

# Indonesia - Multiple Indicator Cluster Survey 2011 - Selected Districts of Papua

**United Nations Children's Fund, Badan Pusat Statistik (Statistics Indonesia)**

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# Sampling

## Sampling Procedure

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The primary objective of the sample design for the Papua Multiple Indicator Cluster Survey was to produce statistically reliable district level estimates of most indicators, in three selected districts (Merauke, Jayawijaya and Biak Numfor districts) of Papua Province, for urban and rural areas. The districts were selected purposively by considering topographic areas in Papua Province.

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

The target sample size for the Papua MICS was calculated as 1,000 households for each selected district.

The resulting number of households from this exercise was 1,000 households per selected district which is the sample size needed in each districts - thus yielding about 3,000 in total in the three districts in Papua province. The average number of households selected per cluster for each selected district was determined as 25 households, based on a number of considerations, including the design effect, the budget available, and the time that would be needed per team to complete one cluster. Dividing the total number of households by the number of sample households per cluster, it was calculated that 40 sample clusters would need to be selected in each selected district.

Since a two-stage, stratified cluster sampling approach was used for the selection of the survey sample, two sampling frames were used for each stage:

- For the first stage, the recent master list of Census Blocks, dated 5 May 2010. The list includes information on the number of households resulted from listing of 2010 population census, number of HH in each block census, information on the difficulty of the area, and urban/rural classification. Forty census blocks were selected according to probability proportional to size (pps), while the size is number of households in each districts based on the listing of 2010 Population Census.
- For the second stage, a list of households resulting from the updated listing of the 2010 Population Census. Twenty-five households in each block census were selected using systematic random sampling.

Since the sampling frame (the 2010 Population Census) was not up-to-date, a listing of households was conducted in each cluster by all enumeration teams to update the existing information based on Population Census in all the sample enumeration areas prior to the selection of households.

Lists of households were prepared by the enumeration team in the field for each enumeration area. The households were then sequentially numbered from 1 to n (the total number of households in each enumeration area) at the Central Statistical Office, where the selection of 25 households in each enumeration area was carried out by the supervisor using random systematic selection procedures.

The sampling procedures are more fully described in "Multiple Indicator Cluster Survey 2011 - Final Report" pp.159-161.

## Response Rate

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Of the 3,000 households selected for the three districts sample, 2,900 were found to be occupied. Of these, 2,866 were successfully interviewed for a household response rate of 98.8 percent. In the interviewed households, 3,017 women (age 15-49 years) were identified. Of these, 2,784 were successfully interviewed, yielding a response rate of 92.3 percent within interviewed households. In addition, 2,996 men (age 15-49 years) were listed in the household questionnaire. Questionnaires were completed for 2,568 of eligible men, a response rate of 85.7 percent within interviewed households. There were 1,561 children under age five listed in the household questionnaire. Questionnaires were completed for 1,511 of these children, which corresponds to a response rate of 96.8 percent within interviewed households. Overall response rates of 91.2, 84.7 and 95.7 are calculated for the women's, men's and under-5's interviews respectively.

The household response rate was similar among the three districts of Merauke, Jayawijaya and Biak Numfor; whereas the women, men and children response rates were generally lower in the districts of Merauke and Jayawijaya. It is worth noting that male response rates in Merauke District were around 75 percent and results for this district should be interpreted with some caution, as the response rates are low.

## Weighting

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The Papua 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. The sampling fraction is the product of probabilities of selection at every stage in each sampling stratum.

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:

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

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

The design weights for the households were calculated by multiplying the above factors for each enumeration area. These weights were then standardized (or normalized), one purpose of which is to make the weighted sum of the interviewed sample units equal the total sample size at the national level. Normalization is performed by dividing the aforementioned design weights by the average design weight at the national level. The average design weight is calculated as the sum of the design weights divided by the unweighted total). A similar standardization procedure was followed in obtaining standardized weights for the women's and under-5's questionnaires. Adjusted (normalized) weights varied between 0.188711 and 3.175026 in the 120 sample enumeration areas (clusters).

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

# Questionnaires

## Overview

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The questionnaires for the Generic MICS were structured questionnaires based on the MICS4 model questionnaire with some modifications and additions. Household questionnaires were administered in each household, which collected various information on household members including sex, age and relationship. The household questionnaire includes household listing form, education, water and sanitation, household characteristics, insecticide-treated nets, 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 men age 15-49. For children, the questionnaire was administered to the mother or primary caretaker of the child.

The women's questionnaire includes woman's background, child mortality, desire for last birth, maternal and newborn health, contraception, unmet need, attitudes toward domestic violence, marriage/union, sexual behavior, HIV/AIDS, and alcohol use.

The children's questionnaire includes child's age, birth registration, breastfeeding, malaria, and immunization.

The men's questionnaire includes man's background, attitudes toward domestic violence, marriage/union, sexual behavior, HIV/AIDS, circumcision and alcohol use.

The questionnaires are based on the MICS4 model questionnaire.<sup>4</sup> From the MICS4 model English version, the questionnaires were translated into Bahasa Indonesia and were pretested in Kemtuk Village in Jayapura district and Bagai Village in Keerom district in Papua Province during 18 - 22 July 2011. Based on the results of the pre-test, modifications were made to the wording and translation of the questionnaires.

## Data Collection

### Data Collection Dates

Start	End	Cycle
2011-10-05	2011-12-05	N/A

### Data Collection Mode

Face-to-face [f2f]

#### DATA COLLECTION NOTES

Training of trainers for the field was conducted for 12 days during 4-15 July 2011 in Bogor. Enumerator training was conducted in Manokwari for 15 days during 19 September- 3 October 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 one and half days in practice interviewing in Jayapura district.

The data was collected by four teams; each was comprised of four interviewers, one editor, and a supervisor. Fieldwork began in 5 October 2011 and concluded in 5 December 2011.

### Data Collectors

Name	Abbreviation	Affiliation
Badan Pusat Statistik (Statistics Indonesia)	BPS	

#### SUPERVISION

There is one supervisor for each of the 4 data collection teams in the field.

# Data Processing

## Data Editing

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Data was entered using the CPro software. The data was entered on 12 microcomputers, carried out by 12 data entry operators under the supervision of one secondary editor and one data entry supervisor. In order to ensure quality control, all questionnaires were double-entered and internal consistency checks were performed. Procedures and standard programmes developed under the global MICS4 programme and adapted to the Selected Districts of Papua MICS questionnaire were used throughout. Data processing began simultaneously with data collection in 8 October 2011 and was completed in 31 December 2011. Data was analysed using the Statistical Package for Social Sciences (SPSS) software programme, Version 18, and the model syntax and tabulation plans developed by UNICEF were used for this purpose.

# Data Appraisal

## Estimates of Sampling Error

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

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

- Standard error (se): Sampling errors are usually measured in terms of standard errors for particular indicators (means, proportions etc). Standard error is the square root of the variance of the estimate. The Taylor linearization method is used for the estimation of standard errors.
- Coefficient of variation (se/r) is the ratio of the standard error to the value of the indicator, and is a measure of the relative sampling error.
- Design effect (deff) is the ratio of the actual variance of an indicator, under the sampling method used in the survey, to the variance calculated under the assumption of simple random sampling. The square root of the design effect (deft) is used to show the efficiency of the sample design in relation to the precision. A deft value of 1.0 indicates that the sample design is as efficient as a simple random sample, while a deft value above 1.0 indicates 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 each district: Merauke, Jayawijaya and Biak Numfor. Seven are based on household members, 11 are based on women, 7 are based on men and 10 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 eligible and interviewed men
- Age distribution of children under 5 in household and children under 5 questionnaires
- Women's completion rates by socio-economic characteristics of households
- Men's completion rates by socio-economic characteristics of households
- Completion rates for under-5 questionnaires by socio-economic characteristics of households
- Completeness of reporting
- Observation of bednets
- Observation of women's health cards
- Observation of under-5s birth certificates
- Observation of vaccination cards
- Presence of mother in the household and the person interviewed for the under-5 questionnaire
- Selection of children age 2-14 years for the child discipline module
- School attendance by single age
- Sex ratio at birth among children ever born and living

The results of each of these data quality tables are shown in appendix C in document "Multiple Indicator Cluster Survey 2011 - Final Report" pp.167-177.

## File Description

# Variable List

**hh**

Content	Data collected at the household level (MICS Household questionnaire modules: Household information panel, Water and sanitation, Household characteristics, Insecticide treated nets, Child discipline.)
Cases	3000
Variable(s)	112
Structure	Type: relational Keys: HH1(Cluster number), HH2(Household number)
Version	
Producer	Badan Pusat Statistik-Statistics Indonesia (BPS) United Nations Children's Fund (UNICEF)
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V1	HH1	Cluster number	contin	numeric	
V2	HH2	Household number	contin	numeric	
V3	HH3	Interviewer number	contin	numeric	
V4	HH4	Supervisor number	discrete	numeric	
V5	HH5D	Day of interview	contin	numeric	
V6	HH5M	Month of interview	discrete	numeric	
V7	HH5Y	Year of interview	discrete	numeric	
V8	HH6	Area	discrete	numeric	
V9	HH7	Province	discrete	numeric	
V10	HH7A	District	discrete	numeric	
V11	HH9	Result of HH interview	discrete	numeric	
V12	HH10	Respondent to HH questionnaire	discrete	numeric	
V13	HH11	Number of HH members	discrete	numeric	
V14	HH12	Number of women 15 - 49 years	discrete	numeric	
V15	HH13	Number of woman' questionnaires completed	discrete	numeric	
V16	HH13A	Number of men 15 - 49 years	discrete	numeric	
V17	HH13B	Number of man' questionnaires completed	discrete	numeric	
V18	HH14	Number of children under age 5	discrete	numeric	
V19	HH15	Number of under - 5 questionnaires completed	discrete	numeric	
V20	HH16	Field editor	discrete	numeric	
V21	HH17	Data entry clerk	discrete	numeric	
V22	HH18H	Start of interview - Hour	discrete	numeric	
V23	HH18M	Start of interview - Minutes	discrete	numeric	
V24	HH19H	End of interview - Hour	discrete	numeric	
V25	HH19M	End of interview - Minutes	discrete	numeric	
V26	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
V27	WS2	Main source of water used for other purposes (if bottled wat	discrete	numeric	What is the main source of water used by your household for other purposes such as cooking and handwashing?
V28	WS3	Location of the water source	discrete	numeric	Where is that water source located?
V29	WS4	Time (in minutes) to get water and come back	discrete	numeric	How long does it take to go there, get water, and come back?
V30	WS5	Person collecting water	discrete	numeric	Who usually goes to this source to collect the water for your household?
V31	WS6	Treat water to make safer for drinking	discrete	numeric	Do you do anything to the water to make it safer to drink?
V32	WS7A	Water treatment: Boil	discrete	character	What do you usually do to make the water safer to drink?
V33	WS7B	Water treatment: Add bleach/chlorine	discrete	character	What do you usually do to make the water safer to drink?
V34	WS7C	Water treatment: Strain it through a cloth	discrete	character	What do you usually do to make the water safer to drink?
V35	WS7D	Water treatment: Use water filter	discrete	character	What do you usually do to make the water safer to drink?
V36	WS7E	Water treatment: Solar disinfection	discrete	character	What do you usually do to make the water safer to drink?
V37	WS7F	Water treatment: Let it stand and settle	discrete	character	What do you usually do to make the water safer to drink?
V38	WS7X	Water treatment: Other	discrete	character	What do you usually do to make the water safer to drink?
V39	WS7Z	Water treatment: DK	discrete	character	What do you usually do to make the water safer to drink?
V40	WS8	Type of toilet facility	discrete	numeric	What kind of toilet facility do members of your household usually use?
V41	WS9	Toilet facility shared	discrete	numeric	Do you share this faciilty with others who are not members of your household?
V42	WS10	Toilet shared with other household or with general public	discrete	numeric	Do you share this facility only with members of other households that you know, or is the facility open to the use of the general public?
V43	WS11	Households using this toilet facility	discrete	numeric	How many households in total use this toilet facility, including your own household?
V44	WS11A	Distance between water source and closest excreta disposal p	discrete	numeric	
V45	HC1A	Religion of household head	discrete	numeric	What is the religion of the head of this household?
V46	HC1C	Ethnic group of household head	discrete	numeric	To what ethnic group does the head of this household belong?
V47	HC1D	Head of the household born in Papua or Papua Barat	discrete	numeric	Was the head of this household born in Papua or West Papua?
V48	HC1E	Years ago head of household moved to Papua/West Papua	discrete	numeric	How many years ago did the head of this household moved to Papua/West Papua?
V49	HC1F	Reason for migration to Papua/West Papua	discrete	numeric	What was the main reason why the head of this household moved to Papua/West Papua?
V50	HC2	Number of rooms used for sleeping	discrete	numeric	How many rooms in this household are used for sleeping?
V51	HC3	Main material of floor	discrete	numeric	
V52	HC3A	Floor area of dwelling	discrete	numeric	What is the floor area of dwelling?
V53	HC4	Main material of roof	discrete	numeric	

ID	Name	Label	Type	Format	Question
V54	HC5	Main material of exterior wall	discrete	numeric	
V55	HC6	Type of fuel using for cooking	discrete	numeric	What type of fuel does your household mainly use for cooking?
V56	HC7	Cooking location	discrete	numeric	Is the cooking usually done in the house, in a separate building or outdoors? If "In the house", probe: Is it done in a separate room used as a kitchen?
V57	HC8A	Electricity	discrete	numeric	Does your household have: Electricity?
V58	HC8B	Radio	discrete	numeric	Does your household have: A radio?
V59	HC8C	Television	discrete	numeric	Does your household have: A television?
V60	HC8D	Non-mobile phone	discrete	numeric	Does your household have: A non-mobile telephone?
V61	HC8E	Refrigerator	discrete	numeric	Does your household have: A refrigerator?
V62	HC8F	LPG tube 12 Kg	discrete	numeric	Does your household have: LPG tube 12 Kg?
V63	HC8G	AC	discrete	numeric	Does your household have: AC?
V64	HC8H	Cable TV	discrete	numeric	Does your household have: Cable TV?
V65	HC8I	Electric/Solar powered water heater	discrete	numeric	Does your household have: Electric/Solar powered water heater?
V66	HC9A	Watch	discrete	numeric	Does any member of your household own: A watch?
V67	HC9B	Mobile telephone	discrete	numeric	Does any member of your household own: A mobile telephone?
V68	HC9C	Bicycle	discrete	numeric	Does any member of your household own: A bicycle?
V69	HC9D	Motorcycle or scooter	discrete	numeric	Does any member of your household own: A motorcycle or scooter?
V70	HC9E	Animal-drawn cart	discrete	numeric	Does any member of your household own: An animal-drawn cart?
V71	HC9F	Car or truck	discrete	numeric	Does any member of your household own: A car or truck?
V72	HC9G	Boat with motor	discrete	numeric	Does any member of your household own: A boat with a motor?
V73	HC10	Household owns the dwelling	discrete	numeric	Do you or someone living in this household own this dwelling?
V74	HC11	Any household member own land that can be used for agricultu	discrete	numeric	Does any member of this household own any land that can be used for agriculture?
V75	HC12	Hectares of agricultural land members of household owns	discrete	numeric	How many hectares of agricultural land do members of this household own?
V76	HC13	Household own any animals	discrete	numeric	Does this household own any livestock, herds, other farm animals, or poultry?
V77	HC14A	Cattle, milk cows, or bulls	discrete	numeric	How many of the following animals does this household have? Cattle, milk cows, or bulls?
V78	HC14B	Horses, donkeys, or mules	discrete	numeric	How many of the following animals does this household have? Horses, donkeys, or mules?
V79	HC14C	Goats	discrete	numeric	How many of the following animals does this household have? Goats?
V80	HC14D	Sheep	discrete	numeric	How many of the following animals does this household have? Sheep?
V81	HC14E	Chickens	discrete	numeric	How many of the following animals does this household have? Chickens?

ID	Name	Label	Type	Format	Question
V82	HC14F	Pigs	discrete	numeric	How many of the following animals does this household have? Pigs?
V83	HC14G	Crocodiles	discrete	numeric	How many of the following animals does this household have? Crocodiles?
V84	HC14H	Deer	discrete	numeric	How many of the following animals does this household have? Deer?
V85	HC14I	Kasuari (birds)	discrete	numeric	How many of the following animals does this household have? Kasuari (birds)?
V86	HC15	Any household member own bank account	discrete	numeric	Does any member of this household have a bank account?
V87	TN1	Household has mosquito nets	discrete	numeric	Does your household have any mosquito nets that can be used while sleeping?
V88	TN2	Number of mosquito nets	discrete	numeric	How many mosquito nets does your household have?
V89	CD6	Total children aged 2-14 years	discrete	numeric	Total number of children age 2-14 years
V90	CD8	Rank number of the selected child	discrete	numeric	
V91	CD9	Child line number	discrete	numeric	
V92	CD_FLAG	Flag for correct child line number	discrete	numeric	
V93	CD11	Took away privileges	discrete	numeric	Took away privileges, forbade something (name) liked or did not allow him/her to leave house.
V94	CD12	Explained why behaviour was wrong	discrete	numeric	Explained why (name) behavior was wrong.
V95	CD13	Shook child	discrete	numeric	Shook him/her.
V96	CD14	Shouted, yelled or screamed at child	discrete	numeric	Shouted, yelled at or screamed at him/her.
V97	CD15	Gave child something else to do	discrete	numeric	Gave him/her something else to do.
V98	CD16	Spanked, hit or slapped child on bottom with bare hand	discrete	numeric	Spanked, hit or slapped him/her on the bottom with bare hand.
V99	CD17	Hit child on the bottom or elsewhere with belt, brush, stick	discrete	numeric	Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.
V100	CD18	Called child dumb, lazy or another name	discrete	numeric	Called him/her dumb, lazy or another name like that.
V101	CD19	Hit or slapped child on the face, head or ears	discrete	numeric	Hit or slapped him/her on the face, head or ears.
V102	CD20	Hit or slapped child on the hand, arm or leg	discrete	numeric	Hit or slapped him/her on the hand, arm or leg.
V103	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.
V104	CD22	Child needs to be physically punished to be brought up prope	discrete	numeric	Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?
V105	HHSEX	Sex of household head	discrete	numeric	
V106	ethnicity	Ethnicity of household head	discrete	numeric	
V107	helevel	Education of household head	discrete	numeric	
V108	hhweight	Household Weight	contin	numeric	
V109	wscore	Wealth index score	contin	numeric	
V110	windex5	Wealth index quintiles	discrete	numeric	
V111	PSU	Primary sampling unit	contin	numeric	
V112	stratum	Strata	discrete	numeric	

