mother or caretaker of the child under five.

Literal question

Did you ever have a vaccination card for (name)?

Interviewer instructions

Circle the code corresponding to the answer given and skip to IM6.

Day of BCG immunization (IM3BD)

File: ch

Overview

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

Valid cases: 426
Invalid: 57
Minimum: 0
Maximum: 66

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of BCG immunization (IM3BD)

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.

Month of BCG immunization (IM3BM)

File: ch

Overview

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

Valid cases: 380
Invalid: 103
Minimum: 1
Maximum: 12

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.

Year of BCG immunization (IM3BY)

File: ch

Overview

Type: Discrete	Valid cases: 380
Format: numeric	Invalid: 103
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of Polio at birth immunization (IM3P0D)

File: ch

Overview

Type: Discrete	Valid cases: 426
Format: numeric	Invalid: 57
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

Interviewer instructions

Day of Polio at birth immunization (IM3P0D)

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.

Month of Polio at birth immunization (IM3P0M)

File: ch

Overview

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

Valid cases: 395
Invalid: 88
Minimum: 1
Maximum: 12

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.

Year of Polio at birth immunization (IM3P0Y)

File: ch

Overview

Type: Discrete	Valid cases: 395
Format: numeric	Invalid: 88
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of Polio1 immunization (IM3P1D)

File: ch

Overview

Type: Discrete	Valid cases: 426
Format: numeric	Invalid: 57
Width: 2	Minimum: 0
Decimals: 0	Maximum: 44
Range: 0-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of Polio1 immunization (IM3P1D)

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.

Month of Polio1 immunization (IM3P1M)

File: ch

Overview

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

Valid cases: 377
Invalid: 106
Minimum: 1
Maximum: 97

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.

Year of Polio1 immunization (IM3P1Y)

File: ch

Overview

Type: Discrete	Valid cases: 377
Format: numeric	Invalid: 106
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of Polio2 immunization (IM3P2D)

File: ch

Overview

Type: Discrete	Valid cases: 426
Format: numeric	Invalid: 57
Width: 2	Minimum: 0
Decimals: 0	Maximum: 44
Range: 0-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of Polio2 immunization (IM3P2D)

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.

Month of Polio2 immunization (IM3P2M)

File: ch

Overview

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

Valid cases: 347
Invalid: 136
Minimum: 1
Maximum: 12

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.

Year of Polio2 immunization (IM3P2Y)

File: ch

Overview

Type: Discrete	Valid cases: 347
Format: numeric	Invalid: 136
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of Polio3 immunization (IM3P3D)

File: ch

Overview

Type: Discrete	Valid cases: 426
Format: numeric	Invalid: 57
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of Polio3 immunization (IM3P3D)

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.

Month of Polio3 immunization (IM3P3M)

File: ch

Overview

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

Valid cases: 238
Invalid: 245
Minimum: 1
Maximum: 12

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.

Year of Polio3 immunization (IM3P3Y)

File: ch

Overview

Type: Discrete	Valid cases: 238
Format: numeric	Invalid: 245
Width: 4	Minimum: 2007
Decimals: 0	Maximum: 2011
Range: 2007-9999	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of DPT1 immunization (IM3D1D)

File: ch

Overview

Type: Discrete	Valid cases: 426
Format: numeric	Invalid: 57
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

Day of DPT1 immunization (IM3D1D)

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.

Month of DPT1 immunization (IM3D1M)

File: ch

Overview

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

Valid cases: 398
Invalid: 85
Minimum: 1
Maximum: 12

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.

Year of DPT1 immunization (IM3D1Y)

File: ch

Overview

Type: Discrete	Valid cases: 398
Format: numeric	Invalid: 85
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of DPT2 immunization (IM3D2D)

File: ch

Overview

Type: Discrete	Valid cases: 426
Format: numeric	Invalid: 57
Width: 2	Minimum: 0
Decimals: 0	Maximum: 44
Range: 0-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of DPT2 immunization (IM3D2D)

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.

Month of DPT2 immunization (IM3D2M)

File: ch

Overview

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

Valid cases: 379
Invalid: 104
Minimum: 1
Maximum: 97

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.

Year of DPT2 immunization (IM3D2Y)

File: ch

Overview

Type: Discrete	Valid cases: 379
Format: numeric	Invalid: 104
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 9997
Range: 2006-9999	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of DPT3 immunization (IM3D3D)

File: ch

Overview

Type: Discrete	Valid cases: 426
Format: numeric	Invalid: 57
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of DPT3 immunization (IM3D3D)

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.

Month of DPT3 immunization (IM3D3M)

File: ch

Overview

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

Valid cases: 351
Invalid: 132
Minimum: 1
Maximum: 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.

Year of DPT3 immunization (IM3D3Y)

File: ch

Overview

Type: Discrete	Valid cases: 351
Format: numeric	Invalid: 132
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 9999
Range: 2006-9999	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of DPT4 immunization (IM3D4D)

File: ch

Overview

Type: Discrete	Valid cases: 426
Format: numeric	Invalid: 57
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

Interviewer instructions

Day of DPT4 immunization (IM3D4D)

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.

Month of DPT4 immunization (IM3D4M)

File: ch

Overview

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

Valid cases: 256
Invalid: 227
Minimum: 1
Maximum: 12

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.

Year of DPT4 immunization (IM3D4Y)

File: ch

Overview

Type: Discrete	Valid cases: 256
Format: numeric	Invalid: 227
Width: 4	Minimum: 2007
Decimals: 0	Maximum: 2011
Range: 2007-9999	

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of DPT5 immunization (IM3D5D)

File: ch

Overview

Type: Discrete	Valid cases: 426
Format: numeric	Invalid: 57
Width: 2	Minimum: 0
Decimals: 0	Maximum: 30
Range: 0-99	

Interviewer instructions

Day of DPT5 immunization (IM3D5D)

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.

Month of DPT5 immunization (IM3D5M)

File: ch

Overview

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

Valid cases: 78
Invalid: 405
Minimum: 1
Maximum: 12

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.

Year of DPT5 immunization (IM3D5Y)

File: ch

Overview

Type: Discrete	Valid cases: 78
Format: numeric	Invalid: 405
Width: 4	Minimum: 2008
Decimals: 0	Maximum: 2011
Range: 2008-9999	

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of HepB at birth immunization (IM3H0D)

File: ch

Overview

Type: Discrete	Valid cases: 426
Format: numeric	Invalid: 57
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

Interviewer instructions

Day of HepB at birth immunization (IM3H0D)

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.

Month of HepB at birth immunization (IM3H0M)

File: ch

Overview

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

Valid cases: 397
Invalid: 86
Minimum: 1
Maximum: 97

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.