**hl**

Content	Data collected at the household members' level (MICS Household members questionnaire modules: Household listing form, Education, Child Labour and Insecticide treated nets.)
Cases	12112
Variable(s)	64
Structure	Type: relational Keys: HH1(Cluster number), HH2(Household number), HL1(Line number)
Version	
Producer	Badan Pusat Statistik-Statistics Indonesia (BPS) United Nations Children's Fund (UNICEF)
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V113	HH1	Cluster number	contin	numeric	
V114	HH2	Household number	contin	numeric	
V115	HL1	Line number	discrete	numeric	
V116	HL3	Relationship to the head	discrete	numeric	What is the relationship of (name) to the head of the household?
V117	HL4	Sex	discrete	numeric	Is (name) male or female?
V118	HL5M	Month of birth	discrete	numeric	What is (name)'s date of birth?
V119	HL5Y	Year of birth	discrete	numeric	What is (name)'s date of birth?
V120	HL6	Age	discrete	numeric	How old is (name)?
V121	HL7	Line number of woman age 15 - 49	discrete	numeric	
V122	HL7A	Line number of man age 15 - 49	discrete	numeric	
V123	HL8	Line number of mother/caretaker for children age 5 - 17	discrete	numeric	Who is the mother or primary caretaker of this child?
V124	HL9	Line number of mother/caretaker for children under age 5	discrete	numeric	Who is the mother or primary caretaker of this child?
V125	HL10	Member stayed in the house last night	discrete	numeric	Did (name) stay here last night?
V126	HL11	Is natural mother alive	discrete	numeric	Is (name)'s natural mother alive?
V127	HL12	Natural mother's line number in HH	discrete	numeric	Does (name)'s natural mother live in this household?
V128	HL13	Is natural father alive	discrete	numeric	Is (name)'s natural father alive?
V129	HL14	Natural father's line number in HH	discrete	numeric	Does (name)'s natural father live in this household?
V130	ED1	Line number	discrete	numeric	
V131	ED3	Ever attended school or pre-school	discrete	numeric	Has (name) ever attended school or pre-school?
V132	ED4A	Highest level of education attended	discrete	numeric	What is the highest level of school (name) has attended?
V133	ED5	Attended school during current school year (2011-2012)	discrete	numeric	During the (2011-2012) school year, did (name) attend school or preschool at any time?
V134	ED6A	Level of education attended current school year	discrete	numeric	During this school year, which level and grade is/was (name) attending? Level:

ID	Name	Label	Type	Format	Question
V135	ED7	Attended school previous school year (2010-2011)	discrete	numeric	During the previous school year, that is, (2010-2011), did (name) attend school or preschool at any time?
V136	ED8A	Level of education attended previous school year	discrete	numeric	During that previous school year, which level and grade did (name) attend? Level:
V137	ED4B	Highest Grade completed [ED4B 2 digits]	discrete	numeric	What is the highest grade (name) completed at this level?
V138	ED6B	Grade of education attended current school year [ED6B 2 digi	discrete	numeric	During this school year, which level and grade is/was (name) attending? Grade:
V139	ED8B	Grade of education attended previous school year [ED8B 2 dig	discrete	numeric	During that previous school year, which level and grade did (name) attend? Grade:
V140	CL1	Line number	discrete	numeric	
V141	CL3	Worked in past week for someone who is not a HH member	discrete	numeric	During the past week, did (name) do any kind of work for someone who is not a member of this household?
V142	CL4	Hours worked in past week for someone who is not a HH member	discrete	numeric	Since last (day of the week), about how many hours did he/she do this work for someone who is not a member of this household?
V143	CL5	Worked in past week to fetch water or collect firewood for h	discrete	numeric	During the past week, did (name) fetch water or collect firewood for household use?
V144	CL6	Hours to fetch water or collect firewood	discrete	numeric	Since last (day of the week), about how many hours did he/she fetch water or collect firewood for household use?
V145	CL7	Other paid or unpaid family work in past week	discrete	numeric	During the past week, did (name) do any paid or unpaid work on a family farm or in a family business or selling goods in the street?
V146	CL8	Hours worked on other family work	discrete	numeric	Since last (day of the week), about how many hours did he/she do this work for his/her family or himself/herself?
V147	CL9	Helped with household chores in past week	discrete	numeric	During the past week, did (name) help with household chores such as shopping, cleaning, washing clothes, cooking; or caring for children, old or sick people?
V148	CL10	Hours spent on chores in past week	discrete	numeric	Since last (day of the week), about how many hours did he/she spend doing these chores?
V149	TNLN	Net number	discrete	numeric	
V150	TN4	Mosquito net observed	discrete	numeric	
V151	TN5	Brand/type of observed net	discrete	numeric	
V152	TN6	Months ago net obtained	discrete	numeric	How many months ago did your household get the mosquito net?
V153	TN8	Net treated with an insecticide when obtained	discrete	numeric	When you got the net, was it already treated with an insecticide to kill or repel mosquitoes?
V154	TN9	Net soaked or dipped since obtained	discrete	numeric	Since you got the net, was it ever soaked or dipped in a liquid to kill or repel mosquitoes?
V155	TN10	Months ago net soaked or dipped	discrete	numeric	How many months ago was the net last soaked or dipped?
V156	TN11	Persons slept under mosquito net last night	discrete	numeric	Did anyone sleep under this mosquito net last night?
V157	TN12_1	Person 1 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V158	TN12_2	Person 2 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V159	TN12_3	Person 3 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V160	TN12_4	Person 4 who slept under net	discrete	numeric	Who slept under this mosquito net last night?

ID	Name	Label	Type	Format	Question
V161	HH5D	Day of interview	contin	numeric	Day/month/year of interview:
V162	HH5M	Month of interview	discrete	numeric	Day/month/year of interview:
V163	HH5Y	Year of interview	discrete	numeric	Day/month/year of interview:
V164	HH6	Area	discrete	numeric	
V165	HH7	Province	discrete	numeric	
V166	HH7A	District	discrete	numeric	
V167	MLINE	Mother's line number	discrete	numeric	
V168	FLINE	Father's line number	discrete	numeric	
V169	melevel	Mother's education	discrete	numeric	
V170	felevel	Father's education	discrete	numeric	
V171	helevel	Education of household head	discrete	numeric	
V172	ethnicity	Ethnicity of household head	discrete	numeric	
V173	schage	Age at beginning of school year	discrete	numeric	
V174	HHWEIGHT	Household Weight	contin	numeric	
V175	wscore	Wealth index score	contin	numeric	
V176	windex5	Wealth index quintiles	discrete	numeric	

**wm**

Content	Data collected at the women's level (MICS Women's questionnaire modules: Woman's information panel, Woman's background, Child mortality, Desire for last birth, Maternal and newborn health, Contraception, Unmet need, Attitudes toward domestic violence, Marriage/union, Sexual behavior, HIV/AIDS and Insecticide treated nets.)
Cases	3017
Variable(s)	224
Structure	Type: relational Keys: HH1(Cluster number), HH2(Household number), LN(Line number)
Version	
Producer	Badan Pusat Statistik-Statistics Indonesia (BPS) United Nations Children's Fund (UNICEF)
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V177	HH1	Cluster number	contin	numeric	
V178	HH2	Household number	contin	numeric	
V179	LN	Line number	discrete	numeric	
V180	WM1	Cluster number	contin	numeric	
V181	WM2	Household number	contin	numeric	
V182	WM4	Woman's line number	discrete	numeric	
V183	WM5	Interviewer number	contin	numeric	
V184	WM6D	Day of interview	contin	numeric	
V185	WM6M	Month of interview	discrete	numeric	
V186	WM6Y	Year of interview	discrete	numeric	
V187	WM7	Result of woman's interview	discrete	numeric	
V188	WM8	Field editor	discrete	numeric	
V189	WM9	Data entry clerk	discrete	numeric	
V190	WM10H	Start of interview - Hour	discrete	numeric	
V191	WM10M	Start of interview - Minutes	discrete	numeric	
V192	WM11H	End of interview - Hour	discrete	numeric	
V193	WM11M	End of interview - Minutes	discrete	numeric	
V194	WB1M	Month of birth of woman	discrete	numeric	In what month and year were you born?
V195	WB1Y	Year of birth of woman	discrete	numeric	In what month and year were you born?
V196	WB2	Age of woman	contin	numeric	How old are you?
V197	WB3	Ever attended school	discrete	numeric	Have you ever attended school or preschool?
V198	WB4	Highest level of school you attended	discrete	numeric	What is the highest level of school you attended?
V199	WB5	Highest grade completed at that level	discrete	numeric	What is the highest grade you completed at that level?
V200	WB7	Can read part of the sentence	discrete	numeric	Now I would like you to read this sentence to me. Can you read part of the sentence to me?
V201	WB51	Highest grade completed at that level [WB5 - 2 digits]	discrete	numeric	

ID	Name	Label	Type	Format	Question
V202	CM1	Ever given birth	discrete	numeric	Now I would like to ask you about all the births you have had during your life. Have you ever given birth?
V203	CM2D	Day of first birth	discrete	numeric	What was the date of your first birth? I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.
V204	CM2M	Month of first birth	discrete	numeric	What was the date of your first birth? I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.
V205	CM2Y	Year of first birth	discrete	numeric	What was the date of your first birth? I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.
V206	CM3	Years since first birth	discrete	numeric	How many years ago did you have your first birth?
V207	CM4	Any sons or daughters living with you	discrete	numeric	Do you have any sons or daughters to whom you have given birth who are now living with you?
V208	CM5A	Sons living with you	discrete	numeric	How many sons live with you?
V209	CM5B	Daughters living with you	discrete	numeric	How many daughters live with you?
V210	CM6	Any sons or daughters not living with you	discrete	numeric	Do you have any sons or daughters to whom you have given birth who are alive but do not live with you?
V211	CM7A	Sons living elsewhere	discrete	numeric	How many sons are alive but do not live with you?
V212	CM7B	Daughters living elsewhere	discrete	numeric	How many daughters are alive but do not live with you?
V213	CM8	Ever had child who later died	discrete	numeric	Have you ever given birth to a boy or girl who was born alive but later died?
V214	CM9A	Boys dead	discrete	numeric	How many boys have died?
V215	CM9B	Girls dead	discrete	numeric	How many girls have died?
V216	CM10	Children ever born	discrete	numeric	
V217	CM12D	Day of last birth	discrete	numeric	Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?
V218	CM12M	Month of last birth	discrete	numeric	Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?
V219	CM12Y	Year of last birth	discrete	numeric	Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?
V220	CM13	Last birth in last two years	discrete	character	
V221	DB1	Wanted last child then	discrete	numeric	When you got pregnant with (name), did you want to get pregnant at that time?
V222	DB2	Wanted child later or did not want more children	discrete	numeric	Did you want to have a baby later on, or did you not want any (more) children?
V223	DB3U	Desired waiting time (units)	discrete	numeric	How much longer did you want to wait?
V224	DB3N	Desired waiting time (number)	discrete	numeric	How much longer did you want to wait?
V225	MN1	Received antenatal care	discrete	numeric	Did you see anyone for antenatal care during your last pregnancy with (name)?
V226	MN2A	Antenatal care: Doctor	discrete	character	Whom did you see?
V227	MN2B	Antenatal care: Midwife	discrete	character	Whom did you see?

ID	Name	Label	Type	Format	Question
V228	MN2D	Antenatal care: Nurse	discrete	character	Whom did you see?
V229	MN2F	Antenatal care: Traditional birth attendant	discrete	character	Whom did you see?
V230	MN2G	Antenatal care: Community health worker (cadre)	discrete	character	Whom did you see?
V231	MN2X	Antenatal care: Other	discrete	character	Whom did you see?
V232	MN3	Times received antenatal care	discrete	numeric	How many times did you receive antenatal care during this pregnancy?
V233	MN4A	Blood pressure	discrete	numeric	As part of your antenatal care during this pregnancy, were any of the following done at least once: Was your blood pressure measured?
V234	MN4B	Urine sample	discrete	numeric	As part of your antenatal care during this pregnancy, were any of the following done at least once: Did you give a urine sample?
V235	MN4C	Blood sample	discrete	numeric	As part of your antenatal care during this pregnancy, were any of the following done at least once: Did you give a blood sample?
V236	MN5	Has own immunization card	discrete	numeric	Do you have a card with your own immunizations listed? May I see it please?
V237	MN6	Any tetanus toxoid injection during last pregnancy	discrete	numeric	When you were pregnant with (name), did you receive any injection in the arm or shoulder to prevent the baby from getting tetanus toxoid, that is convulsions after birth?
V238	MN7	Doses of tetanus toxoid during last pregnancy	discrete	numeric	How many times did you receive this tetanus injection during your pregnancy with (name)?
V239	MN9	Any tetanus toxoid injection before last pregnancy	discrete	numeric	Did you receive any tetanus injection at any time before your pregnancy with (name), either to protect yourself or another baby?
V240	MN10	Doses of tetanus toxoid before last pregnancy	discrete	numeric	How many times did you receive a tetanus injection before your pregnancy with (name)?
V241	MN11	Years ago last tetanus toxoid received	discrete	numeric	How many years ago did you receive the last tetanus injection before your pregnancy with (name)?
V242	MN13A	Blood tested for malaria during ANC visits	discrete	numeric	During any of these antenatal visits for th pregnancy, did you get the blood screening test for malaria?
V243	MN13B	Result of blood test for malaria during ANC visits	discrete	numeric	What was the result of the blood screening test?
V244	MN13C	Took medicine in order to prevent malaria	discrete	numeric	Were you given any medicine for malaria during any of these antenatal visits for the pregnancy?
V245	MN13DA	Medicines taken to prevent malaria: SP / Fansidar	discrete	character	What medicine were you given?
V246	MN13DB	Medicines taken to prevent malaria: Chloroquine	discrete	character	What medicine were you given?
V247	MN13DD	Medicines taken to prevent malaria: Quinine / Kina	discrete	character	What medicine were you given?
V248	MN13DE	Medicines taken to prevent malaria: Artesdiaquine	discrete	character	What medicine were you given?
V249	MN13DF	Medicines taken to prevent malaria: Arsuamon	discrete	character	What medicine were you given?
V250	MN13DG	Medicines taken to prevent malaria: Arterakin / Artekin	discrete	character	What medicine were you given?

ID	Name	Label	Type	Format	Question
V251	MN13DH	Medicines taken to prevent malaria: Other anti-malarial	discrete	character	What medicine were you given?
V252	MN13DI	Medicines taken to prevent malaria: Antibiotic pill / syrup	discrete	character	What medicine were you given?
V253	MN13DJ	Medicines taken to prevent malaria: Antibiotic injection	discrete	character	What medicine were you given?
V254	MN13DP	Medicines taken to prevent malaria: Paracetamol / Panadol /	discrete	character	What medicine were you given?
V255	MN13DQ	Medicines taken to prevent malaria: Aspirin	discrete	character	What medicine were you given?
V256	MN13DR	Medicines taken to prevent malaria: Ibuprofen	discrete	character	What medicine were you given?
V257	MN14X	Medicines taken to prevent malaria: Other	discrete	character	What medicine were you given?
V258	MN14Z	Medicines taken to prevent malaria: DK	discrete	character	What medicine were you given?
V259	MN13E	Received an ITN during ANC visits	discrete	numeric	During any of these antenatal visits for the pregnancy, were you given a insecticide treated net?
V260	MN17A	Assistance at delivery: Doctor	discrete	character	Who assisted with the delivery of (name)?
V261	MN17B	Assistance at delivery: Midwife	discrete	character	Who assisted with the delivery of (name)?
V262	MN17D	Assistance at delivery: Nurse	discrete	character	Who assisted with the delivery of (name)?
V263	MN17F	Assistance at delivery: Traditional birth attendant	discrete	character	Who assisted with the delivery of (name)?
V264	MN17G	Assistance at delivery: Community health worker	discrete	character	Who assisted with the delivery of (name)?
V265	MN17H	Assistance at delivery: Relative / Friend	discrete	character	Who assisted with the delivery of (name)?
V266	MN17X	Assistance at delivery: Other	discrete	character	Who assisted with the delivery of (name)?
V267	MN17Y	Assistance at delivery: No one	discrete	character	Who assisted with the delivery of (name)?
V268	MN18	Place of delivery	discrete	numeric	Where did you give birth to (name)?
V269	MN21	Child weighed at birth	discrete	numeric	Was (name) weighed at birth?
V270	MN22A	Weight from card or recall	discrete	numeric	How much did (name) weigh?
V271	MN22	Weight at birth (Kilograms)	discrete	numeric	How much did (name) weigh?
V272	MN24	Ever breastfeed	discrete	numeric	Did you ever breastfeed (name)?
V273	MN25U	Time baby put to breast (unit)	discrete	numeric	How long after birth did you first put (name) to the breast?
V274	MN25N	Time baby put to breast (number)	discrete	numeric	How long after birth did you first put (name) to the breast?
V275	CP1	Currently pregnant	discrete	numeric	I would like to talk with you about another subject—family planning. Are you pregnant now?
V276	CP1A	Currently using a method to avoid pregnancy	discrete	numeric	Couples use various ways or methods to delay or avoid pregnancy. Did you ever do something or used any method to delay or avoid getting pregnant?
V277	CP2	Ever used a method to avoid pregnancy	discrete	numeric	Are you currently doing something or using any method to delay or avoid getting pregnant?
V278	CP3A	Current method: Female sterilization	discrete	character	What are you doing to delay or avoid pregnancy? Female Sterilization: Women can have an operation to avoid having any more children.

ID	Name	Label	Type	Format	Question
V279	CP3B	Current method: Male sterilization	discrete	character	What are you doing to delay or avoid pregnancy? Male Sterilization: Men can have an operation to avoid having any more children.
V280	CP3C	Current method: IUD	discrete	character	What are you doing to delay or avoid pregnancy? IUD: Women can have a loop or coil placed inside them by a doctor or a nurse.
V281	CP3D	Current method: Injectables	discrete	character	What are you doing to delay or avoid pregnancy? Injectables: Women can have an injection by a health provider, that stops her from becoming pregnant for one or more months.
V282	CP3E	Current method: Implants	discrete	character	What are you doing to delay or avoid pregnancy? Implants: Women can have one or more small implants placed in their upper arm by a doctor or nurse which can prevent pregnancy for one or more years.
V283	CP3F	Current method: Pill	discrete	character	What are you doing to delay or avoid pregnancy? Pill: Women have to take a pill every day to avoid becoming pregnant.
V284	CP3G	Current method: Male condom	discrete	character	What are you doing to delay or avoid pregnancy? Male Condom: Men can put a rubber condom on their penis before or during the sexual intercourse.
V285	CP3H	Current method: Female condom	discrete	character	What are you doing to delay or avoid pregnancy? Female Condom: Women can place a sheath in their vagina before sexual intercourse.
V286	CP3I	Current method: Diaphragm	discrete	character	What are you doing to delay or avoid pregnancy? Diaphragm: Women can place a soft rubber cup in their vagina to block sperm from entering uterus or tubes.
V287	CP3J	Current method: Foam / Jelly	discrete	character	What are you doing to delay or avoid pregnancy? Foam, Jelly: Women may be using spermicides such as foam, jelly, cream that are used to kill sperm or make sperm unable to move to the egg.
V288	CP3K	Current method: Lactational amenorrhoea method	discrete	character	What are you doing to delay or avoid pregnancy? Lactational Amenorrhoea Method (LAM)
V289	CP3L	Current method: Periodic abstinence / Rhythm	discrete	character	What are you doing to delay or avoid pregnancy? Periodic abstinence / Rhythm: Woman can avoid pregnancy by not having sexual intercourse on the days of the month she is most likely to get pregnant.
V290	CP3M	Current method: Withdrawal	discrete	character	What are you doing to delay or avoid pregnancy? Withdrawal: Men can be careful and pull out before climax.
V291	CP3X	Current method: Other	discrete	character	What are you doing to delay or avoid pregnancy? Other
V292	UN2	Wanted to get pregnant at the time	discrete	numeric	Now I would like to talk to you about your current pregnancy. When you got pregnant, did you want to get pregnant at that time?
V293	UN3	Wanted baby later or did not want more children	discrete	numeric	Did you want to have a baby later on or did you not want any (more) children?
V294	UN4	Would like to have another child (currently pregnant)	discrete	numeric	Now I would like to ask some questions about the future. After the child you are now expecting, would you like to have another child, or would you prefer not to have any more children?
V295	UN6	Would like to have another child (not currently pregnant)	discrete	numeric	Now I would like to ask you some questions about the future. Would you like to have (a/another) child, or would you prefer not to have any (more) children?
V296	UN7U	Desired waiting time (unit)	discrete	numeric	How long would you like to wait before the birth of (a/another) child?

ID	Name	Label	Type	Format	Question
V297	UN7N	Desired waiting time (number)	discrete	numeric	How long would you like to wait before the birth of (a/another) child?
V298	UN10	Able to get pregnant	discrete	numeric	Do you think you are physically able to get pregnant at this time?
V299	UN11A	Reason: Infrequent sex / No sex	discrete	character	Why do you think you are not physically able to get pregnant?
V300	UN11B	Reason: Menopausal	discrete	character	Why do you think you are not physically able to get pregnant?
V301	UN11C	Reason: Never menstruated	discrete	character	Why do you think you are not physically able to get pregnant?
V302	UN11D	Reason: Hysterectomy	discrete	character	Why do you think you are not physically able to get pregnant?
V303	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?
V304	UN11F	Reason: Postpartum amenorrheic	discrete	character	Why do you think you are not physically able to get pregnant?
V305	UN11G	Reason: Breastfeeding	discrete	character	Why do you think you are not physically able to get pregnant?
V306	UN11H	Reason: Too old	discrete	character	Why do you think you are not physically able to get pregnant?
V307	UN11I	Reason: Fatalistic	discrete	character	Why do you think you are not physically able to get pregnant?
V308	UN11X	Reason: Other	discrete	character	Why do you think you are not physically able to get pregnant?
V309	UN11Z	Reason: Don't know	discrete	character	Why do you think you are not physically able to get pregnant?
V310	UN13U	Start of last menstrual period (unit)	discrete	numeric	When did your last menstrual period start?
V311	UN13N	Start of last menstrual period (number)	discrete	numeric	When did your last menstrual period start?
V312	DV1A	If she goes out with out telling husband: wife beating justi	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she goes out without telling him?
V313	DV1B	If she neglects the children: wife beating justified	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she neglects the children?
V314	DV1C	If she argues with husband: wife beating justified	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she argues with him?
V315	DV1D	If she refuses sex with husband: wife beating justified	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she refuses to have sex with him?
V316	DV1E	If she burns the food: wife beating justified	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she burns the food?
V317	DV1F	If she argues with the parent-in-law	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she argues with the parent-in-law?

ID	Name	Label	Type	Format	Question
V318	MA1	Currently married or living with a man	discrete	numeric	Are you currently married or living together with a man as if married?
V319	MA1AA	Marriage: Civil registration	discrete	character	Are you married through: [A] Civil registration?
V320	MA1AB	Marriage: Religious ceremony	discrete	character	Are you married through: [B] Religious ceremony?
V321	MA1AC	Marriage: Traditional ceremony	discrete	character	Are you married through: [C] Traditional ceremony?
V322	MA1AD	Marriage: Community acceptance	discrete	character	Are you married through: [D] Community acceptance?
V323	MA2	Age of husband/partner	discrete	numeric	How old is your husband/partner?
V324	MA5	Ever married or lived with a man	discrete	numeric	Have you ever been married or lived together with a man as if married?
V325	MA6	Marital status	discrete	numeric	What is your marital status now: are you widowed, divorced or separated?
V326	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?
V327	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?
V328	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?
V329	MA9	Age at first union	discrete	numeric	How old were you when you started living with your first husband/partner?
V330	SB1	Age at first sexual intercourse	discrete	numeric	Now, I would like to ask you some questions about sexual activity in order to gain a better understanding of some important life issues. The information you supply will remain strictly confidential. How old were you when you had sexual intercourse for the very first time?
V331	SB2	Condom used during first sexual intercourse	discrete	numeric	The first time you had sexual intercourse, was a condom used?
V332	SB3U	Time since last sexual intercourse (unit)	discrete	numeric	When was the last time you had sexual intercourse?
V333	SB3N	Time since last sexual intercourse (number)	discrete	numeric	When was the last time you had sexual intercourse?
V334	SB4	Condom used at last sexual intercourse	discrete	numeric	The last time you had sexual intercourse, was a condom used?
V335	SB5	Relationship to last sexual partner	discrete	numeric	What was your relationship to this person with whom you last had sexual intercourse?
V336	SB7	Age of last sexual partner	discrete	numeric	How old is this person?
V337	SB8	Sex with any other man in the last 12 month	discrete	numeric	Have you had sexual intercourse with any other person in the last 12 months?
V338	SB9	Condom used with prior sexual partner	discrete	numeric	The last time you had sexual intercourse with this other person, was a condom used?
V339	SB10	Relationship to prior sexual partner	discrete	numeric	What was your relationship to this person?
V340	SB12	Age of prior sexual partner	discrete	numeric	How old is this person?
V341	SB13	Sex with any other man in the last 12 months	discrete	numeric	Other than these two persons, have you had sexual intercourse with any other person in the last 12 months?
V342	SB14	Number of sex partners in last 12 months	discrete	numeric	In total, with how many different people have you had sexual intercourse in the last 12 months?
V343	SB15	Number of sex partners in lifetime	discrete	numeric	In total, with how many different people have you had sexual intercourse in your lifetime?

ID	Name	Label	Type	Format	Question
V344	HA1	Ever heard of AIDS	discrete	numeric	Now I would like to talk with you about something else. Have you ever heard of an illness called AIDS?
V345	HA2	Can avoid AIDS virus by having one uninfected partner	discrete	numeric	Can people reduce their chance of getting the AIDS virus by having just one uninfected sex partner who has no other sex partners?
V346	HA3	Can get AIDS virus through supernatural means	discrete	numeric	Can people get the AIDS virus because of witchcraft or other supernatural means?
V347	HA4	Can avoid AIDS virus by using a condom correctly every time	discrete	numeric	Can people reduce their chance of getting the AIDS virus by using a condom every time they have sex?
V348	HA5	Can get AIDS virus from mosquito bites	discrete	numeric	Can people get the AIDS virus from mosquito bites?
V349	HA6	Can get AIDS virus by sharing food with a person who has AID	discrete	numeric	Can people get the AIDS virus by sharing food with a person who has AIDS virus?
V350	HA7	Healthy-looking person may have AIDS virus	discrete	numeric	Is it possible for a healthy-looking person to have the AIDS virus?
V351	HA8A	AIDS virus from mother to child during pregnancy	discrete	numeric	Can the virus that causes AIDS be transmitted from a mother to her baby: During pregnancy?
V352	HA8B	AIDS virus from mother to child during delivery	discrete	numeric	Can the virus that causes AIDS be transmitted from a mother to her baby: During delivery?
V353	HA8C	AIDS virus from mother to child through breastfeeding	discrete	numeric	Can the virus that causes AIDS be transmitted from a mother to her baby: By breastfeeding?
V354	HA9	Should female teacher with AIDS virus be allowed to teach in	discrete	numeric	In your opinion, if a female teacher has the AIDS virus but is not sick, should she be allowed to continue teaching in school?
V355	HA10	Would buy fresh vegetables from shopkeeper with AIDS virus	discrete	numeric	Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had the AIDS virus?
V356	HA11	If HH member became infected with AIDS virus, would want it	discrete	numeric	If a member of your family got infected with the AIDS virus, would you want it to remain a secret?
V357	HA12	Willing to care for person with AIDS in household	discrete	numeric	If a member of your family became sick with AIDS, would you be willing to care for him or her in your household?
V358	HA15	Given information about AIDS virus during antenatal care vis	discrete	numeric	During any of the antenatal visits for your pregnancy with (name), were you given any information about HIV/AIDS?
V359	HA16	Tested for AIDS virus as part of antenatal care	discrete	numeric	I don't want to know the results, but were you tested for the AIDS virus as part of your antenatal care?
V360	HA17	Received results from test during antenatal care	discrete	numeric	I don't want to know the results, but did you get the results of the test?
V361	HA18	Received consultation after testing during antenatal care	discrete	numeric	Regardless of the result, all women who are tested are supposed to receive counselling after getting test result. After you were tested, did you receive counselling?
V362	HA24	Ever been tested for AIDS virus	discrete	numeric	I don't want to know the results, but have you ever been tested to see if you have the AIDS virus?
V363	HA25	Most recent time of testing for AIDS virus	discrete	numeric	When was the most recent time you were tested?
V364	HA26	Received results of AIDS virus test	discrete	numeric	I don't want to know the results, but did you get the results of the test?
V365	HA27	Know a place to get AIDS virus test	discrete	numeric	Do you know of a place where people can go to get tested for the AIDS virus?
V366	TA14	Ever drunk alcohol	discrete	numeric	Now I would like to ask you some questions about drinking alcohol. Have you ever drink alcohol?

ID	Name	Label	Type	Format	Question
V367	TA15	Age when had first drink of alcohol other than a few sips	discrete	numeric	Which is considered one drink of alcohol is one can or bottle of beer, one glass of wine, or one shot of cognac, vodka, whiskey, rum, saguer, permipan, bobo, cap tikus, sofi, or sby. How old were you when you had your first drink of alcohol, other than a few sips?
V368	TA16	How many days did you have at least one drink of alcohol las	discrete	numeric	During the last one month, on how many days did you have at least one drink of alcohol?
V369	TA17	How many can/bottle/glass/shot of drinks in a day last one m	discrete	numeric	In the last one month, on the days that you drank alcohol, how many can/bottle/glass/shot of drinks did you usually have?
V370	TNLN	Net number	discrete	numeric	
V371	TN4	Mosquito net observed	discrete	numeric	
V372	TN5	Brand/type of observed net	discrete	numeric	
V373	TN6	Months ago net obtained	discrete	numeric	How many months ago did your household get the mosquito net?
V374	TN8	Net treated with an insecticide when obtained	discrete	numeric	When you got the net, was it already treated with an insecticide to kill or repel mosquitoes?
V375	TN9	Net soaked or dipped since obtained	discrete	numeric	Since you got the net, was it ever soaked or dipped in a liquid to kill or repel mosquitoes?
V376	TN10	Months ago net soaked or dipped	discrete	numeric	How many months ago was the net last soaked or dipped?
V377	TN11	Persons slept under mosquito net last night	discrete	numeric	Did anyone sleep under this mosquito net last night?
V378	TN12_1	Person 1 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V379	TN12_2	Person 2 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V380	TN12_3	Person 3 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V381	TN12_4	Person 4 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V382	HH6	Area	discrete	numeric	
V383	HH7	Province	discrete	numeric	
V384	HH7A	District	discrete	numeric	
V385	WDOI	Date of interview of women (CMC)	discrete	numeric	
V386	WDOB	Date of birth of woman (CMC)	contin	numeric	
V387	WAGE	Age of woman	discrete	numeric	
V388	WDOM	Date of marriage woman(CMC)	contin	numeric	
V389	WAGEM	Age at first marriage/union	contin	numeric	
V390	WDOBFC	Date of birth of first child (CMC)	contin	numeric	
V391	WDOBLC	Date of birth of last child (CMC)	contin	numeric	
V392	MSTATUS	Marital/Union status	discrete	numeric	
V393	CEB	Children ever born	discrete	numeric	
V394	CSURV	Children surviving	discrete	numeric	
V395	CDEAD	Children dead	discrete	numeric	
V396	welevel	Education	discrete	numeric	
V397	ethnicity	Ethnicity of household head	discrete	numeric	
V398	WMWEIGHT	Women sample weight	contin	numeric	
V399	wscore	Wealth index score	contin	numeric	

<b>ID</b>	<b>Name</b>	<b>Label</b>	<b>Type</b>	<b>Format</b>	<b>Question</b>
V400	windex5	Wealth index quintiles	discrete	numeric	

**ch**

Content	Data collected at the children's level (MICS Under Five Children's questionnaire modules: Under-five child information panel, Child's age, Breastfeeding, Malaria, Immunization and Insecticide treated nets.)
Cases	1561
Variable(s)	177
Structure	Type: relational Keys: HH1(Cluster number), HH2(Household number), LN(Line number), UF1(Cluster number)
Version	
Producer	Badan Pusat Statistik-Statistics Indonesia (BPS) United Nations Children's Fund (UNICEF)
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V401	HH1	Cluster number	contin	numeric	
V402	HH2	Household number	contin	numeric	
V403	LN	Line number	discrete	numeric	
V404	UF1	Cluster number	contin	numeric	
V405	UF2	Household number	contin	numeric	
V406	UF4	Child's line number	discrete	numeric	
V407	UF6	Mother / Caretaker's line number	discrete	numeric	
V408	UF7	Interviewer number	contin	numeric	
V409	UF8D	Day of interview	contin	numeric	
V410	UF8M	Month of interview	discrete	numeric	
V411	UF8Y	Year of interview	discrete	numeric	
V412	UF9	Result of interview for children under 5	discrete	numeric	
V413	UF10	Field editor	discrete	numeric	
V414	UF11	Data entry clerk	discrete	numeric	
V415	UF12H	Start of interview - Hour	discrete	numeric	
V416	UF12M	Start of interview - Minutes	discrete	numeric	
V417	UF13H	End of interview - Hour	discrete	numeric	
V418	UF13M	End of interview - Minutes	discrete	numeric	
V419	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?
V420	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?
V421	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?
V422	AG2	Age of child	discrete	numeric	How old is (name)?
V423	BR1	Birth certificate	discrete	numeric	Does (name) have a birth certificate?
V424	BR2	Birth registered	discrete	numeric	Has (name)'s birth been registered with the civil authorities?

ID	Name	Label	Type	Format	Question
V425	BR3	Know how to register birth	discrete	numeric	Do you know how to register your child's birth?
V426	BF1	Child ever been breastfed	discrete	numeric	Has (name) ever been breastfed?
V427	BF2	Child still being breastfed	discrete	numeric	Is he/she still being breastfed?
V428	BF3	Child drank plain water yesterday	discrete	numeric	I would like to ask you about liquids that (name) may have had yesterday during the day or the night. I am interested in whether (name) had the item even if it was combined with other foods. Did (name) drink plain water yesterday, during the day or night?
V429	BF4	Child drank infant formula yesterday	discrete	numeric	Did (name) drink infant formula yesterday, during the day or night?
V430	BF5	Times child drank infant formula	discrete	numeric	How many times did (name) drink infant formula?
V431	BF6	Child drank milk yesterday	discrete	numeric	Did (name) drink milk, such as tinned, powdered or fresh animal milk yesterday, during the day or night?
V432	BF7	Times child drank milk	discrete	numeric	How many times did (name) drink tinned, powdered or fresh animal milk?
V433	BF8	Child drank juice or juice drinks yesterday	discrete	numeric	Did (name) drink juice or juice drinks yesterday, during the day or night?
V434	BF9	Child drank broth/clear soup yesterday	discrete	numeric	Did (name) drink clear broth/clear soup yesterday, during the day or night?
V435	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?
V436	BF11	Child drank Orali (sugar salt solution) yesterday	discrete	numeric	Did (name) drink Oralit (sugar salt solution) yesterday, during the day or night?
V437	BF12	Child drank any other liquid yesterday	discrete	numeric	Did (name) drink any other liquids yesterday, during the day or night?
V438	BF13	Child drank or ate yogurt yesterday	discrete	numeric	Did (name) drink or eat yogurt yesterday, during the day or night?
V439	BF14	Times drank or ate yogurt	discrete	numeric	How many times did (name) drink or eat yogurt yesterday, during the day or night?
V440	BF15	Child ate thin porridge yesterday	discrete	numeric	Did (name) eat thin porridge yesterday, during the day or night?
V441	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?
V442	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?
V443	BF18	Child drank anything else from the bottle with a nipple yest	discrete	numeric	Yesterday, during the day or night, did (name) drink anything from a bottle with a nipple?
V444	ML1	Child ill with fever in last 2 weeks	discrete	numeric	In the last two weeks, has (name) been ill with a fever at any time?
V445	ML2	Blood taken for testing during illness	discrete	numeric	At any time during the illness, did (name) have blood taken from his/her finger or heel for testing?
V446	ML3	Advice or treatment during illness	discrete	numeric	Did you seek any advice or treatment for the illness from any source?
V447	ML4	Child taken to a health facility during illness	discrete	numeric	Was (name) taken to a health facility during this illness?