Year of HepB at birth immunization (IM3H0Y)

File: ch

Overview

Type: Discrete	Valid cases: 397
Format: numeric	Invalid: 86
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of HepB1 immunization (IM3H1D)

File: ch

Overview

Type: Discrete	Valid cases: 426
Format: numeric	Invalid: 57
Width: 2	Minimum: 0
Decimals: 0	Maximum: 44
Range: 0-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of HepB1 immunization (IM3H1D)

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.

Month of HepB1 immunization (IM3H1M)

File: ch

Overview

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

Valid cases: 381
Invalid: 102
Minimum: 1
Maximum: 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.

Year of HepB1 immunization (IM3H1Y)

File: ch

Overview

Type: Discrete	Valid cases: 381
Format: numeric	Invalid: 102
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of HepB2 immunization (IM3H2D)

File: ch

Overview

Type: Discrete	Valid cases: 426
Format: numeric	Invalid: 57
Width: 2	Minimum: 0
Decimals: 0	Maximum: 44
Range: 0-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day of HepB2 immunization (IM3H2D)

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.

Month of HepB2 immunization (IM3H2M)

File: ch

Overview

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

Valid cases: 345
Invalid: 138
Minimum: 1
Maximum: 12

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.

Year of HepB2 immunization (IM3H2Y)

File: ch

Overview

Type: Discrete	Valid cases: 345
Format: numeric	Invalid: 138
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day measles or MMR immunization (IM3MD)

File: ch

Overview

Type: Discrete	Valid cases: 426
Format: numeric	Invalid: 57
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

Day measles or MMR immunization (IM3MD)

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.

Month Measles or MMR immunization (IM3MM)

File: ch

Overview

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

Valid cases: 337
Invalid: 146
Minimum: 1
Maximum: 12

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.

Year of Measles or MMR immunization (IM3MY)

File: ch

Overview

Type: Discrete	Valid cases: 337
Format: numeric	Invalid: 146
Width: 4	Minimum: 2007
Decimals: 0	Maximum: 2011
Range: 2007-9999	

Source of information

The mother or caretaker of the child under five.

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of HIB1 immunization (IM3I1D)

File: ch

Overview

Type: Discrete	Valid cases: 426
Format: numeric	Invalid: 57
Width: 2	Minimum: 0
Decimals: 0	Maximum: 44
Range: 0-99	

Interviewer instructions

Day of HIB1 immunization (IM3I1D)

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.

Month of HIB1 immunization (IM3I1M)

File: ch

Overview

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

Valid cases: 261
Invalid: 222
Minimum: 1
Maximum: 97

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.

Year of HIB1 immunization (IM3I1Y)

File: ch

Overview

Type: Discrete	Valid cases: 261
Format: numeric	Invalid: 222
Width: 4	Minimum: 2007
Decimals: 0	Maximum: 2011
Range: 2007-9999	

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of HIB2 immunization (IM3I2D)

File: ch

Overview

Type: Discrete	Valid cases: 426
Format: numeric	Invalid: 57
Width: 2	Minimum: 0
Decimals: 0	Maximum: 44
Range: 0-99	

Interviewer instructions

Day of HIB2 immunization (IM3I2D)

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.

Month of HIB2 immunization (IM3I2M)

File: ch

Overview

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

Valid cases: 244
Invalid: 239
Minimum: 1
Maximum: 12

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.

Year of HIB2 immunization (IM3I2Y)

File: ch

Overview

Type: Discrete	Valid cases: 244
Format: numeric	Invalid: 239
Width: 4	Minimum: 2007
Decimals: 0	Maximum: 2011
Range: 2007-9999	

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of HIB3 immunization (IM3I3D)

File: ch

Overview

Type: Discrete	Valid cases: 426
Format: numeric	Invalid: 57
Width: 2	Minimum: 0
Decimals: 0	Maximum: 44
Range: 0-99	

Interviewer instructions

Day of HIB3 immunization (IM3I3D)

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.

Month of HIB3 immunization (IM3I3M)

File: ch

Overview

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

Valid cases: 218
Invalid: 265
Minimum: 1
Maximum: 12

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.

Year of HIB3 immunization (IM3I3Y)

File: ch

Overview

Type: Discrete	Valid cases: 218
Format: numeric	Invalid: 265
Width: 4	Minimum: 2007
Decimals: 0	Maximum: 2011
Range: 2007-9999	

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:
Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.
If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.
For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Day of HIB4 immunization (IM3I4D)

File: ch

Overview

Type: Discrete	Valid cases: 426
Format: numeric	Invalid: 57
Width: 2	Minimum: 0
Decimals: 0	Maximum: 44
Range: 0-99	

Interviewer instructions

Day of HIB4 immunization (IM3I4D)

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.

Month of HIB4 immunization (IM3I4M)

File: ch

Overview

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

Valid cases: 92
Invalid: 391
Minimum: 1
Maximum: 12

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.

Year of HIB4 immunization (IM3I4Y)

File: ch

Overview

Type: Discrete	Valid cases: 92
Format: numeric	Invalid: 391
Width: 4	Minimum: 2009
Decimals: 0	Maximum: 2011
Range: 2009-9999	

Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

Child received any other vaccinations (IM5)

File: ch

Overview

Type: Discrete	Valid cases: 423
Format: numeric	Invalid: 60
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

In addition to what is recorded on this card, did (name) receive any other vaccinations – including vaccinations received in campaigns, during epidemic or immunization days?

Interviewer instructions

Child received any other vaccinations (IM5)

File: ch

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

Valid cases: 50
Invalid: 433
Minimum: 1
Maximum: 8

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name) ever received any vaccinations to prevent him/her from getting diseases, including vaccinations received in a campaigns or immunization days?

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

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

Valid cases: 36
Invalid: 447
Minimum: 1
Maximum: 8

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name) ever received a BCG vaccination against tuberculosis - i.e. an injection in the arm or shoulder that usually causes a blemish on the skin?

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: 36
Invalid: 447
Minimum: 1
Maximum: 8

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name) ever received any "vaccine given as drops in the mouth or by spoon" to protect him/her from getting diseases – that is, polio?

Interviewer instructions

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If the answer is 'No' or 'DK', skip to IM11.

Times child given Polio vaccination (IM10)

File: ch

Overview

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

Valid cases: 29
Invalid: 454
Minimum: 1
Maximum: 9

Source of information

The mother or caretaker of the child under five.

Literal question

How many times was the polio vaccine received?

Interviewer instructions

Fill in the number in the space provided.

Child ever given DPT vaccination (IM11)

File: ch

Overview

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

Valid cases: 36
Invalid: 447
Minimum: 1
Maximum: 8

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name) ever received a DTP vaccination – i.e. an injection in the thigh or upper arm – to prevent him/her from getting diphtheria, tetanus, whooping cough, or?