ID	Name	Label	Type	Format	Question
V448	ML5	Child given medicine at health facility	discrete	numeric	Was (name) given any medicine for fever or malaria at the health facility?
V449	ML6A	Medicine given: SP / Fansidar	discrete	character	What medicine was (name) given?
V450	ML6B	Medicine given: Chloroquine	discrete	character	What medicine was (name) given?
V451	ML6D	Medicine given: Quinine / Kina	discrete	character	What medicine was (name) given?
V452	ML6E	Medicine given: Artesdiaquine	discrete	character	What medicine was (name) given?
V453	ML6F	Medicine given: Arsuamon	discrete	character	What medicine was (name) given?
V454	ML6G	Medicine given: Arterakin / Artekin	discrete	character	What medicine was (name) given?
V455	ML6H	Medicine given: Other anti-malarial	discrete	character	What medicine was (name) given?
V456	ML6I	Medicine given: Antibiotic pill / syrup	discrete	character	What medicine was (name) given?
V457	ML6J	Medicine given: Antibiotic Injection	discrete	character	What medicine was (name) given?
V458	ML6P	Medicine given: Paracetamol / Panadol / Acetaminophen	discrete	character	What medicine was (name) given?
V459	ML6Q	Medicine given: Aspirin	discrete	character	What medicine was (name) given?
V460	ML6R	Medicine given: Ibuprofen	discrete	character	What medicine was (name) given?
V461	ML6X	Medicine given: Other	discrete	character	What medicine was (name) given?
V462	ML6Z	Medicine given: DK	discrete	character	What medicine was (name) given?
V463	ML7	Child given medicine before visiting health facility	discrete	numeric	Was (name) given any medicine for the fever or malaria before being taken to the health facility?
V464	ML8	Child given medicine for malaria or fever during illness	discrete	numeric	Was (name) given any medicine for fever or malaria during this illness?
V465	ML9A	Medicine given: SP / Fansidar	discrete	character	What medicine was (name) given?
V466	ML9B	Medicine given: Chloroquine	discrete	character	What medicine was (name) given?
V467	ML9D	Medicine given: Quinine / Kina	discrete	character	What medicine was (name) given?
V468	ML9E	Medicine given: Artesdiaquine	discrete	character	What medicine was (name) given?
V469	ML9F	Medicine given: Arsuamon	discrete	character	What medicine was (name) given?
V470	ML9G	Medicine given: Arterakin / Artekin	discrete	character	What medicine was (name) given?
V471	ML9H	Medicine given: Other anti-malarial	discrete	character	What medicine was (name) given?
V472	ML9I	Medicine given: Antibiotic pill / syrup	discrete	character	What medicine was (name) given?
V473	ML9J	Medicine given: Antibiotic injection	discrete	character	What medicine was (name) given?
V474	ML9P	Medicine given: Paracetamol / Panadol / Acetaminophen	discrete	character	What medicine was (name) given?
V475	ML9Q	Medicine given: Aspirin	discrete	character	What medicine was (name) given?
V476	ML9R	Medicine given: Ibuprofen	discrete	character	What medicine was (name) given?
V477	ML9X	Medicine given: Other	discrete	character	What medicine was (name) given?
V478	ML9Z	Medicine given: DK	discrete	character	What medicine was (name) given?
V479	ML11	Days after fever started first took anti-malarial	discrete	numeric	How long after the fever started did (name) first take (name of anti-malarial from ML6 or ML9)?
V480	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?
V481	IM2	Ever had vaccination card	discrete	numeric	Did you ever have a vaccination card for (name)?

ID	Name	Label	Type	Format	Question
V482	IM3BD	Day of BCG immunization	discrete	numeric	
V483	IM3BM	Month of BCG immunization	discrete	numeric	
V484	IM3BY	Year of BCG immunization	discrete	numeric	
V485	IM3P1D	Day of Polio1 immunization	discrete	numeric	
V486	IM3P1M	Month of Polio1 immunization	discrete	numeric	
V487	IM3P1Y	Year of Polio1 immunization	discrete	numeric	
V488	IM3P2D	Day of Polio2 immunization	discrete	numeric	
V489	IM3P2M	Month of Polio2 immunization	discrete	numeric	
V490	IM3P2Y	Year of Polio2 immunization	discrete	numeric	
V491	IM3P3D	Day of Polio3 immunization	discrete	numeric	
V492	IM3P3M	Month of Polio3 immunization	discrete	numeric	
V493	IM3P3Y	Year of Polio3 immunization	discrete	numeric	
V494	IM3P4D	Day of Polio4 immunization	discrete	numeric	
V495	IM3P4M	Month of Polio4 immunization	discrete	numeric	
V496	IM3P4Y	Year of Polio4 immunization	discrete	numeric	
V497	IM3DH1D	Day of DPT/HB1 immunization	discrete	numeric	
V498	IM3DH1M	Month of DPT/HB1 immunization	discrete	numeric	
V499	IM3DH1Y	Year of DPT/HB1 immunization	discrete	numeric	
V500	IM3DH2D	Day of DPT/HB2 immunization	discrete	numeric	
V501	IM3DH2M	Month of DPT/HB2 immunization	discrete	numeric	
V502	IM3DH2Y	Year of DPT/HB2 immunization	discrete	numeric	
V503	IM3DH3D	Day of DPT/HB3 immunization	discrete	numeric	
V504	IM3DH3M	Month of DPT/HB3 immunization	discrete	numeric	
V505	IM3DH3Y	Year of DPT/HB3 immunization	discrete	numeric	
V506	IM3D1D	Day of DPT1 immunization	discrete	numeric	
V507	IM3D1M	Month of DPT1 immunization	discrete	numeric	
V508	IM3D1Y	Year of DPT1 immunization	discrete	numeric	
V509	IM3D2D	Day of DPT2 immunization	discrete	numeric	
V510	IM3D2M	Month of DPT2 immunization	discrete	numeric	
V511	IM3D2Y	Year of DPT2 immunization	discrete	numeric	
V512	IM3D3D	Day of DPT3 immunization	discrete	numeric	
V513	IM3D3M	Month of DPT3 immunization	discrete	numeric	
V514	IM3D3Y	Year of DPT3 immunization	discrete	numeric	
V515	IM3H0D	Day of HepB at birth immunization	discrete	numeric	
V516	IM3H0M	Month of HepB at birth immunization	discrete	numeric	
V517	IM3H0Y	Year of HepB at birth immunization	discrete	numeric	
V518	IM3H1D	Day of HepB1 immunization	discrete	numeric	
V519	IM3H1M	Month of HepB1 immunization	discrete	numeric	
V520	IM3H1Y	Year of HepB1 immunization	discrete	numeric	
V521	IM3H2D	Day of HepB2 immunization	discrete	numeric	

ID	Name	Label	Type	Format	Question
V522	IM3H2M	Month of HepB2 immunization	discrete	numeric	
V523	IM3H2Y	Year of HepB2 immunization	discrete	numeric	
V524	IM3H3D	Day of HepB3 immunization	discrete	numeric	
V525	IM3H3M	Month of HepB3 immunization	discrete	numeric	
V526	IM3H3Y	Year of HepB3 immunization	discrete	numeric	
V527	IM3MD	Day measles or MMR immunization	discrete	numeric	
V528	IM3MM	Month Measles or MMR immunization	discrete	numeric	
V529	IM3MY	Year of Measles or MMR immunization	discrete	numeric	
V530	IM3VD	Day of Vitamin A	discrete	numeric	
V531	IM3VM	Month of Vitamin A	discrete	numeric	
V532	IM3VY	Year of Vitamin A	discrete	numeric	
V533	IM5	Child received any other vaccinations	discrete	numeric	In addition to what is recorded on this card, did (name) receive any other vaccinations – including vaccinations received in campaigns or immunization days?
V534	IM6	Child ever received any vaccinations	discrete	numeric	Has (name) ever received any vaccinations to prevent him/her from getting diseases, including vaccinations received in a campaign or immunization day?
V535	IM7	Child ever given BCG vaccination	discrete	numeric	Has (name) ever received a BCG vaccination against tuberculosis – that is, an injection in the arm or shoulder that usually causes a scar?
V536	IM8	Child ever given Polio vaccination	discrete	numeric	Has (name) ever received any “vaccination drops in the mouth” to protect him/her from getting diseases – that is, polio?
V537	IM9	Polio first given just after birth or later	discrete	numeric	Was the first polio vaccine received in the first month after birth or later?
V538	IM10	Times child given Polio vaccination	discrete	numeric	How many times was the polio vaccine received?
V539	IM10A	Child ever given DPT and HepB vaccination	discrete	numeric	Has (name) ever received a combo vaccination (combination of DPT and hepatitis B vaccines) - that is, an injection in the thigh or buttocks - to prevent him/her from getting tetanus, whooping cough, diphtheria and hepatitis B?
V540	IM10B	Times child given DPT and HepB vaccination	discrete	numeric	How many times was a combo vaccine (combination of dpt and hepatitis B vaccines) received?
V541	IM11	Child ever given DPT vaccination	discrete	numeric	Has (name) ever received a DPT vaccination – that is, an injection in the thigh or buttocks – to prevent him/her from getting tetanus, whooping cough, or diphtheria?
V542	IM12	Times child given DPT vaccination	discrete	numeric	How many times was a DPT vaccine received?
V543	IM13	Child ever given Hepatitis B vaccination	discrete	numeric	Has (name) ever been given a Hepatitis B vaccination – that is, an injection in the thigh or buttocks – to prevent him/her from getting Hepatitis B?
V544	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?
V545	IM15	Times child given Hepatitis B vaccination	discrete	numeric	How many times was a Hepatitis B vaccine received?

ID	Name	Label	Type	Format	Question
V546	IM16	Child ever given Measles or MMR vaccination	discrete	numeric	Has (name) ever received a Measles injection or an MMR injection – that is, a shot in the arm at the age of 9 months or older - to prevent him/her from getting measles?
V547	IM18	Child given Vitamin A dose within last 6 months	discrete	numeric	Has (name) received a Vitamin A dose like (this/any of these) within the last 6 months?
V548	IM19A	Child participated in Polio and Measles campaign Jul-Aug 201	discrete	numeric	Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: [A] Polio and measles campaign, during july-august 2011
V549	TNLN	Net number	discrete	numeric	
V550	TN4	Mosquito net observed	discrete	numeric	
V551	TN5	Brand/type of observed net	discrete	numeric	
V552	TN6	Months ago net obtained	discrete	numeric	How many months ago did your household get the mosquito net?
V553	TN8	Net treated with an insecticide when obtained	discrete	numeric	When you got the net, was it already treated with an insecticide to kill or repel mosquitoes?
V554	TN9	Net soaked or dipped since obtained	discrete	numeric	Since you got the net, was it ever soaked or dipped in a liquid to kill or repel mosquitoes?
V555	TN10	Months ago net soaked or dipped	discrete	numeric	How many months ago was the net last soaked or dipped?
V556	TN11	Persons slept under mosquito net last night	discrete	numeric	Did anyone sleep under this mosquito net last night?
V557	TN12_1	Person 1 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V558	TN12_2	Person 2 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V559	TN12_3	Person 3 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V560	TN12_4	Person 4 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V561	HH6	Area	discrete	numeric	
V562	HH7	Province	discrete	numeric	
V563	HH7A	District	discrete	numeric	
V564	HL4	Sex	discrete	numeric	Is (name) male or female?
V565	ED4A	Highest level of education attended	discrete	numeric	What is the highest level of school (name) attended?
V566	ED4B	Highest grade completed at that level	discrete	numeric	What is the highest grade (name) completed at this level?
V567	CDOI	Date of interview child (CMC)	discrete	numeric	
V568	CDOB	Date of birth of child (CMC)	contin	numeric	
V569	CAGE	Age (months)	contin	numeric	
V570	CAGE_6	Age	discrete	numeric	
V571	CAGE_11	Age	discrete	numeric	
V572	CAGED	Age in days	contin	numeric	
V573	melevel	Mother's education	discrete	numeric	
V574	ethnicity	Ethnicity of household head	discrete	numeric	
V575	CHWEIGHT	Children Weight	contin	numeric	
V576	wscore	Wealth index score	contin	numeric	
V577	windex5	Wealth index quintiles	discrete	numeric	

**mn**

Content	Data collected at the men's level (MICS Men's questionnaire modules: Man's information panel, Man's background, Attitudes toward domestic violence, Marriage/union, Sexual behavior, HIV/AIDS, Circumcision, Alcohol use, and Insecticide treated nets.)
Cases	2996
Variable(s)	109
Structure	Type: relational Keys: HH1(Cluster number), HH2(Household number), LN(Line number), MWM1(Cluster number)
Version	
Producer	Badan Pusat Statistik-Statistics Indonesia (BPS) United Nations Children's Fund (UNICEF)
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V578	HH1	Cluster number	contin	numeric	
V579	HH2	Household number	contin	numeric	
V580	LN	Line number	discrete	numeric	
V581	MWM1	Cluster number	contin	numeric	
V582	MWM2	Household number	contin	numeric	
V583	MWM4	Man's line number	discrete	numeric	
V584	MWM5	Interviewer number	contin	numeric	
V585	MWM6D	Day of interview	contin	numeric	
V586	MWM6M	Month of interview	discrete	numeric	
V587	MWM6Y	Year of interview	discrete	numeric	
V588	MWM7	Result of man's interview	discrete	numeric	
V589	MWM8	Field editor	discrete	numeric	
V590	MWM9	Data entry clerk	discrete	numeric	
V591	MWM10H	Start of interview - Hour	discrete	numeric	
V592	MWM10M	Start of interview - Minutes	discrete	numeric	
V593	MWM11H	End of interview - Hour	discrete	numeric	
V594	MWM11M	End of interview - Minutes	discrete	numeric	
V595	MWB1M	Month of birth of man	discrete	numeric	In what month and year were you born?
V596	MWB1Y	Year of birth of man	discrete	numeric	In what month and year were you born?
V597	MWB2	Age of man	contin	numeric	How old are you?
V598	MWB3	Ever attended school	discrete	numeric	Have you ever attended school or preschool?
V599	MWB4	Highest level of school you attended	discrete	numeric	What is the highest level of school you attended?
V600	MWB5	Highest grade completed at that level	discrete	numeric	What is the highest grade you completed at that level?
V601	MWB7	Can read part of the sentence	discrete	numeric	Now I would like you to read this sentence to me. Show the sentence on the card to the respondent. If the respondent cannot read the whole sentence, probe: Can you read part of the sentence to me?
V602	MWB51	Highest grade completed at that level [MWB5 - 2 digits]	discrete	numeric	

ID	Name	Label	Type	Format	Question
V603	MDV1A	If she goes out with out telling husband: wife beating justi	discrete	numeric	Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [A] If she goes out without telling him?
V604	MDV1B	If she neglects the children: wife beating justified	discrete	numeric	Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [B] If she neglects the children?
V605	MDV1C	If she argues with husband: wife beating justified	discrete	numeric	Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [C] If she argues with him?
V606	MDV1D	If she refuses sex with husband: wife beating justified	discrete	numeric	Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [D] If she refuses to have sex with him?
V607	MDV1E	If she burns the food: wife beating justified	discrete	numeric	Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [E] If she burns the food?
V608	MDV1F	If she argues with parent-in-law: wife beating justified	discrete	numeric	Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [E] If she argues with parent-in-law?
V609	MMA1	Currently married or living with a womman	discrete	numeric	Are you currently married or living together with a woman as if married?
V610	MMA1AA	Marriage: Civil registration	discrete	character	Are you married through: [A] Civil registration?
V611	MMA1AB	Marriage: Religious ceremony	discrete	character	Are you married through: [B] Religious ceremony?
V612	MMA1AC	Marriage: Traditional ceremony	discrete	character	Are you married through: [C] Traditional ceremony?
V613	MMA1AD	Marriage: Community acceptance	discrete	character	Are you married through: [D] Community acceptance?
V614	MMA2	Age of wife/partner	discrete	numeric	How old is your wife/partner?
V615	MMA5	Ever married or lived with a woman	discrete	numeric	Have you ever been married or lived together with a woman as if married?
V616	MMA6	Marital status	discrete	numeric	What is your marital status now: are you widowed, divorced or separated?
V617	MMA7	Married or lived with a woman once or more than once	discrete	numeric	Have you been married or lived with a woman only once or more than once?
V618	MMA8M	Month of first union	discrete	numeric	In what month and year did you first marry or start living with a woman as if married?
V619	MMA8Y	Year of first union	discrete	numeric	In what month and year did you first marry or start living with a woman as if married?
V620	MMA9	Age at first union	discrete	numeric	How old were you when you started living with your first wife/partner?
V621	MSB1	Age at first sexual intercourse	discrete	numeric	Now I would like to ask you some questions about sexual activity in order to get a better understanding of some important life issues. The information you provide will remain strictly confidential. How old were you when you had sexual intercourse for the very first time?
V622	MSB2	Condom used during first sexual intercourse	discrete	numeric	The first time you had sexual intercourse, was a condom used?

ID	Name	Label	Type	Format	Question
V623	MSB3U	Time since last sexual intercourse (unit)	discrete	numeric	When was the last time you had sexual intercourse?
V624	MSB3N	Time since last sexual intercourse (number)	discrete	numeric	When was the last time you had sexual intercourse?
V625	MSB4	Condom used at last sexual intercourse	discrete	numeric	The last time you had sexual intercourse, was a condom used?
V626	MSB5	Relationship to last sexual partner	discrete	numeric	What was your relationship to this person with whom you last had sexual intercourse?
V627	MSB7	Age of last sexual partner	discrete	numeric	How old is this person?
V628	MSB8	Sex with any other woman in the last 12 month	discrete	numeric	Have you had sexual intercourse with any other person in the last 12 months?
V629	MSB9	Condom used with prior sexual partner	discrete	numeric	The last time you had sexual intercourse with this other person, was a condom used?
V630	MSB10	Relationship to prior sexual partner	discrete	numeric	What was your relationship to this person?
V631	MSB12	Age of prior sexual partner	discrete	numeric	How old is this person?
V632	MSB13	Sex with any other woman in the last 12 months	discrete	numeric	Other than these two persons, have you had sexual intercourse with any other person in the last 12 months?
V633	MSB14	Number of sex partners in last 12 months	discrete	numeric	In total, with how many different people have you had sexual intercourse in the last 12 months?
V634	MSB15	Number of sex partners in lifetime	discrete	numeric	In total, with how many different people have you had sexual intercourse in your lifetime?
V635	MHA1	Ever heard of AIDS	discrete	numeric	Now i would like to talk with you about something else. Have you ever heard of the HIV virus or an illness called AIDS?
V636	MHA2	Can avoid AIDS virus by having one uninfected partner	discrete	numeric	Can people reduce their chance of getting the virus that causes AIDS by having just one uninfected sex partner who has no other sex partners?
V637	MHA3	Can get AIDS virus through supernatural means	discrete	numeric	Can people get the virus that causes AIDS because of witchcraft or other supernatural means?
V638	MHA4	Can avoid AIDS virus by using a condom correctly every time	discrete	numeric	Can people reduce their chance of getting the virus that causes AIDS by using a condom every time they have sex?
V639	MHA5	Can get AIDS virus from mosquito bites	discrete	numeric	Can people get the virus that causes AIDS from mosquito bites?
V640	MHA6	Can get AIDS virus by sharing food with a person who has AID	discrete	numeric	Can people get the virus that causes AIDS by sharing food with a person who has AIDS virus?
V641	MHA7	Healthy-looking person may have AIDS virus	discrete	numeric	Is it possible for a healthy-looking person to have the virus that causes AIDS?
V642	MHA8A	AIDS virus from mother to child during pregnancy	discrete	numeric	Can the virus that causes AIDS be transmitted from a mother to her baby: [A] During pregnancy?
V643	MHA8B	AIDS virus from mother to child during delivery	discrete	numeric	Can the virus that causes AIDS be transmitted from a mother to her baby: [B] During delivery?
V644	MHA8C	AIDS virus from mother to child through breastfeeding	discrete	numeric	Can the virus that causes AIDS be transmitted from a mother to her baby: [C] By breastfeeding?
V645	MHA9	Should female teacher with AIDS virus be allowed to teach in	discrete	numeric	In your opinion, if a female teacher has the virus that causes AIDS but is not sick, should she be allowed to continue teaching in school?
V646	MHA10	Would buy fresh vegetables from shopkeeper with AIDS virus	discrete	numeric	Would you buy fresh vegetables from a shopkeeper or salesperson if you knew that this person had the virus that causes AIDS?