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 indicating that DTP vaccination is sometimes given at the same time as Polio

Times child given DPT vaccination (IM12)

File: ch

Overview

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

Valid cases: 22
Invalid: 461
Minimum: 1
Maximum: 4

Source of information

The mother or caretaker of the child under five.

Literal question

How many times was a DTP 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: 36
Invalid: 447
Minimum: 1
Maximum: 8

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name) ever been given a Hepatitis B vaccination - i.e. an injection in the thigh or upper arm - to prevent him/her from getting Hepatitis B, i.e. ...

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: 24
Invalid: 459
Minimum: 1
Maximum: 2

Source of information

The mother or caretaker of the child under five.

Literal question

Was the first Hepatitis B vaccine received within 24 hours after birth, or later?

Interviewer instructions

Ask for a birth card in which this information should be recorded

Times child given Hepatitis B vaccination (IM15)

File: ch

Overview

Type: Discrete	Valid cases: 24
Format: numeric	Invalid: 459
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

How many times was a hepatitis B vaccine received?

Interviewer instructions

Fill in the number in the space provided.

Child ever given Measles or MMR vaccination (IM16)

File: ch

Overview

Type: Discrete	Valid cases: 36
Format: numeric	Invalid: 447
Width: 1	Minimum: 1
Decimals: 0	Maximum: 8
Range: 1-9	

Source of information

The mother or caretaker of the child under five.

Literal question

Has (name) ever received a Measles injection or an MRP injection – i.e. a shot in the arm at the age of 12 months or older - to prevent him/her from getting measles/rubeola?

Interviewer instructions

Circle the code corresponding to the response. If the caretaker specifically mentions measles vaccine but refers to an injection in the thigh, accept the answer as valid and circle '1' for 'Yes'.

Child ever given HIB vaccination (IM16A)

File: ch

Overview

Type: Discrete	Valid cases: 36
Format: numeric	Invalid: 447
Width: 1	Minimum: 1
Decimals: 0	Maximum: 8
Range: 1-9	

Literal question

Has (name) ever received the hemophilus influence B (meningitis/lung inflammation) vaccination – that is, a shot in the arm or thigh - to prevent him/her from getting hemophilus influence B?

Times child given HIB vaccination (IM16B)

File: ch

Overview

Times child given HIB vaccination (IM16B)

File: ch

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 2-9

Valid cases: 9
Invalid: 474
Minimum: 2
Maximum: 9

Literal question

How many times has he/she got a hemophilus influenza vaccine?

Child participated in campaign in April (IM19A)

File: ch

Overview

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

Valid cases: 473
Invalid: 10
Minimum: 1
Maximum: 9

Literal question

Could you tell me please if (name) has been vaccinated in any of the following campaigns, national immunization days and/or vitamin A or child health days: [A] Immunization week – April

Child participated in campaign Jan - Jun 2009 (IM19B)

File: ch

Overview

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

Valid cases: 473
Invalid: 10
Minimum: 2
Maximum: 9

Literal question

Could you tell me please if (name) has been vaccinated in any of the following campaigns, national immunization days and/or vitamin A or child health days: [B] Parotitis (MrP) – Jan-Jun 2009

Child participated in campaign Sept 2010 (IM19C)

File: ch

Overview

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

Valid cases: 473
Invalid: 10
Minimum: 1
Maximum: 8

Literal question

Could you tell me please if (name) has been vaccinated in any of the following campaigns, national immunization days and/or vitamin A or child health days: [C] Measles – Since Sept 2010

Measurer's identification code (AN1)

File: ch

Overview

Type: Continuous	Valid cases: 476
Format: numeric	Invalid: 7
Width: 5	Minimum: 14668
Decimals: 0	Maximum: 99999
Range: 14668-99999	

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

Type: Discrete	Valid cases: 476
Format: numeric	Invalid: 7
Width: 1	Minimum: 1
Decimals: 0	Maximum: 6
Range: 1-9	

Source of information

Interview information fields completed by interviewer

Pre question

Result of height / length and weight measurement

Interviewer instructions

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

Child's weight (kilograms) (AN3)

File: ch

Overview

Type: Discrete	Valid cases: 471
Format: numeric	Invalid: 12
Width: 4	Minimum: 3.2
Decimals: 1	Maximum: 99.9
Range: 3.2-99.9	

Source of information

Interview information fields completed by interviewer

Interviewer instructions

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

Child measured lying or standing (AN4A)

File: ch

Child measured lying or standing (AN4A)

File: ch

Overview

Type: Discrete	Valid cases: 471
Format: numeric	Invalid: 12
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

Source of information

Interview information fields completed by interviewer

Interviewer instructions

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

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

File: ch

Overview

Type: Discrete	Valid cases: 471
Format: numeric	Invalid: 12
Width: 5	Minimum: 47
Decimals: 1	Maximum: 999.9
Range: 47-999.9	

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	Valid cases: 476
Format: numeric	Invalid: 7
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

Height for age z-score NCHS (HAZ)

File: ch

Overview

Height for age z-score NCHS (HAZ)

File: ch

Type: Continuous
Format: numeric
Width: 5
Decimals: 2
Range: -9.98-9.99

Valid cases: 476
Invalid: 7
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: 58.5-999.9

Valid cases: 476
Invalid: 7
Minimum: 58.5
Maximum: 999.9

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Weight for age percentile NCHS (WAP)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 1
Range: 0-99.9

Valid cases: 476
Invalid: 7
Minimum: 0
Maximum: 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
Format: numeric
Width: 5
Decimals: 2
Range: -3.98-9.99

Valid cases: 476
Invalid: 7
Minimum: -4
Maximum: 10

Source of information

Constructed variables used for analysis

Pre question

Weight for age z-score NCHS (WAZ)

File: ch

Recoded variable

Weight for age percent of reference median NCHS (WAM)

File: ch

Overview

Type: Continuous	Valid cases: 476
Format: numeric	Invalid: 7
Width: 5	Minimum: 48.6
Decimals: 1	Maximum: 999.9
Range: 48.6-999.9	

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: 476
Format: numeric	Invalid: 7
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: 476
Format: numeric	Invalid: 7
Width: 5	Minimum: -7.1
Decimals: 2	Maximum: 10
Range: -7.12-9.99	

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Weight for height percent of reference median NCHS (WHM)

File: ch

Weight for height percent of reference median NCHS (WHM)

File: ch

Overview

Type: Continuous	Valid cases: 476
Format: numeric	Invalid: 7
Width: 5	Minimum: 37.4
Decimals: 1	Maximum: 999.9
Range: 37.4-999.9	

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Flag for anthropometric indicators (FLAG)

File: ch

Overview

Type: Discrete	Valid cases: 476
Format: numeric	Invalid: 7
Width: 1	Minimum: 0
Decimals: 0	Maximum: 7
Range: 0-7	

Body Mass Index WHO (BMI)