ID	Name	Label	Type	Format	Question
V647	MHA11	If HH member became infected with AIDS virus, would want it	discrete	numeric	If a member of your family got infected with the virus that causes AIDS, would you want it to remain a secret?
V648	MHA12	Willing to care for person with AIDS in household	discrete	numeric	If a member of your family became sick with AIDS, would you be willing to care for him or her in your own household?
V649	MHA24	Ever been tested for AIDS virus	discrete	numeric	I don't want to know the results, but have you ever been tested to see if you have the virus that causes AIDS?
V650	MHA25	Most recent time of testing for AIDS virus	discrete	numeric	When was the most recent time you were tested?
V651	MHA26	Received results of AIDS virus test	discrete	numeric	I don't want to know the results, but did you get the results of this test?
V652	MHA27	Know a place to get AIDS virus test	discrete	numeric	Do you know of a place where people can go to get tested for the virus that causes AIDS?
V653	MNC1	Are you circumcised	discrete	numeric	Some men are circumcised, that is, the foreskin is completely removed from the penis. are you circumcised?
V654	MNC2	Age at circumcision	discrete	numeric	How old were you got circumcised?
V655	MNC3	Who did the circumcision	discrete	numeric	Who did the circumcision?
V656	MNC4	Place where circumcision was done	discrete	numeric	Where was it done?
V657	MTA14	Ever drunk alcohol	discrete	numeric	Now I would like to ask you some questions about drinking alcohol. Have you ever drunk alcohol?
V658	MTA15	Age when had first drink of alcohol other than a few sips	discrete	numeric	We count one drink of alcohol as one can or bottle of beer, one glass of wine, or one shot of cognac, vodka, whiskey, sager, permipan, bobo, cap tikus, sofi, or sby. How old were you when you had your first drink of alcohol, other than a few sips?
V659	MTA16	How many days did you have at least one drink of alcohol las	discrete	numeric	During the last month, on how many days did you have at least one drink of alcohol?
V660	MTA17	How many can/bottle/glass/shot of drinks in a day last one m	discrete	numeric	In the last one month, on the days that you drank alcohol, how many can/bottle/glass/shot of drinks did you usually have?
V661	TNLN	Net number	discrete	numeric	
V662	TN4	Mosquito net observed	discrete	numeric	
V663	TN5	Brand/type of observed net	discrete	numeric	
V664	TN6	Months ago net obtained	discrete	numeric	How many months ago did your household get the mosquito net?
V665	TN8	Net treated with an insecticide when obtained	discrete	numeric	When you got the net, was it already treated with an insecticide to kill or repel mosquitoes?
V666	TN9	Net soaked or dipped since obtained	discrete	numeric	Since you got the net, was it ever soaked or dipped in a liquid to kill or repel mosquitoes?
V667	TN10	Months ago net soaked or dipped	discrete	numeric	How many months ago was the net last soaked or dipped?
V668	TN11	Persons slept under mosquito net last night	discrete	numeric	Did anyone sleep under this mosquito net last night?
V669	TN12_1	Person 1 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V670	TN12_2	Person 2 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V671	TN12_3	Person 3 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V672	TN12_4	Person 4 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V673	HH6	Area	discrete	numeric	

<b>ID</b>	<b>Name</b>	<b>Label</b>	<b>Type</b>	<b>Format</b>	<b>Question</b>
V674	HH7	Province	discrete	numeric	
V675	HH7A	District	discrete	numeric	
V676	MWDOI	Date of interview of man (CMC)	discrete	numeric	
V677	MWDOB	Date of birth of man	contin	numeric	
V678	MWAGE	Age of man	discrete	numeric	
V679	MWDOM	Date of marriage of Man (CMC)	contin	numeric	
V680	MWAGEM	Age at first marriage / union of man	contin	numeric	
V681	MMSTATUS	Marital union status	discrete	numeric	
V682	MNWEIGHT	Man sample weight	contin	numeric	
V683	ethnicity	Ethnicity of household head	discrete	numeric	
V684	mnelevel	Education	discrete	numeric	
V685	wscore	Wealth index score	contin	numeric	
V686	windex5	Wealth index quintiles	discrete	numeric	

## tn

Content	Data collected at the household level (MICS Mosquito nets in households questionnaire modules: Insecticide treated nets.)
Cases	2770
Variable(s)	23
Structure	Type: relational Keys: HH1(Cluster number), HH2(Household number), TNLN(Net number)
Version	
Producer	Badan Pusat Statistik-Statistics Indonesia (BPS) United Nations Children's Fund (UNICEF)
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V687	HH1	Cluster number	contin	numeric	
V688	HH2	Household number	contin	numeric	
V689	TNLN	Net number	discrete	numeric	
V690	TN4	Mosquito net observed	discrete	numeric	
V691	TN5	Brand/type of observed net	discrete	numeric	
V692	TN6	Months ago net obtained	discrete	numeric	How many months ago did your household get the mosquito net?
V693	TN8	Net treated with an insecticide when obtained	discrete	numeric	When you got the net, was it already treated with an insecticide to kill or repel mosquitoes?
V694	TN9	Net soaked or dipped since obtained	discrete	numeric	Since you got the net, was it ever soaked or dipped in a liquid to kill or repel mosquitoes?
V695	TN10	Months ago net soaked or dipped	discrete	numeric	How many months ago was the net last soaked or dipped?
V696	TN11	Persons slept under mosquito net last night	discrete	numeric	Did anyone sleep under this mosquito net last night?
V697	TN12_1	Person 1 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V698	TN12_2	Person 2 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V699	TN12_3	Person 3 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V700	TN12_4	Person 4 who slept under net	discrete	numeric	Who slept under this mosquito net last night?
V701	TN2	Number of mosquito nets	discrete	numeric	How many mosquito nets does your household have?
V702	HH6	Area	discrete	numeric	
V703	HH7	Province	discrete	numeric	
V704	HH7A	District	discrete	numeric	
V705	helevel	Education of household head	discrete	numeric	
V706	ethnicity	Ethnicity of household head	discrete	numeric	
V707	HHWEIGHT	Household Weight	contin	numeric	
V708	wscore	Wealth index score	contin	numeric	
V709	windex5	Wealth index quintiles	discrete	numeric	



## Cluster number (HH1)

File: hh

### Overview

Type: Continuous	Valid cases: 3000
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 120
Range: 1-120	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: hh

### Overview

Type: Continuous	Valid cases: 3000
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 25
Range: 1-25	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Interviewer number (HH3)

File: hh

### Overview

Type: Continuous	Valid cases: 3000
Format: numeric	Invalid: 0
Width: 2	Minimum: 13
Decimals: 0	Maximum: 46
Range: 13-46	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Supervisor number (HH4)

File: hh

### Overview

Type: Discrete	Valid cases: 3000
Format: numeric	Invalid: 0
Width: 2	Minimum: 11
Decimals: 0	Maximum: 41
Range: 11-41	

### Source of information

## Supervisor number (HH4)

File: hh

Interview information fields completed by interviewer

### Interviewer instructions

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

## Day of interview (HH5D)

File: hh

### Overview

Type: Continuous	Valid cases: 3000
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

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

## Month of interview (HH5M)

File: hh

### Overview

Type: Discrete	Valid cases: 3000
Format: numeric	Invalid: 0
Width: 2	Minimum: 10
Decimals: 0	Maximum: 12
Range: 10-12	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Year of interview (HH5Y)

File: hh

### Overview

Type: Discrete	Valid cases: 3000
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

## Year of interview (HH5Y)

File: hh

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: 3000
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### 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.

## Province (HH7)

File: hh

### Overview

Type: Discrete	Valid cases: 3000
Format: numeric	Invalid: 0
Width: 2	Minimum: 94
Decimals: 0	Maximum: 94
Range: 91-94	

### 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.

## District (HH7A)

File: hh

### Overview

## District (HH7A)

### File: hh

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

Valid cases: 3000  
 Invalid: 0

## Result of HH interview (HH9)

### File: hh

#### Overview

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

Valid cases: 3000  
 Invalid: 0

#### Source of information

Interview information fields completed by interviewer

#### Post question

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

#### Interviewer instructions

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

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

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

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

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

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

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

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

## Respondent to HH questionnaire (HH10)

### File: hh

## Respondent to HH questionnaire (HH10)

File: hh

### Overview

Type: Discrete	Valid cases: 2866
Format: numeric	Invalid: 134
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

Interview information fields completed by interviewer

### 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

Type: Discrete	Valid cases: 2866
Format: numeric	Invalid: 134
Width: 2	
Decimals: 0	
Range: 1-16	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

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

File: hh

### Overview

Type: Discrete	Valid cases: 2866
Format: numeric	Invalid: 134
Width: 1	
Decimals: 0	
Range: 0-6	

### 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

Type: Discrete	Valid cases: 2866
Format: numeric	Invalid: 134
Width: 1	
Decimals: 0	
Range: 0-6	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

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

File: hh

### Overview

Type: Discrete	Valid cases: 2866
Format: numeric	Invalid: 134
Width: 1	
Decimals: 0	
Range: 0-9	

## Number of man' questionnaires completed (HH13B)

File: hh

### Overview

Type: Discrete	Valid cases: 2866
Format: numeric	Invalid: 134
Width: 1	
Decimals: 0	
Range: 0-9	

## Number of children under age 5 (HH14)

File: hh

### Overview

Type: Discrete	Valid cases: 2866
Format: numeric	Invalid: 134
Width: 1	
Decimals: 0	
Range: 0-4	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

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

File: hh

### Overview

Type: Discrete	Valid cases: 2866
Format: numeric	Invalid: 134
Width: 1	
Decimals: 0	
Range: 0-4	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Field editor (HH16)

File: hh

### Overview

Type: Discrete	Valid cases: 3000
Format: numeric	Invalid: 0
Width: 2	Minimum: 12
Decimals: 0	Maximum: 42
Range: 12-42	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Data entry clerk (HH17)

File: hh

### Overview

Type: Discrete	Valid cases: 3000
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-13	

### 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: 2866
Format: numeric	Invalid: 134
Width: 2	
Decimals: 0	
Range: 6-99	

## Start of interview - Hour (HH18H)

File: hh

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

Valid cases: 2866  
Invalid: 134  
Minimum: 0  
Maximum: 99

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

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

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

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

## End of interview - Hour (HH19H)

File: hh

### Overview

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

Valid cases: 2792  
Invalid: 208

### 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	Valid cases: 2792
Format: numeric	Invalid: 208
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Main source of drinking water (WS1)

File: hh

### Overview

Type: Discrete	Valid cases: 2866
Format: numeric	Invalid: 134
Width: 2	Minimum: 11
Decimals: 0	Maximum: 96
Range: 11-99	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

File: hh

### Overview

Type: Discrete	Valid cases: 595
Format: numeric	Invalid: 2405
Width: 2	Minimum: 11
Decimals: 0	Maximum: 99
Range: 11-99	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

File: hh

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: 2277  
Invalid: 723

### Source of information

Head of household or other responsible household member

### Literal question

Where is that water source located?

### Interviewer instructions

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

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

File: hh

### Overview

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

Valid cases: 1260  
Invalid: 1740  
Minimum: 1  
Maximum: 999

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

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

## Person collecting water (WS5)

File: hh

### Overview

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

Valid cases: 1260  
Invalid: 1740

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

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

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

## Water treatment: Boil (WS7A)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1684  
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: 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: 8

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

Valid cases: 600

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

## Water treatment: Use water filter (WS7D)

File: hh

### Overview

Type: Discrete

Valid cases: 27

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: 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: 2

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

Valid cases: 824

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

## Water treatment: Other (WS7X)

File: hh

### Overview

Type: Discrete

Valid cases: 4

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

## Water treatment: 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: 0

Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

## Type of toilet facility (WS8)

File: hh

## Type of toilet facility (WS8)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134  
Minimum: 12  
Maximum: 96

### Source of information

Head of household or other responsible household member

### Pre question

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

### Literal question

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

### Interviewer instructions

## Type of toilet facility (WS8)

File: hh

If necessary ask permission to observe the facility.

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

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

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

Definitions of various types of toilet facilities are as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Toilet facility shared (WS9)

File: hh

### Overview

## Toilet facility shared (WS9)

File: hh

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

Valid cases: 2049  
Invalid: 951

### 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: 442  
Invalid: 2558

### 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: 355  
Invalid: 2645

### 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').

## Distance between water source and closest excreta disposal p (WS11A)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

### Interviewer instructions

The distance between the water source and the closest excreta disposal place? Record Observation

## Religion of household head (HC1A)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

What is the religion of the head of this household?

### Interviewer instructions

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

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

## Ethnic group of household head (HC1C)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

## Ethnic group of household head (HC1C)

File: hh

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

## Head of the household born in Papua or Papua Barat (HC1D)

File: hh

### Overview

Type: Discrete	Valid cases: 2866
Format: numeric	Invalid: 134
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Was the head of this household born in Papua or West Papua?

## Years ago head of household moved to Papua/West Papua (HC1E)

File: hh

### Overview

Type: Discrete	Valid cases: 921
Format: numeric	Invalid: 2079
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Literal question

How many years ago did the head of this household moved to Papua/West Papua?

### Interviewer instructions

If less than 1 year, record "00". If unknown, record "98".  
Do not count short visit away from Papua/West Papua.

## Reason for migration to Papua/West Papua (HC1F)

File: hh

### Overview

Type: Discrete	Valid cases: 921
Format: numeric	Invalid: 2079
Width: 2	
Decimals: 0	
Range: 1-99	

## Reason for migration to Papua/West Papua (HC1F)

File: hh

### Literal question

What was the main reason why the head of this household moved to Papua/West Papua?

### Interviewer instructions

If a person says He/she moved to Papua for a job, probe to find out if it is government or private job

## Number of rooms used for sleeping (HC2)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

How many rooms in this household are used for sleeping?

### Interviewer instructions

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

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

## Main material of floor (HC3)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134  
Minimum: 11  
Maximum: 99

### Source of information

Interviewer's visual observation

### Interviewer instructions

Record observation.

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

## Floor area of dwelling (HC3A)

File: hh

### Overview

## Floor area of dwelling (HC3A)

File: hh

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 4-999

Valid cases: 2866  
Invalid: 134  
Minimum: 4  
Maximum: 999

### Literal question

What is the floor area of dwelling?

### Interviewer instructions

If less than 1, record "000". If unknown, record '998'.

## Main material of roof (HC4)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134  
Minimum: 11  
Maximum: 96

### Source of information

Interviewer's visual observation

### Interviewer instructions

Record observation.

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

## Main material of exterior wall (HC5)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134  
Minimum: 14  
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 of fuel using for cooking (HC6)

File: hh

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

## Cooking location (HC7)

File: hh

### Overview

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

Valid cases: 1810  
Invalid: 1190

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

## Electricity (HC8A)

File: hh

### Overview

## Electricity (HC8A)

File: hh

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Electricity?

### Interviewer instructions

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

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

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

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

## Radio (HC8B)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: A radio?

### Interviewer instructions

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

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

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

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

## Television (HC8C)

File: hh

### Overview

Type: Discrete	Valid cases: 2866
Format: numeric	Invalid: 134
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: A television?

### Interviewer instructions

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

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

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

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

## Non-mobile phone (HC8D)

File: hh

### Overview

Type: Discrete	Valid cases: 2866
Format: numeric	Invalid: 134
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: A non-mobile telephone?

### Interviewer instructions

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

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

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

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

## Refrigerator (HC8E)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: A refrigerator?

### Interviewer instructions

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

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

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

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

## LPG tube 12 Kg (HC8F)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: LPG tube 12 Kg?

### 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.

## AC (HC8G)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: AC?

### 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.

## Cable TV (HC8H)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Cable 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.

## Electric/Solar powered water heater (HC8I)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Electric/Solar powered water heater?

### 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: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own: A watch?

### Interviewer instructions

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

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

## Mobile telephone (HC9B)

File: hh

### Overview

## Mobile telephone (HC9B)

File: hh

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

Valid cases: 2866  
Invalid: 134

### 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: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own: A bicycle?

### Interviewer instructions

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

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

## Motorcycle or scooter (HC9D)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

## Motorcycle or scooter (HC9D)

File: hh

### Literal question

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

### Interviewer instructions

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

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

## Animal-drawn cart (HC9E)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

## Car or truck (HC9F)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

## Car or truck (HC9F)

File: hh

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

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

## Boat with motor (HC9G)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

## Household owns the dwelling (HC10)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

File: hh

### Overview

Type: Discrete	Valid cases: 2866
Format: numeric	Invalid: 134
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

File: hh

### Overview

Type: Discrete	Valid cases: 1772
Format: numeric	Invalid: 1228
Width: 2	
Decimals: 0	
Range: 0-99	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

Record the total number of hectares of land owned by all members of the household that can be used for agriculture. If less than 1, record "00". If 95 or more hectares (or other units) are owned, record '95'. If unknown, record '99998'.

## Household own any animals (HC13)

File: hh

### Overview

Type: Discrete	Valid cases: 2866
Format: numeric	Invalid: 134
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

File: hh

### Overview

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

Valid cases: 1455  
Invalid: 1545

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

## Horses, donkeys, or mules (HC14B)

File: hh

### Overview

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

Valid cases: 1455  
Invalid: 1545

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

## Goats (HC14C)

File: hh

## Goats (HC14C)

File: hh

### Overview

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

Valid cases: 1455  
Invalid: 1545

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

## Sheep (HC14D)

File: hh

### Overview

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

Valid cases: 1455  
Invalid: 1545

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

## Chickens (HC14E)

File: hh

## Chickens (HC14E)

File: hh

### Overview

Type: Discrete	Valid cases: 1455
Format: numeric	Invalid: 1545
Width: 2	Minimum: 0
Decimals: 0	Maximum: 98
Range: 0-99	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

## Pigs (HC14F)

File: hh

### Overview

Type: Discrete	Valid cases: 1455
Format: numeric	Invalid: 1545
Width: 2	Minimum: 0
Decimals: 0	Maximum: 28
Range: 0-99	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

## Crocodiles (HC14G)

File: hh

## Crocodiles (HC14G)

File: hh

### Overview

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

Valid cases: 1455  
Invalid: 1545

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

## Deer (HC14H)

File: hh

### Overview

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

Valid cases: 1455  
Invalid: 1545

### Literal question

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

### Interviewer instructions

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

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

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

## Kasuari (birds) (HC14I)

File: hh

### Overview

## Kasuari (birds) (HC14I)

File: hh

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

Valid cases: 1455  
Invalid: 1545

### Literal question

How many of the following animals does this household have?  
Kasuari (birds)?

### Interviewer instructions

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

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

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

## Any household member own bank account (HC15)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of this household have a bank account?

### Interviewer instructions

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

## Household has mosquito nets (TN1)

File: hh

### Overview

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

Valid cases: 2866  
Invalid: 134

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

## Household has mosquito nets (TN1)

File: hh

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

## Number of mosquito nets (TN2)

File: hh

### Overview

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

Valid cases: 1417  
Invalid: 1583

### Source of information

Head of household or other responsible household member

### Literal question

How many mosquito nets does your household have?