File: ch

Overview

Type: Discrete	Valid cases: 476
Format: numeric	Invalid: 7
Width: 5	Minimum: 6.5
Decimals: 2	Maximum: 100
Range: 6.53-99.99	

Source of information

Constructed variables used for analysis

Body Mass Index z-score WHO (ZBMI)

File: ch

Overview

Type: Discrete	Valid cases: 476
Format: numeric	Invalid: 7
Width: 5	Minimum: -5
Decimals: 2	Maximum: 100
Range: -4.95-99.99	

Source of information

Constructed variables used for analysis

Height for age z-score WHO (HAZ2)

File: ch

Height for age z-score WHO (HAZ2)

File: ch

Overview

Type: Discrete	Valid cases: 476
Format: numeric	Invalid: 7
Width: 5	Minimum: -4.1
Decimals: 2	Maximum: 100
Range: -4.11-99.99	

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: 476
Format: numeric	Invalid: 7
Width: 5	Minimum: -5.7
Decimals: 2	Maximum: 100
Range: -5.74-99.99	

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: 476
Format: numeric	Invalid: 7
Width: 5	Minimum: -5
Decimals: 2	Maximum: 100
Range: -4.99-99.99	

Pre question

Recoded variable

Height for age flag WHO (HAZFLAG)

File: ch

Overview

Type: Discrete	Valid cases: 476
Format: numeric	Invalid: 7
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

Source of information

Constructed variables used for analysis

Pre question

Height for age flag WHO (HAZFLAG)

File: ch

Recoded variable

Weight for age flag WHO (WAZFLAG)

File: ch

Overview

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

Valid cases: 476
Invalid: 7
Minimum: 0
Maximum: 1

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Weight for height flag WHO (WHZFLAG)

File: ch

Overview

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

Valid cases: 476
Invalid: 7
Minimum: 0
Maximum: 1

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

BMI flag WHO (BMIFLAG)

File: ch

Overview

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

Valid cases: 476
Invalid: 7
Minimum: 0
Maximum: 1

Source of information

Constructed variables used for analysis

Weight for height - Age flag WHO (WHZNOAGE)

File: ch

Overview

Weight for height - Age flag WHO (WHZNOAGE)

File: ch

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

Valid cases: 476
Invalid: 7
Minimum: 0
Maximum: 0

Source of information

Constructed variables used for analysis

Pre question

Recoded variable

Area (HH6)

File: ch

Overview

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

Valid cases: 483
Invalid: 0
Minimum: 1
Maximum: 1

Pre question

Type of settlement:

Interviewer instructions

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

Region (HH7)

File: ch

Overview

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

Valid cases: 483
Invalid: 0
Minimum: 1
Maximum: 8

Interviewer instructions

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

Sex (HL4)

File: ch

Overview

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

Valid cases: 483
Invalid: 0
Minimum: 1
Maximum: 2

Source of information

Head of household or other responsible household member

Literal question

Is (name) male or female?

Sex (HL4)

File: ch

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: 380
Invalid: 103
Minimum: 0
Maximum: 3

Source of information

Head of household or other responsible household member

Literal question

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

Interviewer instructions

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

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

Highest grade completed at that level (ED4B)

File: ch

Overview

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

Valid cases: 379
Invalid: 104
Minimum: 1
Maximum: 8

Source of information

Head of household or other responsible household member

Literal question

What is the highest grade (name) completed at this level (ED4a)?

Interviewer instructions

Highest grade completed at that level (ED4B)

File: ch

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

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

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

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

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

Date of interview child (CMC) (CDOI)

File: ch

Overview

Type: Discrete	Valid cases: 483
Format: numeric	Invalid: 0
Width: 4	Minimum: 1337
Decimals: 0	Maximum: 1339
Range: 1337-1339	

Source of information

Interview information fields completed by interviewer

Date of birth of child (CMC) (CDOB)

File: ch

Overview

Type: Continuous	Valid cases: 476
Format: numeric	Invalid: 7
Width: 4	Minimum: 1278
Decimals: 0	Maximum: 1338
Range: 1278-1338	

Source of information

The mother or caretaker of the child under five.

Age (months) (CAGE)

File: ch

Overview

Type: Continuous	Valid cases: 476
Format: numeric	Invalid: 7
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
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 1-6

Valid cases: 476
 Invalid: 7
 Minimum: 1
 Maximum: 6

Age (CAGE_11)

File: ch

Overview

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

Valid cases: 476
 Invalid: 7
 Minimum: 1
 Maximum: 5

Age in days (CAGED)

File: ch

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 4-1825

Valid cases: 476
 Invalid: 7
 Minimum: 4
 Maximum: 1825

Mother / Caretaker's line number (HF6)

File: ch

Overview

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

Valid cases: 466
 Invalid: 17
 Minimum: 1
 Maximum: 8

Interviewer number (HF7)

File: ch

Overview

Type: Continuous
 Format: numeric
 Width: 5
 Decimals: 0
 Range: 4004-99999

Valid cases: 466
 Invalid: 17
 Minimum: 4004
 Maximum: 99999

Day of visit (HF8D)

File: ch

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 10-23

Valid cases: 466
 Invalid: 17
 Minimum: 10
 Maximum: 23

Month of visit (HF8M)

File: ch

Overview

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

Valid cases: 466
 Invalid: 17
 Minimum: 8
 Maximum: 8

Year of visit (HF8Y)

File: ch

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 2011-2011

Valid cases: 466
 Invalid: 17
 Minimum: 2011
 Maximum: 2011

Day of birth (HF9D)

File: ch

Overview

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

Valid cases: 466
 Invalid: 17
 Minimum: 1
 Maximum: 99

Month of birth (HF9M)

File: ch

Overview

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

Valid cases: 466
 Invalid: 17
 Minimum: 1
 Maximum: 12

Year of birth (HF9Y)

File: ch

Overview

Type: Discrete	Valid cases: 466
Format: numeric	Invalid: 17
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Institution visit outcome (HF11)

File: ch

Overview

Type: Discrete	Valid cases: 466
Format: numeric	Invalid: 17
Width: 2	Minimum: 1
Decimals: 0	Maximum: 96
Range: 1-96	

Pre question

Results from the visit to the health facility

Day of IM card registration (HF12D)

File: ch

Overview

Type: Discrete	Valid cases: 438
Format: numeric	Invalid: 45
Width: 2	Minimum: 99
Decimals: 0	Maximum: 99
Range: 99-99	

Interviewer instructions

Record the day, month and the year of birth as stated on the vaccination record

Month of IM card registration (HF12M)

File: ch

Overview

Type: Discrete	Valid cases: 438
Format: numeric	Invalid: 45
Width: 2	Minimum: 99
Decimals: 0	Maximum: 99
Range: 99-99	

Interviewer instructions

Record the day, month and the year of birth as stated on the vaccination record

Year of IM card registration (HF12Y)

File: ch

Overview

Year of IM card registration (HF12Y)

File: ch

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

Valid cases: 438
Invalid: 45
Minimum: 9999
Maximum: 9999

Interviewer instructions

Record the day, month and the year of birth as stated on the vaccination record

Day of BCG immunization (HF13BD)

File: ch

Overview

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

Valid cases: 438
Invalid: 45
Minimum: 0
Maximum: 44

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
- (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month of BCG immunization (HF13BM)

File: ch

Overview

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

Valid cases: 420
Invalid: 63
Minimum: 1
Maximum: 12

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
- (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year of BCG immunization (HF13BY)

File: ch

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2006-9999

Valid cases: 420
Invalid: 63
Minimum: 2006
Maximum: 2011

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
- (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Day of DPT1 immunization (HF13D1D)

File: ch

Overview

Type: Discrete	Valid cases: 438
Format: numeric	Invalid: 45
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month of DPT1 immunization (HF13D1M)

File: ch

Overview

Type: Discrete	Valid cases: 421
Format: numeric	Invalid: 62
Width: 2	Minimum: 1
Decimals: 0	Maximum: 12
Range: 1-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year of DPT1 immunization (HF13D1Y)

File: ch

Overview

Type: Discrete	Valid cases: 421
Format: numeric	Invalid: 62
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Day of DPT2 immunization (HF13D2D)

File: ch

Overview

Type: Discrete	Valid cases: 438
Format: numeric	Invalid: 45
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month of DPT2 immunization (HF13D2M)

File: ch

Overview

Type: Discrete	Valid cases: 401
Format: numeric	Invalid: 82
Width: 2	Minimum: 1
Decimals: 0	Maximum: 12
Range: 1-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year of DPT2 immunization (HF13D2Y)

File: ch

Overview

Type: Discrete	Valid cases: 401
Format: numeric	Invalid: 82
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Day of DPT3 immunization (HF13D3D)

File: ch

Overview

Type: Discrete	Valid cases: 438
Format: numeric	Invalid: 45
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month of DPT3 immunization (HF13D3M)

File: ch

Overview

Type: Discrete	Valid cases: 376
Format: numeric	Invalid: 107
Width: 2	Minimum: 1
Decimals: 0	Maximum: 12
Range: 1-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year of DPT3 immunization (HF13D3Y)

File: ch

Overview

Type: Discrete	Valid cases: 376
Format: numeric	Invalid: 107
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Day of DPT4 immunization (HF13D4D)

File: ch

Overview

Type: Discrete	Valid cases: 438
Format: numeric	Invalid: 45
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month of DPT4 immunization (HF13D4M)

File: ch

Overview

Type: Discrete	Valid cases: 276
Format: numeric	Invalid: 207
Width: 2	Minimum: 1
Decimals: 0	Maximum: 12
Range: 1-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year of DPT4 immunization (HF13D4Y)

File: ch

Overview

Type: Discrete	Valid cases: 276
Format: numeric	Invalid: 207
Width: 4	Minimum: 2007
Decimals: 0	Maximum: 2011
Range: 2007-9999	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Day of DPT5 immunization (HF13D5D)

File: ch

Overview

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

Valid cases: 438
Invalid: 45
Minimum: 0
Maximum: 30

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
(b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month of DPT5 immunization (HF13D5M)

File: ch

Overview

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

Valid cases: 91
Invalid: 392
Minimum: 1
Maximum: 12

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
(b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year of DPT5 immunization (HF13D5Y)

File: ch

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2009-9999

Valid cases: 91
Invalid: 392
Minimum: 2009
Maximum: 2011

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
(b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Day of Polio 1 immunization (HF13P1D)

File: ch

Overview

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

Valid cases: 438
Invalid: 45
Minimum: 0
Maximum: 31

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
(b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month of Polio 1 immunization (HF13P1M)

File: ch

Overview

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

Valid cases: 420
Invalid: 63
Minimum: 1
Maximum: 12

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
- (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year of Polio 1 immunization (HF13P1Y)

File: ch

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2006-9999

Valid cases: 420
Invalid: 63
Minimum: 2006
Maximum: 2011

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
- (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Day of Polio 2 immunization (HF13P2D)

File: ch

Overview

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

Valid cases: 438
Invalid: 45
Minimum: 0
Maximum: 31

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
- (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month of Polio 2 immunization (HF13P2M)

File: ch

Overview

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

Valid cases: 403
Invalid: 80
Minimum: 1
Maximum: 12

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
- (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year of Polio 2 immunization (HF13P2Y)

File: ch

Overview

Type: Discrete	Valid cases: 403
Format: numeric	Invalid: 80
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Day of Polio 3 immunization (HF13P3D)

File: ch

Overview

Type: Discrete	Valid cases: 438
Format: numeric	Invalid: 45
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month of Polio 3 immunization (HF13P3M)

File: ch

Overview

Type: Discrete	Valid cases: 373
Format: numeric	Invalid: 110
Width: 2	Minimum: 1
Decimals: 0	Maximum: 12
Range: 1-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year of Polio 3 immunization (HF13P3Y)

File: ch

Overview

Type: Discrete	Valid cases: 373
Format: numeric	Invalid: 110
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Day of Polio 4 immunization (HF13P4D)

File: ch

Overview

Type: Discrete	Valid cases: 438
Format: numeric	Invalid: 45
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month of Polio 4 immunization (HF13P4M)

File: ch

Overview

Type: Discrete	Valid cases: 275
Format: numeric	Invalid: 208
Width: 2	Minimum: 1
Decimals: 0	Maximum: 12
Range: 1-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year of Polio 4 immunization (HF13P4Y)

File: ch

Overview

Type: Discrete	Valid cases: 275
Format: numeric	Invalid: 208
Width: 4	Minimum: 2007
Decimals: 0	Maximum: 2011
Range: 2007-9999	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Day measles or MMR immunization (HF13MD)

File: ch

Overview

Type: Discrete	Valid cases: 438
Format: numeric	Invalid: 45
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month measles or MMR immunization (HF13MM)

File: ch

Overview

Type: Discrete	Valid cases: 381
Format: numeric	Invalid: 102
Width: 2	Minimum: 1
Decimals: 0	Maximum: 12
Range: 1-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year measles or MMR immunization (HF13MY)

File: ch

Overview

Type: Discrete	Valid cases: 381
Format: numeric	Invalid: 102
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Day of HepB at birth immunization (HF13H0D)

File: ch

Overview

Type: Discrete	Valid cases: 438
Format: numeric	Invalid: 45
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month of HepB at birth immunization (HF13H0M)