### Interviewer instructions

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

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

File: hh

### Overview

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

Valid cases: 1931  
Invalid: 1069

### Source of information

Interview information fields completed by interviewer

### Literal question

Total number of children age 2-14 years

### Interviewer instructions

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

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

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

## Rank number of the selected child (CD8)

File: hh

### Overview

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

Valid cases: 1931  
Invalid: 1069

## Rank number of the selected child (CD8)

File: hh

### 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: 1931

Invalid: 1069

### 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: 1931

Invalid: 1069

## Took away privileges (CD11)

File: hh

### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 1931

Invalid: 1069

### Source of information

Mother or primary caretaker of the selected child

### Literal question

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

### Interviewer instructions

## Took away privileges (CD11)

File: hh

'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: 1931  
Invalid: 1069

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Explained why (name) behavior was wrong.

### Interviewer instructions

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

## Shook child (CD13)

File: hh

### Overview

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

Valid cases: 1931  
Invalid: 1069

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Shook him/her.

### Interviewer instructions

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

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

File: hh

### Overview

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

File: hh

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

Valid cases: 1931  
Invalid: 1069

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Shouted, yelled at or screamed at him/her.

### Interviewer instructions

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

## Gave child something else to do (CD15)

File: hh

### Overview

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

Valid cases: 1931  
Invalid: 1069

### 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: 1931  
Invalid: 1069

### Source of information

Mother or primary caretaker of the selected child

### Literal question

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

### Interviewer instructions

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

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

File: hh

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

File: hh

### Overview

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

Valid cases: 1931  
Invalid: 1069

### Source of information

Mother or primary caretaker of the selected child

### Literal question

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

### Interviewer instructions

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

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

File: hh

### Overview

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

Valid cases: 1931  
Invalid: 1069

### Source of information

Mother or primary caretaker of the selected child

### Literal question

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

### Interviewer instructions

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

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

File: hh

### Overview

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

Valid cases: 1931  
Invalid: 1069

### Source of information

Mother or primary caretaker of the selected child

### Literal question

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

### Interviewer instructions

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

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

File: hh

### Overview

Type: Discrete	Valid cases: 1931
Format: numeric	Invalid: 1069
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Mother or primary caretaker of the selected child

### Literal question

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

### Interviewer instructions

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

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

File: hh

### Overview

Type: Discrete	Valid cases: 1931
Format: numeric	Invalid: 1069
Width: 1	
Decimals: 0	
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: 1931
Format: numeric	Invalid: 1069
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Mother or primary caretaker of the selected child

### Literal question

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

### Interviewer instructions

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

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

## Sex of household head (HHSEX)

File: hh

### Overview

Type: Discrete	Valid cases: 2866
Format: numeric	Invalid: 134
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

## Ethnicity of household head (ethnicity)

File: hh

### Overview

Type: Discrete	Valid cases: 2866
Format: numeric	Invalid: 134
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

## Education of household head (helevel)

File: hh

### Overview

Type: Discrete	Valid cases: 2866
Format: numeric	Invalid: 134
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

## Household Weight (hhweight)

File: hh

### Overview

Type: Continuous	Valid cases: 3000
Format: numeric	Invalid: 0
Width: 14	Minimum: 0
Decimals: 12	Maximum: 2.5
Range: 0-2.50677612888925	

## Wealth index score (wscore)

File: hh

### Overview

## Wealth index score (wscore)

File: hh

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 5  
 Range: -1.55747217700669-2.01066129442031

Valid cases: 3000  
 Invalid: 0  
 Minimum: -1.6  
 Maximum: 2

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: hh

### Overview

Type: Discrete	Valid cases: 3000
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-5	

### Source of information

Constructed variables used for analysis

## Primary sampling unit (PSU)

File: hh

### Overview

Type: Continuous	Valid cases: 3000
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 120
Range: 1-120	

## Strata (stratum)

File: hh

### Overview

Type: Discrete	Valid cases: 3000
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

## Cluster number (HH1)

File: hl

### Overview

Type: Continuous	Valid cases: 12112
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 120
Range: 1-120	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: hl

### Overview

Type: Continuous	Valid cases: 12112
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 25
Range: 1-25	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Line number (HL1)

File: hl

### Overview

Type: Discrete	Valid cases: 12112
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-16	

### 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: 12112  
Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

You should begin by saying:

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

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

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

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

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

## Sex (HL4)

File: hl

### Overview

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

Valid cases: 12112  
Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

Is (name) male or female?

### Interviewer instructions

## Sex (HL4)

### File: hl

You should begin by saying:

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

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

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

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

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

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

## Month of birth (HL5M)

### File: hl

#### Overview

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

Valid cases: 12112  
Invalid: 0

#### Source of information

Head of household or other responsible household member

#### Literal question

What is (name)'s date of birth?

#### Interviewer instructions

You should begin by saying:

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

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

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

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

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

## Year of birth (HL5Y)

### File: hl

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1915-9999

Valid cases: 12112  
Invalid: 0  
Minimum: 1915  
Maximum: 9999

#### Source of information

## Year of birth (HL5Y)

File: hl

Head of household or other responsible household member

### Literal question

What is (name)'s date of birth?

### Interviewer instructions

You should begin by saying:

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

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

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

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

## Age (HL6)

File: hl

### Overview

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

Valid cases: 12112  
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: 0-15

Valid cases: 12112  
Invalid: 0

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

File: hl

### Source of information

Interview information fields completed by interviewer

### Pre question

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

### Interviewer instructions

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

## Line number of man age 15 - 49 (HL7A)

File: hl

### Overview

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

Valid cases: 12112  
Invalid: 0

## Line number of mother/caretaker for children age 5 - 17 (HL8)

File: hl

### Overview

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

Valid cases: 12112  
Invalid: 0

### Source of information

Interview information fields completed by interviewer

### Literal question

Who is the mother or primary caretaker of this child?

### Interviewer instructions

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

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

File: hl

### Overview

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

Valid cases: 12112  
Invalid: 0

### Source of information

Interview information fields completed by interviewer

### Pre question

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

### Literal question

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

File: hl

Who is the mother or primary caretaker of this child?

### Interviewer instructions

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

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

File: hl

### Overview

Type: Discrete	Valid cases: 12112
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Did (name) stay here last night?

### Interviewer instructions

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

## Is natural mother alive (HL11)

File: hl

### Overview

Type: Discrete	Valid cases: 5253
Format: numeric	Invalid: 6859
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Is (name)'s natural mother alive?

### Interviewer instructions

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

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

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

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

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

File: hl

### Overview

Type: Discrete	Valid cases: 5060
Format: numeric	Invalid: 7052
Width: 2	
Decimals: 0	
Range: 0-99	

### Source of information

Interview information fields completed by interviewer

### Literal question

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

### Interviewer instructions

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

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

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

## Is natural father alive (HL13)

File: hl

### Overview

Type: Discrete	Valid cases: 5253
Format: numeric	Invalid: 6859
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Is (name)'s natural father alive?

### Interviewer instructions

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

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

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

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

File: hl

### Overview

Type: Discrete	Valid cases: 4922
Format: numeric	Invalid: 7190
Width: 2	
Decimals: 0	
Range: 0-99	

### Source of information

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

File: hl

Interview information fields completed by interviewer

### Literal question

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

### Interviewer instructions

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

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

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

## Line number (ED1)

File: hl

### Overview

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

Valid cases: 12112  
Invalid: 0

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

Valid cases: 10551  
Invalid: 1561

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

### File: hl

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

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

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

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

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

## Highest level of education attended (ED4A)

### File: hl

#### Overview

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

Valid cases: 8904  
Invalid: 3208

#### Source of information

Head of household or other responsible household member

#### Literal question

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

#### Interviewer instructions

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

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

## Attended school during current school year (2011-2012) (ED5)

### File: hl

#### Overview

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

Valid cases: 4346  
Invalid: 7766

#### Source of information

Head of household or other responsible household member

#### Literal question

During the (2011-2012) school year, did (name) attend school or preschool at any time?

#### Interviewer instructions

## Attended school during current school year (2011-2012) (ED5)

### File: hl

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: 3325  
Invalid: 8787

#### Source of information

Head of household or other responsible household member

#### Literal question

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

#### Interviewer instructions

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

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

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

## Attended school previous school year (2010-2011) (ED7)

### File: hl

#### Overview

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

Valid cases: 4346  
Invalid: 7766

#### Source of information

Head of household or other responsible household member

#### Literal question

During the previous school year, that is, (2010-2011), did (name) attend school or preschool at any time?

#### Interviewer instructions

## Attended school previous school year (2010-2011) (ED7)

File: hl

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: 3100  
Invalid: 9012

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

## Highest Grade completed [ED4B 2 digits] (ED4B)

File: hl

### Overview

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

Valid cases: 8793  
Invalid: 3319

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

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

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

## Grade of education attended current school year [ED6B 2 digi (ED6B)

File: hl

### Overview

Type: Discrete	Valid cases: 3223
Format: numeric	Invalid: 8889
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

## Grade of education attended previous school year [ED8B 2 dig (ED8B)

File: hl

### Overview

Type: Discrete	Valid cases: 2933
Format: numeric	Invalid: 9179
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

## Line number (CL1)

File: hl

### Overview

## Line number (CL1)

File: hl

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

Valid cases: 12112  
Invalid: 0

### 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: 3692  
Invalid: 8420

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

File: hl

### Overview

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

Valid cases: 351  
Invalid: 11761  
Minimum: 0  
Maximum: 99

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

File: hl

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

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

File: hl

### Overview

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

Valid cases: 3692  
Invalid: 8420

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

File: hl

### Overview

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

Valid cases: 1745  
Invalid: 10367  
Minimum: 0  
Maximum: 99

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

Insert the estimated number of hours worked.

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

File: hl

### Overview

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

Valid cases: 3692  
Invalid: 8420

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

File: hl

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

## Hours worked on other family work (CL8)

File: hl

### Overview

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

Valid cases: 745  
Invalid: 11367  
Minimum: 0  
Maximum: 99

### Source of information

Head of household or other responsible household member

### Literal question

Since last (day of the week), about how many hours did he/she do this work for 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: 3692  
Invalid: 8420

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

File: hl

### Overview

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

File: hl

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

Valid cases: 2297  
Invalid: 9815  
Minimum: 0  
Maximum: 40

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

## Net number (TNLN)

File: hl

### Overview

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

Valid cases: 3924  
Invalid: 8188

## Mosquito net observed (TN4)

File: hl

### Overview

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

Valid cases: 3924  
Invalid: 8188

### Source of information

Interviewer's visual observation

### Interviewer instructions

Mosquito net observed?

## Brand/type of observed net (TN5)

File: hl

### Overview

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

Valid cases: 3924  
Invalid: 8188  
Minimum: 11  
Maximum: 99

### Source of information

Interviewer's visual observation

### Interviewer instructions

## Brand/type of observed net (TN5)

### File: hl

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

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

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

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

## Months ago net obtained (TN6)

### File: hl

#### Overview

Type: Discrete	Valid cases: 3924
Format: numeric	Invalid: 8188
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

#### Source of information

Head of household or other responsible household member

#### Literal question

How many months ago did your household get the mosquito net?

#### Interviewer instructions

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

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

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

### File: hl

#### Overview

Type: Discrete	Valid cases: 1161
Format: numeric	Invalid: 10951
Width: 1	
Decimals: 0	
Range: 1-9	

#### Source of information

Head of household or other responsible household member

#### Literal question

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

#### Interviewer instructions

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

File: hl

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

## Net soaked or dipped since obtained (TN9)

File: hl

### Overview

Type: Discrete	Valid cases: 1165
Format: numeric	Invalid: 10947
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

## Months ago net soaked or dipped (TN10)

File: hl

### Overview

Type: Discrete	Valid cases: 4
Format: numeric	Invalid: 12108
Width: 2	
Decimals: 0	
Range: 0-99	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

File: hl

### Overview

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

File: hl

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

Valid cases: 3924  
Invalid: 8188

### Source of information

Head of household or other responsible household member

### Literal question

Did anyone sleep under this mosquito net last night?

### Interviewer instructions

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

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

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

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

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

File: hl

### Overview

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

Valid cases: 3924  
Invalid: 8188

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

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

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

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

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

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

File: hl

### Overview

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

File: hl

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

Valid cases: 3924  
Invalid: 8188

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

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

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

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

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

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

File: hl

### Overview

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

Valid cases: 3349  
Invalid: 8763

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

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

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

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

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

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

File: hl

### Overview

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

File: hl

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

Valid cases: 2036  
Invalid: 10076

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

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

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

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

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

## Day of interview (HH5D)

File: hl

### Overview

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

Valid cases: 12112  
Invalid: 0  
Minimum: 1  
Maximum: 31

### Source of information

Interview information fields completed by interviewer

### Literal question

Day/month/year of interview:

### Interviewer instructions

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

## Month of interview (HH5M)

File: hl

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 10-12

Valid cases: 12112  
Invalid: 0  
Minimum: 10  
Maximum: 12

### Source of information

Interview information fields completed by interviewer

## Month of interview (HH5M)

File: hl

### Literal question

Day/month/year of interview:

### Interviewer instructions

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

## Year of interview (HH5Y)

File: hl

### Overview

Type: Discrete	Valid cases: 12112
Format: numeric	Invalid: 0
Width: 4	Minimum: 2011
Decimals: 0	Maximum: 2011
Range: 2011-2011	

### Source of information

Interview information fields completed by interviewer

### Literal question

Day/month/year of interview:

### Interviewer instructions

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

## Area (HH6)

File: hl

### Overview

Type: Discrete	Valid cases: 12112
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Pre question

Area:

### Interviewer instructions

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

## Province (HH7)

File: hl

### Overview

## Province (HH7)

### File: hl

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 91-94

Valid cases: 12112  
Invalid: 0  
Minimum: 94  
Maximum: 94

#### 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.

## District (HH7A)

### File: hl

#### Overview

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

Valid cases: 12112  
Invalid: 0

## Mother's line number (MLINE)

### File: hl

#### Overview

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

Valid cases: 5253  
Invalid: 6859

#### Source of information

Interview information fields completed by interviewer

## Father's line number (FLINE)

### File: hl

#### Overview

## Father's line number (FLINE)

File: hl

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-13

Valid cases: 5253  
Invalid: 6859

### Source of information

Interview information fields completed by interviewer

## Mother's education (melevel)

File: hl

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 2  
Range: 1-9

Valid cases: 5253  
Invalid: 6859

### Source of information

Head of household or other responsible household member

## Father's education (felevel)

File: hl

### Overview

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

Valid cases: 5253  
Invalid: 6859

### Source of information

Head of household or other responsible household member

## Education of household head (helevel)

File: hl

### Overview

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

Valid cases: 12112  
Invalid: 0

### Source of information

Head of household or other responsible household member

## Ethnicity of household head (ethnicity)

File: hl

### Overview

## Ethnicity of household head (ethnicity)

File: hl

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

Valid cases: 12112  
Invalid: 0

### 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: 3  
Decimals: 0  
Range: 0-998

Valid cases: 12112  
Invalid: 0  
Minimum: 0  
Maximum: 96

### Source of information

Head of household or other responsible household member

## Household Weight (HHWEIGHT)

File: hl

### Overview

Type: Continuous  
Format: numeric  
Width: 14  
Decimals: 12  
Range: 0.215714574424509-2.50677612888925

Valid cases: 12112  
Invalid: 0  
Minimum: 0.2  
Maximum: 2.5

## Wealth index score (wscore)

File: hl

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 5  
Range: -1.55747217700669-2.01066129442031

Valid cases: 12112  
Invalid: 0  
Minimum: -1.6  
Maximum: 2

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: hl

### Overview

## Wealth index quintiles (windex5)

File: hl

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

Valid cases: 12112  
Invalid: 0

### Source of information

Constructed variables used for analysis

## Cluster number (HH1)

File: wm

### Overview

Type: Continuous	Valid cases: 3017
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 120
Range: 1-120	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: wm

### Overview

Type: Continuous	Valid cases: 3017
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 25
Range: 1-25	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Line number (LN)

File: wm

### Overview

Type: Discrete	Valid cases: 3017
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-15	

### Source of information

Interview information fields completed by interviewer

## Cluster number (WM1)

File: wm

### Overview

Type: Continuous	Valid cases: 3017
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 120
Range: 1-120	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

## Cluster number (WM1)

### File: wm

WM1-WM6 should be filled in before you start the interview.  
Enter the cluster number from the Household Questionnaire, question HH1.

## Household number (WM2)

### File: wm

#### Overview

Type: Continuous	Valid cases: 3017
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 25
Range: 1-25	

#### 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: 3017
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-15	

#### 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: 3017
Format: numeric	Invalid: 0
Width: 2	Minimum: 13
Decimals: 0	Maximum: 46
Range: 13-46	

#### 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: 3017
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: 3017
Format: numeric	Invalid: 0
Width: 2	Minimum: 10
Decimals: 0	Maximum: 12
Range: 10-12	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

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

## Year of interview (WM6Y)

File: wm

### Overview

Type: Discrete	Valid cases: 3017
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: 3017
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-96	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Field editor (WM8)

File: wm

### Overview

Type: Discrete	Valid cases: 3017
Format: numeric	Invalid: 0
Width: 2	Minimum: 12
Decimals: 0	Maximum: 42
Range: 12-42	

### Source of information

Interview information fields completed by interviewer

### Pre question

Field edited by:

### Interviewer instructions

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

## Data entry clerk (WM9)

File: wm

### Overview

Type: Discrete	Valid cases: 3017
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-15	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Start of interview - Hour (WM10H)

File: wm

## Start of interview - Hour (WM10H)

File: wm

### Overview

Type: Discrete	Valid cases: 2784
Format: numeric	Invalid: 233
Width: 2	
Decimals: 0	
Range: 6-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Start of interview - Minutes (WM10M)

File: wm

### Overview

Type: Discrete	Valid cases: 2784
Format: numeric	Invalid: 233
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## End of interview - Hour (WM11H)

File: wm

### Overview

Type: Discrete	Valid cases: 2784
Format: numeric	Invalid: 233
Width: 2	
Decimals: 0	
Range: 6-99	

### 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: 2784  
Invalid: 233  
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: 2784  
Invalid: 233

#### 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: 2784  
Invalid: 233  
Minimum: 1961  
Maximum: 9998

#### Source of information

The eligible woman selected for interview

#### Literal question

In what month and year were you born?

#### Interviewer instructions

## Year of birth of woman (WB1Y)

### File: wm

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

## Age of woman (WB2)

### File: wm

#### Overview

Type: Continuous	Valid cases: 2784
Format: numeric	Invalid: 233
Width: 2	Minimum: 15
Decimals: 0	Maximum: 49
Range: 15-49	

#### Source of information

The eligible woman selected for interview

#### Literal question

How old are you?

#### Interviewer instructions

Enter her age in completed years, that is, her age at her last birthday. If she knows her age, write it in the space provided.

Probe: "How old were you at your last birthday?"  
Compare and correct WB1 and/or WB2 if inconsistent.