File: ch

Overview

Type: Discrete	Valid cases: 431
Format: numeric	Invalid: 52
Width: 2	Minimum: 1
Decimals: 0	Maximum: 12
Range: 1-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year of HepB at birth immunization (HF13H0Y)

File: ch

Overview

Type: Discrete	Valid cases: 431
Format: numeric	Invalid: 52
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Day of HepB1 immunization (HF13H1D)

File: ch

Overview

Type: Discrete	Valid cases: 438
Format: numeric	Invalid: 45
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month of HepB1 immunization (HF13H1M)

File: ch

Overview

Type: Discrete	Valid cases: 421
Format: numeric	Invalid: 62
Width: 2	Minimum: 1
Decimals: 0	Maximum: 12
Range: 1-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year of HepB1 immunization (HF13H1Y)

File: ch

Overview

Type: Discrete	Valid cases: 421
Format: numeric	Invalid: 62
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Day of HepB2 immunization (HF13H2D)

File: ch

Overview

Type: Discrete	Valid cases: 438
Format: numeric	Invalid: 45
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month of HepB2 immunization (HF13H2M)

File: ch

Overview

Type: Discrete	Valid cases: 373
Format: numeric	Invalid: 110
Width: 2	Minimum: 1
Decimals: 0	Maximum: 12
Range: 1-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year of HepB2 immunization (HF13H2Y)

File: ch

Overview

Type: Discrete	Valid cases: 373
Format: numeric	Invalid: 110
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 2011
Range: 2006-9999	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Day of HIB1 immunization (HF13I1D)

File: ch

Overview

Type: Discrete	Valid cases: 438
Format: numeric	Invalid: 45
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month of HIB1 immunization (HF13I1M)

File: ch

Overview

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

Valid cases: 279
Invalid: 204
Minimum: 1
Maximum: 12

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
- (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year of HIB1 immunization (HF13I1Y)

File: ch

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2008-9999

Valid cases: 279
Invalid: 204
Minimum: 2008
Maximum: 2011

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
- (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Day of HIB2 immunization (HF13I2D)

File: ch

Overview

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

Valid cases: 438
Invalid: 45
Minimum: 0
Maximum: 31

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
- (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month of HIB2 immunization (HF13I2M)

File: ch

Overview

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

Valid cases: 255
Invalid: 228
Minimum: 1
Maximum: 12

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
- (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year of HIB2 immunization (HF13I2Y)

File: ch

Overview

Type: Discrete	Valid cases: 255
Format: numeric	Invalid: 228
Width: 4	Minimum: 2008
Decimals: 0	Maximum: 2011
Range: 2008-9999	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Day of HIB3 immunization (HF13I3D)

File: ch

Overview

Type: Discrete	Valid cases: 438
Format: numeric	Invalid: 45
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month of HIB3 immunization (HF13I3M)

File: ch

Overview

Type: Discrete	Valid cases: 219
Format: numeric	Invalid: 264
Width: 2	Minimum: 1
Decimals: 0	Maximum: 12
Range: 1-99	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year of HIB3 immunization (HF13I3Y)

File: ch

Overview

Type: Discrete	Valid cases: 219
Format: numeric	Invalid: 264
Width: 4	Minimum: 2008
Decimals: 0	Maximum: 2011
Range: 2008-9999	

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
 (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Day of HIB4 immunization (HF13I4D)

File: ch

Overview

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

Valid cases: 438
Invalid: 45
Minimum: 0
Maximum: 31

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
- (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Month of HIB4 immunization (HF13I4M)

File: ch

Overview

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

Valid cases: 129
Invalid: 354
Minimum: 1
Maximum: 12

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
- (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Year of HIB4 immunization (HF13I4Y)

File: ch

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2009-9999

Valid cases: 129
Invalid: 354
Minimum: 2009
Maximum: 2011

Interviewer instructions

- (a) Copy dates for each vaccination from the card.
- (b) In the column 'Day', write '44' if the card shows that the vaccination was given but there is no date properly recorded.

Children's sample weight (chweight)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 8
Decimals: 6
Range: 0-4.09901159773187

Valid cases: 483
Invalid: 0
Minimum: 0
Maximum: 4.1

Ethnicity of household head (ethnicity)

File: ch

Ethnicity of household head (ethnicity)

File: ch

Overview

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

Valid cases: 483
Invalid: 0
Minimum: 3
Maximum: 3

Mother's education (melevel)

File: ch

Overview

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

Valid cases: 483
Invalid: 0
Minimum: 0
Maximum: 3

Source of information

Head of household or other responsible household member

Wealth index score (wscore)

File: ch

Overview

Type: Continuous
Format: numeric
Width: 8
Decimals: 5
Range: -3.67998381997853-2.24420996837958

Valid cases: 483
Invalid: 0
Minimum: -3.7
Maximum: 2.2

Source of information

Constructed variables used for analysis

Wealth index quintiles (windex5)

File: ch

Overview

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

Valid cases: 483
Invalid: 0

Source of information

Constructed variables used for analysis

Wealth index quintiles (windex2)

File: ch

Overview

Wealth index quintiles (windex2)

File: ch

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

Valid cases: 476
Invalid: 7
Minimum: 1
Maximum: 2

Cluster number (HH1)

File: ch29

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-70

Valid cases: 745
 Invalid: 0
 Minimum: 1
 Maximum: 70

Interviewer instructions

Enter the cluster number as instructed by your supervisor.

Household number (HH2)

File: ch29

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-19

Valid cases: 745
 Invalid: 0
 Minimum: 1
 Maximum: 19

Interviewer instructions

Enter the household number as instructed by your supervisor.

Line number (LN)

File: ch29

Overview

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

Valid cases: 745
 Invalid: 0
 Minimum: 2
 Maximum: 12

Cluster number (DA1)

File: ch29

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-70

Valid cases: 745
 Invalid: 0
 Minimum: 1
 Maximum: 70

Household number (DA2)

File: ch29

Overview

Household number (DA2)

File: ch29

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-19

Valid cases: 745
 Invalid: 0
 Minimum: 1
 Maximum: 19

Child's line number (DA4)

File: ch29

Overview

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

Valid cases: 745
 Invalid: 0
 Minimum: 2
 Maximum: 12

Mother / Caretaker's line number (DA6)

File: ch29

Overview

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

Valid cases: 745
 Invalid: 0
 Minimum: 1
 Maximum: 8

Interviewer number (DA7)

File: ch29

Overview

Type: Continuous
 Format: numeric
 Width: 5
 Decimals: 0
 Range: 4004-25927

Valid cases: 745
 Invalid: 0
 Minimum: 4004
 Maximum: 25927

Day of interview (DA8D)

File: ch29

Overview

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

Valid cases: 745
 Invalid: 0
 Minimum: 1
 Maximum: 31

Month of interview (DA8M)

File: ch29

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 5-7

Valid cases: 745
Invalid: 0
Minimum: 5
Maximum: 7

Year of interview (DA8Y)

File: ch29

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2011-2011

Valid cases: 745
Invalid: 0
Minimum: 2011
Maximum: 2011

Result of interview for children 2-9 (DA9)

File: ch29

Overview

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

Valid cases: 745
Invalid: 0
Minimum: 1
Maximum: 3

Field editor (DA10)

File: ch29

Overview

Type: Continuous
Format: numeric
Width: 5
Decimals: 0
Range: 4189-25922

Valid cases: 745
Invalid: 0
Minimum: 4189
Maximum: 25922

Data entry clerk (DA11)

File: ch29

Overview

Type: Continuous
Format: numeric
Width: 5
Decimals: 0
Range: 19687-91221

Valid cases: 745
Invalid: 0
Minimum: 19687
Maximum: 91221

Age (DA12)

File: ch29

Overview

Type: Discrete
 Format: numeric
 Width: 1
 Decimals: 0
 Range: 2-9

Valid cases: 734
 Invalid: 11
 Minimum: 2
 Maximum: 9

Interviewer instructions

Copy child's name and age from HL2 and HL6, from Household List.

Delay in sitting, standing, walking (DA13)

File: ch29

Overview

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

Valid cases: 734
 Invalid: 11
 Minimum: 1
 Maximum: 2

Literal question

Compared to other children, did (name) have any serious delay in sitting standing, or walking?

Difficulty in seeing either daytime or nighttime (DA14)

File: ch29

Overview

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

Valid cases: 734
 Invalid: 11
 Minimum: 1
 Maximum: 2

Literal question

Compared with other children, does (name) have difficulty seeing, either in the daytime or at night?

Difficulty hearing (DA15)

File: ch29

Overview

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

Valid cases: 734
 Invalid: 11
 Minimum: 1
 Maximum: 2

Literal question

Does it seem that (name) has any difficulty hearing? (uses hearing aid, hears with difficulty or completely deaf)?

Difficulty understanding (DA16)

File: ch29

Difficulty understanding (DA16)

File: ch29

Overview

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

Valid cases: 734
Invalid: 11
Minimum: 1
Maximum: 2

Literal question

When you tell (name) to do something, does he/she seem to understand what you are saying?

Difficulty/stiffness/weakness in moving arms and legs (DA17)

File: ch29

Overview

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

Valid cases: 734
Invalid: 11
Minimum: 1
Maximum: 2

Literal question

Does (name) have difficulty in walking or moving the arms or does he/she have weakness and/or stiffness in the arms or legs?

Ever has epileptic shock (DA18)

File: ch29

Overview

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

Valid cases: 734
Invalid: 11
Minimum: 1
Maximum: 2

Literal question

Does (name) sometimes become rigid, or lose consciousness?

Do things like other children at same age (DA19)

File: ch29

Overview

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

Valid cases: 734
Invalid: 11
Minimum: 1
Maximum: 9

Literal question

Does (name) learn to do things like other children his/her age?

Can speak, speak in understandable way (DA20)

File: ch29

Can speak, speak in understandable way (DA20)

File: ch29

Overview

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

Valid cases: 734
Invalid: 11
Minimum: 1
Maximum: 2

Literal question

Does (name) speak at all (can he/she speak in understandable way; can he/she say any recognizable words)?

Speak differently than normal (DA22)

File: ch29

Overview

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

Valid cases: 628
Invalid: 117
Minimum: 1
Maximum: 9

Literal question

Is (name)'s speech in any way different from normal (not clear enough to be understood by people other than the immediate family)?

Can name at least one object (DA23)

File: ch29

Overview

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

Valid cases: 106
Invalid: 639
Minimum: 1
Maximum: 2

Literal question

Can (name) name at least one object (for example, an animal, a toy, a cup, a spoon)?

Mentally backward, dull or slow (DA24)

File: ch29

Overview

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

Valid cases: 734
Invalid: 11
Minimum: 1
Maximum: 2

Literal question

Compared with other children of the same age, does (name) appear in any way mentally backward, dull or slow?

Repeated visit (DA25)

File: ch29

Repeated visit (DA25)

File: ch29

Overview

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

Valid cases: 734
Invalid: 11
Minimum: 1
Maximum: 9

Literal question

As part of this survey, others in our team may visit you again to collect more information on some of the topics we have just talked about, concerning (name). Such a visit may take place within the next months.

May I proceed and note that you would be fine with such a visit, if it occurs at all? Again, you may change your mind and decline to speak to our team if and when the visit happens.

Area (HH6)

File: ch29

Overview

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

Valid cases: 745
Invalid: 0
Minimum: 1
Maximum: 1

Pre question

Type of settlement:

Interviewer instructions

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

Region (HH7)

File: ch29

Overview

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

Valid cases: 745
Invalid: 0
Minimum: 1
Maximum: 8

Interviewer instructions

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

Sex (HL4)

File: ch29

Overview

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

Valid cases: 745
Invalid: 0
Minimum: 1
Maximum: 2

Literal question

Sex (HL4)

File: ch29

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: ch29

Overview

Type: Discrete	Valid cases: 577
Format: numeric	Invalid: 168
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-9	

Literal question

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

Highest grade completed at that level (ED4B)

File: ch29

Overview

Type: Discrete	Valid cases: 576
Format: numeric	Invalid: 169
Width: 2	Minimum: 1
Decimals: 0	Maximum: 8
Range: 1-99	

Literal question

What is the highest grade (name) completed at this level (ED4a)?

Age (months) (CAGE)

File: ch29

Overview

Type: Continuous	Valid cases: 745
Format: numeric	Invalid: 0
Width: 2	Minimum: 3
Decimals: 0	Maximum: 59
Range: 3-59	

Children's 2 to 9 sample weight (ch29weight)

File: ch29

Overview

Children's 2 to 9 sample weight (ch29weight)

File: ch29

Type: Continuous
Format: numeric
Width: 8
Decimals: 6
Range: 0-4.19097366560375

Valid cases: 745
Invalid: 0
Minimum: 0
Maximum: 4.2

Mother's education (melevel)

File: ch29

Overview

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

Valid cases: 745
Invalid: 0
Minimum: 0
Maximum: 3

Ethnicity of household head (ethnicity)

File: ch29

Overview

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

Valid cases: 745
Invalid: 0
Minimum: 3
Maximum: 3

Wealth index score (wscore)

File: ch29

Overview

Type: Continuous
Format: numeric
Width: 8
Decimals: 5
Range: -3.67998381997853-2.38147071118902

Valid cases: 745
Invalid: 0
Minimum: -3.7
Maximum: 2.4

Wealth index quintiles (windex5)

File: ch29

Overview

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

Valid cases: 745
Invalid: 0

Wealth index quintiles (windex2)