If she does not know the answer to either of these two questions, probe for clues that might indicate her age. Ask how old she was when she was first married or first gave birth. Try to find out how long ago she got married or had her first child. (You may be able to find out the age of her oldest child if the child is still living. You may be able to relate her age to someone else in the household whose age is known. You may be able to determine her age based on how old she was when an important event occurred, and the number of years that have elapsed since.) You MUST fill in this information. Do not leave this blank. Compare and correct WB1 and WB2 if inconsistent.

Finally, before moving on to the next question, verify that the respondent is indeed eligible. If the woman is younger than 15 or older than 49, you have to terminate the interview. Do this tactfully by asking two or three more questions and then thank the respondent for her cooperation; write 'INELIGIBLE' on the cover page of the questionnaire, and correct the age and eligibility information for this woman on the cover page and in Columns HL6 and HL7 of the Household Questionnaire.

## Ever attended school (WB3)

### File: wm

#### Overview

Type: Discrete	Valid cases: 2784
Format: numeric	Invalid: 233
Width: 1	
Decimals: 0	
Range: 1-2	

#### 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  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-4

Valid cases: 2310  
Invalid: 707

### Source of information

The eligible woman selected for interview

### Literal question

What is the highest level of school you attended?

### Interviewer instructions

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

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

## Highest grade completed at that level (WB5)

File: wm

### Overview

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

Valid cases: 2310  
Invalid: 707

### Source of information

The eligible woman selected for interview

### Literal question

What is the highest grade 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: 1647  
Invalid: 1370

#### Source of information

The eligible woman selected for interview

#### Literal question

Now I would like you to read this sentence to me.  
Can you read part of the sentence to me?

#### Interviewer instructions

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.

## Highest grade completed at that level [WB5 - 2 digits] (WB51)

### File: wm

## Highest grade completed at that level [WB5 - 2 digits] (WB51)

File: wm

### Overview

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

Valid cases: 2310  
Invalid: 707

## Ever given birth (CM1)

File: wm

### Overview

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

Valid cases: 2784  
Invalid: 233

### Source of information

The eligible woman selected for interview

### Literal question

Now I would like to ask you about all the births you have had during your life. Have you ever given birth?

### Interviewer instructions

The first question of the module is used to determine if the rest of the module and several subsequent modules should be administered to this woman. If the answer is 'Yes', circle '1', and continue with the next question. If the woman says she has never given birth, circle '2' and skip to CM8.

## Day of first birth (CM2D)

File: wm

### Overview

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

Valid cases: 2002  
Invalid: 1015  
Minimum: 1  
Maximum: 99

### Source of information

The eligible woman selected for interview

### Literal question

What was the date of your first birth?

I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.

### Interviewer instructions

## Day of first birth (CM2D)

### File: wm

You need to obtain the year of the woman's first birth, which means the very first time she gave birth, even if the child is no longer living, or is the child of a partner other than her current one. As with all questions about dates and ages, you may need to probe to obtain the best information.

Ask for the child's date of birth. If she knows the exact birth date, enter the day, month and year of birth on the lines provided and continue to CM3. You will have to convert the month to a number, as you have been instructed. If the month or day contains only one digit, use a zero to fill in the first space. For example, the month of March is coded as '03'.

If she does not know the exact birth date, ask her the day, month and year separately. Enter the information as provided. If she does not know the day, circle '98'.

If she can give the month of birth, convert it to a number and enter it on the line provided. If she cannot give the month, probe to try to estimate the month. If you cannot estimate the child's month of birth from this information, you may need to find out in which season he/she was born. If it is still not possible to estimate the child's month of birth, circle '98' in the space for month of birth.

If she can give a year of birth, write it in the space provided and go to CM4. If she cannot give the year of the birth, circle '9998' and continue with CM3.

Skip to CM4 only if year of first birth is given. Otherwise continue with CM3.

## Month of first birth (CM2M)

### File: wm

#### Overview

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

Valid cases: 2002  
Invalid: 1015

#### Source of information

The eligible woman selected for interview

#### Literal question

What was the date of your first birth?

I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.

#### Interviewer instructions

You need to obtain the year of the woman's first birth, which means the very first time she gave birth, even if the child is no longer living, or is the child of a partner other than her current one. As with all questions about dates and ages, you may need to probe to obtain the best information.

Ask for the child's date of birth. If she knows the exact birth date, enter the day, month and year of birth on the lines provided and continue to CM3. You will have to convert the month to a number, as you have been instructed. If the month or day contains only one digit, use a zero to fill in the first space. For example, the month of March is coded as '03'.

If she does not know the exact birth date, ask her the day, month and year separately. Enter the information as provided. If she does not know the day, circle '98'.

If she can give the month of birth, convert it to a number and enter it on the line provided. If she cannot give the month, probe to try to estimate the month. If you cannot estimate the child's month of birth from this information, you may need to find out in which season he/she was born. If it is still not possible to estimate the child's month of birth, circle '98' in the space for month of birth.

If she can give a year of birth, write it in the space provided and go to CM4. If she cannot give the year of the birth, circle '9998' and continue with CM3.

Skip to CM4 only if year of first birth is given. Otherwise continue with CM3.

## Year of first birth (CM2Y)

File: wm

### Overview

Type: Discrete	Valid cases: 2002
Format: numeric	Invalid: 1015
Width: 4	Minimum: 1976
Decimals: 0	Maximum: 9999
Range: 1976-9999	

### Source of information

The eligible woman selected for interview

### Literal question

What was the date of your first birth?

I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.

### Interviewer instructions

You need to obtain the year of the woman's first birth, which means the very first time she gave birth, even if the child is no longer living, or is the child of a partner other than her current one. As with all questions about dates and ages, you may need to probe to obtain the best information.

Ask for the child's date of birth. If she knows the exact birth date, enter the day, month and year of birth on the lines provided and continue to CM3. You will have to convert the month to a number, as you have been instructed. If the month or day contains only one digit, use a zero to fill in the first space. For example, the month of March is coded as '03'.

If she does not know the exact birth date, ask her the day, month and year separately. Enter the information as provided. If she does not know the day, circle '98'.

If she can give the month of birth, convert it to a number and enter it on the line provided. If she cannot give the month, probe to try to estimate the month. If you cannot estimate the child's month of birth from this information, you may need to find out in which season he/she was born. If it is still not possible to estimate the child's month of birth, circle '98' in the space for month of birth.

If she can give a year of birth, write it in the space provided and go to CM4. If she cannot give the year of the birth, circle '9998' and continue with CM3.

Skip to CM4 only if year of first birth is given. Otherwise continue with CM3.

## Years since first birth (CM3)

File: wm

### Overview

Type: Discrete	Valid cases: 214
Format: numeric	Invalid: 2803
Width: 2	Minimum: 3
Decimals: 0	Maximum: 34
Range: 3-99	

### Source of information

The eligible woman selected for interview

### Literal question

How many years ago did you have your first birth?

### Interviewer instructions

This question is asked only to women who are not able to give the year of their first birth in CM2.

It may be easier to obtain this information, especially if the first child is still alive. In this case, the answer is the first child's current age in completed years. Record the response in the space provided.

## Any sons or daughters living with you (CM4)

File: wm

### Overview

Type: Discrete	Valid cases: 2002
Format: numeric	Invalid: 1015
Width: 1	
Decimals: 0	
Range: 1-2	

### Source of information

The eligible woman selected for interview

### Literal question

Do you have any sons or daughters to whom you have given birth who are now living with you?

### Interviewer instructions

Read the question slowly. The sons and daughters being considered are those who live with her in her household (these children should have been listed in the Household Listing). Circle the code corresponding to the response. If she answers 'No', skip to CM6.

## Sons living with you (CM5A)

File: wm

### Overview

Type: Discrete	Valid cases: 1849
Format: numeric	Invalid: 1168
Width: 1	
Decimals: 0	
Range: 0-8	

### Source of information

The eligible woman selected for interview

### Literal question

How many sons live with you?

### Interviewer instructions

If the answer to CM4 is 'Yes', record the number of sons and daughters living with the woman in the space provided. If the answer is 'None' for sons (or if she does not have any sons), record '00' in the space provided for sons. Similarly, if she has no daughters now living with her (or if she does not have any daughters), record '00' in the space for daughters. Do not leave either of the spaces blank. Since the question is asked only to women who have children living with them in the same household, at least one of the spaces should have a value higher than 00.

Remember, we are interested only in the respondent's OWN children - not foster children, children of her husband by another woman, children of another relative, or children for whom she is the caretaker.

## Daughters living with you (CM5B)

File: wm

### Overview

Type: Discrete	Valid cases: 1849
Format: numeric	Invalid: 1168
Width: 1	
Decimals: 0	
Range: 0-7	

### Source of information

The eligible woman selected for interview

### Literal question

How many daughters live with you?

### Interviewer instructions

## Daughters living with you (CM5B)

### File: wm

If the answer to CM4 is 'Yes', record the number of sons and daughters living with the woman in the space provided. If the answer is 'None' for sons (or if she does not have any sons), record '00' in the space provided for sons. Similarly, if she has no daughters now living with her (or if she does not have any daughters), record '00' in the space for daughters. Do not leave either of the spaces blank. Since the question is asked only to women who have children living with them in the same household, at least one of the spaces should have a value higher than 00.

Remember, we are interested only in the respondent's OWN children - not foster children, children of her husband by another woman, children of another relative, or children for whom she is the caretaker.

## Any sons or daughters not living with you (CM6)

### File: wm

Overview	
Type: Discrete	Valid cases: 2002
Format: numeric	Invalid: 1015
Width: 1	
Decimals: 0	
Range: 1-2	
Source of information	
The eligible woman selected for interview	
Literal question	
Do you have any sons or daughters to whom you have given birth who are alive but do not live with you?	
Interviewer instructions	
This refers to sons and daughters who are alive but not living with the woman. For example, one or more of her children may be living with a relative, staying in a boarding school, been given up for adoption, or may be grown-up children who have left home.	
Make sure the respondent is not reporting dead children in this question. Circle the code corresponding to the response. If she answers 'No', skip to CM8.	

## Sons living elsewhere (CM7A)

### File: wm

Overview	
Type: Discrete	Valid cases: 654
Format: numeric	Invalid: 2363
Width: 1	
Decimals: 0	
Range: 0-5	
Source of information	
The eligible woman selected for interview	
Literal question	
How many sons are alive but do not live with you?	
Interviewer instructions	
If the answer to CM6 is 'Yes', record the number of sons and daughters who are alive but not living with the respondent in the space provided. If the answer is 'None' for sons (or if she does not have any sons who are alive), record '00' in the space provided for sons. If the answer is 'None' for daughters (or if she does not have any daughters who are alive), record '00' in the space provided for daughters.	
Since this question is asked only to women who have children alive who are not living with them, at least one of the spaces should have a value higher than 00. For women who have been asked this question, the spaces should not be left blank.	

## Daughters living elsewhere (CM7B)

File: wm

### Overview

Type: Discrete	Valid cases: 654
Format: numeric	Invalid: 2363
Width: 1	
Decimals: 0	
Range: 0-6	

### Source of information

The eligible woman selected for interview

### Literal question

How many daughters are alive but do not live with you?

### Interviewer instructions

If the answer to CM6 is 'Yes', record the number of sons and daughters who are alive but not living with the respondent in the space provided. If the answer is 'None' for sons (or if she does not have any sons who are alive), record '00' in the space provided for sons. If the answer is 'None' for daughters (or if she does not have any daughters who are alive), record '00' in the space provided for daughters.

Since this question is asked only to women who have children alive who are not living with them, at least one of the spaces should have a value higher than 00. For women who have been asked this question, the spaces should not be left blank.

## Ever had child who later died (CM8)

File: wm

### Overview

Type: Discrete	Valid cases: 2784
Format: numeric	Invalid: 233
Width: 1	
Decimals: 0	
Range: 1-2	

### Source of information

The eligible woman selected for interview

### Literal question

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

### Interviewer instructions

This question is extremely important.

Circle the code corresponding to the response. Some respondents may fail to mention children who died very young, so if she answers 'No', it is important to probe by asking "I mean, to a child who ever breathed, cried or showed signs of life - even if he or she lived only a few minutes or hours?" If the answer is still 'No', skip to CM10.

Some respondents may be reluctant to talk about this subject and may become sad or upset that you are asking such questions. Be sympathetic and tactful in such situations. Say that you know the subject is painful, but the information is important.

## Boys dead (CM9A)

File: wm

### Overview

Type: Discrete	Valid cases: 494
Format: numeric	Invalid: 2523
Width: 1	
Decimals: 0	
Range: 0-5	

### Source of information

The eligible woman selected for interview

## Boys dead (CM9A)

File: wm

### Literal question

How many boys have died?

### Interviewer instructions

If the answer to CM8 is 'Yes', record the number of sons and daughters who were born alive but later died in the spaces provided. Do not leave either of the spaces blank. For women who have been asked this question, at least one of the spaces should have a value higher than 00.

## Girls dead (CM9B)

File: wm

### Overview

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

Valid cases: 494  
Invalid: 2523

### Source of information

The eligible woman selected for interview

### Literal question

How many girls have died?

### Interviewer instructions

If the answer to CM8 is 'Yes', record the number of sons and daughters who were born alive but later died in the spaces provided. Do not leave either of the spaces blank. For women who have been asked this question, at least one of the spaces should have a value higher than 00.

## Children ever born (CM10)

File: wm

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-13

Valid cases: 2784  
Invalid: 233

### Source of information

The eligible woman selected for interview

### Interviewer instructions

Add the numbers of births reported in CM5, CM7 and CM9 and write the sum here, then continue with CM11.

## Day of last birth (CM12D)

File: wm

### Overview

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

Valid cases: 2002  
Invalid: 1015  
Minimum: 1  
Maximum: 99

### Source of information

The eligible woman selected for interview

## Day of last birth (CM12D)

File: wm

### Literal question

Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?

### Interviewer instructions

This question is used to ascertain the woman's eligibility for the subsequent two modules.

Enter the date of the woman's most recent birth, even if the child is no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules.

If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'. Note that you MUST obtain exact information on the month and year of the last birth; '98' is not allowed for month and year.

## Month of last birth (CM12M)

File: wm

### Overview

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

Valid cases: 2002  
Invalid: 1015

### Source of information

The eligible woman selected for interview

### Literal question

Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?

### Interviewer instructions

This question is used to ascertain the woman's eligibility for the subsequent two modules.

Enter the date of the woman's most recent birth, even if the child is no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules.

If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'. Note that you MUST obtain exact information on the month and year of the last birth; '98' is not allowed for month and year.

## Year of last birth (CM12Y)

File: wm

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1982-9999

Valid cases: 2002  
Invalid: 1015  
Minimum: 1982  
Maximum: 9999

### Source of information

The eligible woman selected for interview

### Literal question

Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?

### Interviewer instructions

## Year of last birth (CM12Y)

File: wm

This question is used to ascertain the woman's eligibility for the subsequent two modules.

Enter the date of the woman's most recent birth, even if the child is no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules.

If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'. Note that you MUST obtain exact information on the month and year of the last birth; '98' is not allowed for month and year.

## Last birth in last two years (CM13)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2002

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: 571

Invalid: 2446

### Source of information

The eligible woman selected for interview

### Literal question

When you got pregnant with (name), did you want to get pregnant at that time?

### Interviewer instructions

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

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

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

File: wm

### Overview

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

### File: wm

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

Valid cases: 126  
Invalid: 2891

#### Source of information

The eligible woman selected for interview

#### Literal question

Did you want to have a baby later on, or did you not want any (more) children?

#### Interviewer instructions

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

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

## Desired waiting time (units) (DB3U)

### File: wm

#### Overview

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

Valid cases: 66  
Invalid: 2951

#### 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: 66  
Invalid: 2951

#### 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: 571  
Invalid: 2446

#### Source of information

The eligible woman selected for interview

#### Literal question

Did you see anyone for antenatal care during your last pregnancy with (name)?

#### Interviewer instructions

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

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

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

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

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

## Antenatal care: Doctor (MN2A)

### File: wm

#### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 141  
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 (MN2B)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 343

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Whom did you see?

#### Interviewer instructions

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

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

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

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

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

## Antenatal care: Nurse (MN2D)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 74

Invalid: 0

#### Literal question

## Antenatal care: Nurse (MN2D)

### 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: Traditional birth attendant (MN2F)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 10

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Whom did you see?

#### Interviewer instructions

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

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

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

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

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

## Antenatal care: Community health worker (cadre) (MN2G)

### File: wm

#### Overview

## Antenatal care: Community health worker (cadre) (MN2G)

### File: wm

Type: Discrete  
Format: character  
Width: 1

Valid cases: 20  
Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Whom did you see?

#### Interviewer instructions

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

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

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

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

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

## Antenatal care: Other (MN2X)

### File: wm

#### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Whom did you see?

#### Interviewer instructions

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

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

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

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

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

## Times received antenatal care (MN3)

File: wm

### Overview

Type: Discrete	Valid cases: 450
Format: numeric	Invalid: 2567
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The eligible woman selected for interview

### Literal question

How many times did you receive antenatal care during this pregnancy?

### Interviewer instructions

Ask the respondent how many times she saw someone for antenatal care during her last pregnancy (i.e., she was pregnant with her last child). This refers to care related to her pregnancy and would not include seeing a doctor or nurse for other reasons.

## Blood pressure (MN4A)

File: wm

### Overview

Type: Discrete	Valid cases: 450
Format: numeric	Invalid: 2567
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

As part of your antenatal care during this pregnancy, were any of the following done at least once: Was your blood pressure measured?

### Interviewer instructions

Ask about each procedure and record the response before asking about the next one. Circle '1' for 'Yes', or '2' for 'No' in each case. It may be necessary to explain some of the procedures. We want to know whether each of the procedures listed was performed during any of the antenatal check-ups during her last pregnancy. It does not matter if they were performed only once or more than once, or performed in the same visit or spread over several visits.

Blood pressure is measured with a medical instrument. A rubber cuff is wrapped around a person's upper arm and is inflated. While slowly releasing air from the cuff, the person measuring the blood pressure listens to the pulsing of the blood vessels with a stethoscope to determine the pressure.

## Urine sample (MN4B)

File: wm

### Overview

Type: Discrete	Valid cases: 450
Format: numeric	Invalid: 2567
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

## Urine sample (MN4B)

File: wm

As part of your antenatal care during this pregnancy, were any of the following done at least once: Did you give a urine sample?

### Interviewer instructions

Ask about each procedure and record the response before asking about the next one. Circle '1' for 'Yes', or '2' for 'No' in each case. It may be necessary to explain some of the procedures. We want to know whether each of the procedures listed was performed during any of the antenatal check-ups during her last pregnancy. It does not matter if they were performed only once or more than once, or performed in the same visit or spread over several visits.

## Blood sample (MN4C)

File: wm

### Overview

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

Valid cases: 450  
Invalid: 2567

### Source of information

The eligible woman selected for interview

### Literal question

As part of your antenatal care during this pregnancy, were any of the following done at least once: Did you give a blood sample?