File: ch29

Overview

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

Valid cases: 734
Invalid: 11
Minimum: 1
Maximum: 2

Related Materials

Questionnaires

Macedonia Multiple Indicator Cluster Survey 2011 - Roma Settlements - Questionnaire (English)

Title Macedonia Multiple Indicator Cluster Survey 2011 - Roma Settlements - Questionnaire (English)
 Country Macedonia
 Language English
 Filename MKD_2011_MICS_Questionnaire_EN.pdf

Macedonia Multiple Indicator Cluster Survey 2011 - Roma Settlements - Questionnaire (Macedonian)

Title Macedonia Multiple Indicator Cluster Survey 2011 - Roma Settlements - Questionnaire (Macedonian)
 Country Macedonia
 Language Macedonian
 Filename MKD_2011_MICS_Questionnaire_MAK.pdf

MICS4 Changes To Questionnaires v2.1 to v3.0

Title MICS4 Changes To Questionnaires v2.1 to v3.0
 Language English
 Filename http://www.childinfo.org/mics4_questionnaire.html

MICS4 Questionnaire Form For Child Disability v3.0

Title MICS4 Questionnaire Form For Child Disability v3.0
 Language English
 Filename http://www.childinfo.org/mics4_questionnaire.html

MICS4 Questionnaire Form For Vaccinations At Health Facility v3.0

Title MICS4 Questionnaire Form For Vaccinations At Health Facility v3.0
 Language English
 Filename http://www.childinfo.org/mics4_questionnaire.html

Reports

Macedonia Multiple Indicator Cluster Survey 2011 - Roma Settlements - Report (English)

Title Macedonia Multiple Indicator Cluster Survey 2011 - Roma Settlements - Report (English)
 Country Macedonia
 Language English

Filename http://www.childinfo.org/files/MICS4_Macedonia_FinalReport_Eng.pdf

Macedonia Multiple Indicator Cluster Survey 2011 - Roma Settlements - Report (Macedonian)

Title Macedonia Multiple Indicator Cluster Survey 2011 - Roma Settlements - Report (Macedonian)

Country Macedonia

Language Macedonian

Filename http://www.childinfo.org/files/MICS4_Macedonia_FinalReport_Mak.pdf

Technical documents

Changes to MICS Tabulation Plan, Data Quality Tabulations, and Sampling Error Tables since Version 2.1

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

MICS4 01 Household Sample and Survey Characteristics (HH)

Title MICS4 01 Household Sample and Survey Characteristics (HH)

Language English

Filename http://www.childinfo.org/mics4_plan.html

MICS4 02 Child Mortality (CM)

Title MICS4 02 Child Mortality (CM)

Language English

Filename http://www.childinfo.org/mics4_plan.html

MICS4 03 Nutrition (NU)

Title MICS4 03 Nutrition (NU)

Language English

Filename http://www.childinfo.org/mics4_plan.html

MICS4 04 Child Health (CH)

Title MICS4 04 Child Health (CH)

Language English

Filename http://www.childinfo.org/mics4_plan.html

MICS4 05 Water and Sanitation (WS)

Title MICS4 05 Water and Sanitation (WS)

Language English

Filename http://www.childinfo.org/mics4_plan.html

MICS4 06 Reproductive Health (RH)

Title MICS4 06 Reproductive Health (RH)
 Language English
 Filename http://www.childinfo.org/mics4_plan.html

MICS4 07 Child Development (CD)

Title MICS4 07 Child Development (CD)
 Language English
 Filename http://www.childinfo.org/mics4_plan.html

MICS4 08 Education (ED)

Title MICS4 08 Education (ED)
 Language English
 Filename http://www.childinfo.org/mics4_plan.html

MICS4 09 Child Protection (CP)

Title MICS4 09 Child Protection (CP)
 Language English
 Filename http://www.childinfo.org/mics4_plan.html

MICS4 10 HIV-AIDS, Sexual Behaviour and Orphanhood (HA)

Title MICS4 10 HIV-AIDS, Sexual Behaviour and Orphanhood (HA)
 Language English
 Filename http://www.childinfo.org/mics4_plan.html

MICS4 11 Access to Mass Media and ICT Technology (MT)

Title MICS4 11 Access to Mass Media and ICT Technology (MT)
 Language English
 Filename http://www.childinfo.org/mics4_plan.html

MICS4 12 Subjective Well-Being (SW)

Title MICS4 12 Subjective Well-Being (SW)
 Language English
 Filename http://www.childinfo.org/mics4_plan.html

MICS4 13 Tobacco and Alcohol Use (TA)

Title MICS4 13 Tobacco and Alcohol Use (TA)
 Language English
 Filename http://www.childinfo.org/mics4_plan.html

MICS4 Data Quality Tabulation Plan (DQ)

Title MICS4 Data Quality Tabulation Plan (DQ)

Language English

Filename http://www.childinfo.org/mics4_plan.html

MICS4 Sampling Errors (SE)

Title MICS4 Sampling Errors (SE)

Language English

Filename http://www.childinfo.org/mics4_plan.html

MICS4 Changes To Indicator List v2.1 to v3.0

Title MICS4 Changes To Indicator List v2.1 to v3.0

Language English

Filename http://www.childinfo.org/mics4_questionnaire.html

MICS4 List of Indicators v3.0

Title MICS4 List of Indicators v3.0

Language English

Filename http://www.childinfo.org/mics4_questionnaire.html

MICS4 Manual-Anthropometry

Title MICS4 Manual-Anthropometry

Language English

Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Data Editing Guidelines

Title MICS4 Manual-Data Editing Guidelines

Language English

Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Designing and Selecting the Sample

Title MICS4 Manual-Designing and Selecting the Sample

Language English

Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Designing the Questionnaires

Title MICS4 Manual-Designing the Questionnaires

Language English

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MICS4 Manual-Getting Started

Title MICS4 Manual-Getting Started

Language English

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MICS4 Manual-Global Positioning Systems

Title MICS4 Manual-Global Positioning Systems
 Language English
 Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Instructions for Interviewers

Title MICS4 Manual-Instructions for Interviewers
 Language English
 Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Instructions for Supervisors Editors and Measurers

Title MICS4 Manual-Instructions for Supervisors Editors and Measurers
 Language English
 Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Model Questionnaires

Title MICS4 Manual-Model Questionnaires
 Language English
 Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Preparing for Data Collection and Conducting Fieldwork

Title MICS4 Manual-Preparing for Data Collection and Conducting Fieldwork
 Language English
 Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Processing the Data

Title MICS4 Manual-Processing the Data
 Language English
 Filename http://www.childinfo.org/mics4_manual.html

MICS4 Manual-Salt Iodization Testing

Title MICS4 Manual-Salt Iodization Testing
 Language English
 Filename http://www.childinfo.org/mics4_manual.html