### Interviewer instructions

Ask about each procedure and record the response before asking about the next one. Circle '1' for 'Yes', or '2' for 'No' in each case. It may be necessary to explain some of the procedures. We want to know whether each of the procedures listed was performed during any of the antenatal check-ups during her last pregnancy. It does not matter if they were performed only once or more than once, or performed in the same visit or spread over several visits.

A blood sample may be taken from the woman's fingertip or from a vein (usually from a vein near the elbow or on the wrist). The blood sample is used to test for various diseases, such as anaemia, parasite infestations or infectious diseases.

## Has own immunization card (MN5)

File: wm

### Overview

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

Valid cases: 571  
Invalid: 2446

### Source of information

The eligible woman selected for interview

### Literal question

Do you have a card with your own immunizations listed?  
May I see it please?

### Interviewer instructions

## Has own immunization card (MN5)

### File: wm

First, ask whether she has a vaccination card or other documentary evidence of vaccination. Ask to see this evidence and record that you have seen it by circling '1'. If a card is presented, use it to assist with answers to the following 2 questions. If the woman says she has a card but does not/cannot show it to you, circle '2'.

If the card is not available ('2' or '3' circled in MN5), you must try to find out how long ago the last Tetanus toxoid (TT) dose was received in MN6, and the total number of TT doses the mother has received in her lifetime in MN7. Use the probing questions, and record her answers in the spaces provided.

Women who do not have immunization cards may have difficulty identifying whether injections they received were tetanus toxoid injections.

## Any tetanus toxoid injection during last pregnancy (MN6)

### File: wm

#### Overview

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

Valid cases: 571  
Invalid: 2446

#### Source of information

The eligible woman selected for interview

#### Literal question

When you were pregnant with (name), did you receive any injection in the arm or shoulder to prevent the baby from getting tetanus toxoid, that is convulsions after birth?

#### Interviewer instructions

Tetanus is an infection of the wound and women may be infected with tetanus after delivery. It can be prevented through a vaccination during pregnancy. The vaccine is known as tetanus toxoid.

Ask if she received any tetanus toxoid injection during her last pregnancy. Circle '1' for a 'Yes' response. If the answer is 'No' or 'DK', circle the code corresponding to the response and skip to MN9.

## Doses of tetanus toxoid during last pregnancy (MN7)

### File: wm

#### Overview

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

Valid cases: 402  
Invalid: 2615

#### Source of information

The eligible woman selected for interview

#### Literal question

How many times did you receive this tetanus injection during your pregnancy with (name)?

#### Interviewer instructions

Enter the number of doses she reports in the space provided and continue to MN8. If the number of doses is 7 or more times, record '7'. If she does not know, circle '8' and skip to MN9.

## Any tetanus toxoid injection before last pregnancy (MN9)

### File: wm

## Any tetanus toxoid injection before last pregnancy (MN9)

File: wm

### Overview

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

Valid cases: 319  
Invalid: 2698

### Source of information

The eligible woman selected for interview

### Literal question

Did you receive any tetanus injection at any time before your pregnancy with (name), either to protect yourself or another baby?

### Interviewer instructions

Circle the code corresponding to her response. If she reports never having received any tetanus injection prior to her last pregnancy, or does not know, circle the code corresponding to the answer given and skip to MN12. If 'Yes', continue with MN10.

## Doses of tetanus toxoid before last pregnancy (MN10)

File: wm

### Overview

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

Valid cases: 134  
Invalid: 2883

### Source of information

The eligible woman selected for interview

### Literal question

How many times did you receive a tetanus injection before your pregnancy with (name)?

### Interviewer instructions

Ask about doses of tetanus injections received during or before the next-to-last pregnancy or between pregnancies (at any time before the last pregnancy). Enter her response in the space provided, as in MN7. If the number of doses is 7 or more times, record '7'.

## Years ago last tetanus toxoid received (MN11)

File: wm

### Overview

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

Valid cases: 124  
Invalid: 2893

### Source of information

The eligible woman selected for interview

### Literal question

How many years ago did you receive the last tetanus injection before your pregnancy with (name)?

### Interviewer instructions

Ask her to estimate how long ago she received the last dose of tetanus injections (the dose before her last pregnancy), and enter her response in years. If less than 1 year, record 00.

## Blood tested for malaria during ANC visits (MN13A)

File: wm

### Overview

Type: Discrete	Valid cases: 450
Format: numeric	Invalid: 2567
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

During any of these antenatal visits for th pregnancy, did you get the blood screening test for malaria?

## Result of blood test for malaria during ANC visits (MN13B)

File: wm

### Overview

Type: Discrete	Valid cases: 214
Format: numeric	Invalid: 2803
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

What was the result of the blood screening test?

## Took medicine in order to prevent malaria (MN13C)

File: wm

### Overview

Type: Discrete	Valid cases: 93
Format: numeric	Invalid: 2924
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Were you given any medicine for malaria during any of these antenatal visits for the pregnancy?

## Medicines taken to prevent malaria: SP / Fansidar (MN13DA)

File: wm

### Overview

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

### Literal question

What medicine were you given?

### Interviewer instructions

Probe:

Any other medicine?

Circle all medicines mentioned. Write brand name(s) of all medicines, if given.

## Medicines taken to prevent malaria: Chloroquine (MN13DB)

File: wm

**Overview**

Type: Discrete	Valid cases: 21
Format: character	Invalid: 0
Width: 1	

**Literal question**

What medicine were you given?

**Interviewer instructions**

Probe:  
Any other medicine?  
Circle all medicines mentioned. Write brand name(s) of all medicines, if given.

## Medicines taken to prevent malaria: Quinine / Kina (MN13DD)

File: wm

**Overview**

Type: Discrete	Valid cases: 5
Format: character	Invalid: 0
Width: 1	

**Literal question**

What medicine were you given?

**Interviewer instructions**

Probe:  
Any other medicine?  
Circle all medicines mentioned. Write brand name(s) of all medicines, if given.

## Medicines taken to prevent malaria: Artesdiaquine (MN13DE)

File: wm

**Overview**

Type: Discrete	Valid cases: 7
Format: character	Invalid: 0
Width: 1	

**Literal question**

What medicine were you given?

**Interviewer instructions**

Probe:  
Any other medicine?  
Circle all medicines mentioned. Write brand name(s) of all medicines, if given.

## Medicines taken to prevent malaria: Arsuamon (MN13DF)

File: wm

**Overview**

Type: Discrete	Valid cases: 4
Format: character	Invalid: 0
Width: 1	

**Literal question**

What medicine were you given?

**Interviewer instructions**

## Medicines taken to prevent malaria: Arsuamon (MN13DF)

File: wm

Probe:

Any other medicine?

Circle all medicines mentioned. Write brand name(s) of all medicines, if given.

## Medicines taken to prevent malaria: Arterakin / Artekin (MN13DG)

File: wm

**Overview**

Type: Discrete

Valid cases: 5

Format: character

Invalid: 0

Width: 1

**Literal question**

What medicine were you given?

**Interviewer instructions**

Probe:

Any other medicine?

Circle all medicines mentioned. Write brand name(s) of all medicines, if given.

## Medicines taken to prevent malaria: Other anti-malarial (MN13DH)

File: wm

**Overview**

Type: Discrete

Valid cases: 20

Format: character

Invalid: 0

Width: 1

**Literal question**

What medicine were you given?

**Interviewer instructions**

Probe:

Any other medicine?

Circle all medicines mentioned. Write brand name(s) of all medicines, if given.

Medicines taken to prevent malaria: Antibiotic pill / syrup  
(MN13DI)

File: wm

**Overview**

Type: Discrete

Valid cases: 2

Format: character

Invalid: 0

Width: 1

**Literal question**

What medicine were you given?

**Interviewer instructions**

Probe:

Any other medicine?

Circle all medicines mentioned. Write brand name(s) of all medicines, if given.

## Medicines taken to prevent malaria: Antibiotic injection (MN13DJ)

File: wm

**Overview**

Type: Discrete

Valid cases: 3

Format: character

Invalid: 0

Width: 1

**Literal question**

What medicine were you given?

**Interviewer instructions**

Probe:

Any other medicine?

Circle all medicines mentioned. Write brand name(s) of all medicines, if given.

## Medicines taken to prevent malaria: Paracetamol / Panadol / (MN13DP)

File: wm

**Overview**

Type: Discrete

Valid cases: 25

Format: character

Invalid: 0

Width: 1

**Literal question**

What medicine were you given?

**Interviewer instructions**

Probe:

Any other medicine?

Circle all medicines mentioned. Write brand name(s) of all medicines, if given.

## Medicines taken to prevent malaria: Aspirin (MN13DQ)

File: wm

**Overview**

Type: Discrete

Valid cases: 0

Format: character

Invalid: 0

Width: 1

**Literal question**

What medicine were you given?

**Interviewer instructions**

Probe:

Any other medicine?

Circle all medicines mentioned. Write brand name(s) of all medicines, if given.

## Medicines taken to prevent malaria: Ibuprofen (MN13DR)

File: wm

**Overview**

Type: Discrete

Valid cases: 1

Format: character

Invalid: 0

Width: 1

**Literal question**

## Medicines taken to prevent malaria: Ibuprofen (MN13DR)

File: wm

What medicine were you given?

**Interviewer instructions**

Probe:

Any other medicine?

Circle all medicines mentioned. Write brand name(s) of all medicines, if given.

## Medicines taken to prevent malaria: Other (MN14X)

File: wm

**Overview**

Type: Discrete

Valid cases: 17

Format: character

Invalid: 0

Width: 1

**Literal question**

What medicine were you given?

**Interviewer instructions**

Probe:

Any other medicine?

Circle all medicines mentioned. Write brand name(s) of all medicines, if given.

## Medicines taken to prevent malaria: DK (MN14Z)

File: wm

**Overview**

Type: Discrete

Valid cases: 3

Format: character

Invalid: 0

Width: 1

**Literal question**

What medicine were you given?

**Interviewer instructions**

Probe:

Any other medicine?

Circle all medicines mentioned. Write brand name(s) of all medicines, if given.

## Received an ITN during ANC visits (MN13E)

File: wm

**Overview**

Type: Discrete

Valid cases: 450

Format: numeric

Invalid: 2567

Width: 1

Decimals: 0

Range: 1-9

**Literal question**

During any of these antenatal visits for the pregnancy, were you given a insecticide treated net?

## Assistance at delivery: Doctor (MN17A)

File: wm

### Overview

Type: Discrete

Valid cases: 85

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

Who assisted with the delivery of (name)?

### Interviewer instructions

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

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

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

## Assistance at delivery: Midwife (MN17B)

File: wm

### Overview

Type: Discrete

Valid cases: 296

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

Who assisted with the delivery of (name)?

### Interviewer instructions

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

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

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

## Assistance at delivery: Nurse (MN17D)

File: wm

### Overview

Type: Discrete

Valid cases: 65

Format: character

Invalid: 0

Width: 1

### Literal question

Who assisted with the delivery of (name)?

## Assistance at delivery: Nurse (MN17D)

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: Traditional birth attendant (MN17F)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 48

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Who assisted with the delivery of (name)?

### Interviewer instructions

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

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

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

## Assistance at delivery: Community health worker (MN17G)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 30

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Who assisted with the delivery of (name)?

### Interviewer instructions

## Assistance at delivery: Community health worker (MN17G)

### File: wm

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

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

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

## Assistance at delivery: Relative / Friend (MN17H)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 236

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Who assisted with the delivery of (name)?

#### Interviewer instructions

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

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

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

## Assistance at delivery: Other (MN17X)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 7

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Who assisted with the delivery of (name)?

#### Interviewer instructions

## Assistance at delivery: Other (MN17X)

### File: wm

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

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

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

## Assistance at delivery: No one (MN17Y)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 14

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Who assisted with the delivery of (name)?

#### Interviewer instructions

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

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

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

## Place of delivery (MN18)

### File: wm

#### Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: 11-99

Valid cases: 571

Invalid: 2446

Minimum: 11

Maximum: 96

#### Source of information

The eligible woman selected for interview

#### Literal question

Where did you give birth to (name)?

#### Interviewer instructions

## Place of delivery (MN18)

### File: wm

The intent of this question is to identify births delivered in a health facility. If the woman gave birth in a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the place is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle '26'. Similarly, if the place is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle '36'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that she delivered in another place not listed, write the description of the place in the space provided for 'Other' and circle '96'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Child weighed at birth (MN21)

### File: wm

#### Overview

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

Valid cases: 571  
Invalid: 2446

#### Source of information

The eligible woman selected for interview

#### Literal question

Was (name) weighed at birth?

#### Interviewer instructions

Circle the code corresponding to the response given. If the baby was not weighed at birth or the mother doesn't know, skip to MN23.

## Weight from card or recall (MN22A)

### File: wm

#### Overview

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

Valid cases: 327  
Invalid: 2690

#### Source of information

The eligible woman selected for interview

#### Literal question

How much did (name) weigh?

#### Interviewer instructions

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

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

## Weight at birth (Kilograms) (MN22)

File: wm

### Overview

Type: Discrete	Valid cases: 327
Format: numeric	Invalid: 2690
Width: 5	Minimum: 0.6
Decimals: 3	Maximum: 10
Range: 0.6-9.999	

### Source of information

The eligible woman selected for interview

### Literal question

How much did (name) weigh?

### Interviewer instructions

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

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

## Ever breastfeed (MN24)

File: wm

### Overview

Type: Discrete	Valid cases: 571
Format: numeric	Invalid: 2446
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Did you ever breastfeed (name)?

### Interviewer instructions

Breastfeeding is important for a child's health and it prevents pregnancy during the period when the mother is breastfeeding. For this question, it does not matter how long the respondent breastfed the child, only whether or not she ever gave the child the breast, even if the baby died very young.

Circle the code corresponding to the response given. If the response is 'No' (she never breastfed the child), go to next module.

## Time baby put to breast (unit) (MN25U)

File: wm

### Overview

Type: Discrete	Valid cases: 537
Format: numeric	Invalid: 2480
Width: 1	
Decimals: 0	
Range: 0-9	

### Source of information

The eligible woman selected for interview

## Time baby put to breast (unit) (MN25U)

File: wm

### Literal question

How long after birth did you first put (name) to the breast?

### Interviewer instructions

If the mother reports that the baby was put to the breast immediately after birth, circle '000'. Otherwise, record the time in completed hours or days.

If less than 1 hour, circle '1' for 'Hours' and record '00' in the space provided. For example, if the woman said she began breastfeeding within 10 minutes of the birth, circle '1' and record '00' hours.

If the mother began breastfeeding within 24 hours of the birth, circle '1' and record the number of hours that passed before the baby was put to the breast.

If she began breastfeeding 24 hours or more after the birth, circle '2' and record the number of days. Record in completed number of days. For example, if the baby was first breastfed 30 hours after delivery, circle '2' and record '01' days.

If the woman does not know or does not remember how long after birth she put the baby to the breast, circle '998'.

## Time baby put to breast (number) (MN25N)

File: wm

### Overview

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

Valid cases: 537  
Invalid: 2480

### Source of information

The eligible woman selected for interview

### Literal question

How long after birth did you first put (name) to the breast?

### Interviewer instructions

If the mother reports that the baby was put to the breast immediately after birth, circle '000'. Otherwise, record the time in completed hours or days.

If less than 1 hour, circle '1' for 'Hours' and record '00' in the space provided. For example, if the woman said she began breastfeeding within 10 minutes of the birth, circle '1' and record '00' hours.

If the mother began breastfeeding within 24 hours of the birth, circle '1' and record the number of hours that passed before the baby was put to the breast.

If she began breastfeeding 24 hours or more after the birth, circle '2' and record the number of days. Record in completed number of days. For example, if the baby was first breastfed 30 hours after delivery, circle '2' and record '01' days.

If the woman does not know or does not remember how long after birth she put the baby to the breast, circle '998'.

## Currently pregnant (CP1)

File: wm

### Overview

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

Valid cases: 2784  
Invalid: 233

### Source of information

## Currently pregnant (CP1)

File: wm

The eligible woman selected for interview

### Literal question

I would like to talk with you about another subject— family planning.  
Are you pregnant now?

### Interviewer instructions

This question is important because later questions in this module will not need to be asked of pregnant women. A woman who is pregnant does not need to use contraception!

Circle the code corresponding to the response given. If she is pregnant, circle '1' and go to the next module. If the woman is unsure or does not know for certain if she is pregnant, circle '8' for 'Unsure or DK'.

## Currently using a method to avoid pregnancy (CP1A)

File: wm

### Overview

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

Valid cases: 2626  
Invalid: 391

### Literal question

Couples use various ways or methods to delay or avoid pregnancy.

Did you ever do something or used any method to delay or avoid getting pregnant?

## Ever used a method to avoid pregnancy (CP2)

File: wm

### Overview

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

Valid cases: 2626  
Invalid: 391

### Source of information

The eligible woman selected for interview

### Literal question

Are you currently doing something or using any method to delay or avoid getting pregnant?

### Interviewer instructions

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

## Current method: Female sterilization (CP3A)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 53  
Invalid: 0

### Source of information

The eligible woman selected for interview

## Current method: Female sterilization (CP3A)

File: wm

### Literal question

What are you doing to delay or avoid pregnancy?

Female Sterilization: Women can have an operation to avoid having any more children.

### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Male sterilization (CP3B)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Male Sterilization: Men can have an operation to avoid having any more children.

### Interviewer instructions

## Current method: Male sterilization (CP3B)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: IUD (CP3C)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 17

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

What are you doing to delay or avoid pregnancy?

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

#### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Injectables (CP3D)

File: wm

### Overview

Type: Discrete

Valid cases: 369

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Injectables: Women can have an injection by a health provider, that stops her from becoming pregnant for one or more months.

### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Implants (CP3E)

File: wm

### Overview

Type: Discrete

Valid cases: 109

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Implants: Women can have one or more small implants placed in their upper arm by a doctor or nurse which can prevent pregnancy for one or more years.

### Interviewer instructions

## Current method: Implants (CP3E)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Pill (CP3F)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 163

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

What are you doing to delay or avoid pregnancy?

Pill: Women have to take a pill every day to avoid becoming pregnant.

#### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Male condom (CP3G)

File: wm

### Overview

Type: Discrete

Valid cases: 5

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Male Condom: Men can put a rubber condom on their penis before or during the sexual intercourse.

### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Female condom (CP3H)

File: wm

### Overview

Type: Discrete

Valid cases: 1

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Female Condom: Women can place a sheath in their vagina before sexual intercourse.

### Interviewer instructions

## Current method: Female condom (CP3H)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Diaphragm (CP3I)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

What are you doing to delay or avoid pregnancy?

Diaphragm: Women can place a soft rubber cup in their vagina to block sperm from entering uterus or tubes.

#### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Foam / Jelly (CP3J)

File: wm

### Overview

Type: Discrete

Valid cases: 0

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Foam, Jelly: Women may be using spermicides such as foam, jelly, cream that are used to kill sperm or make sperm unable to move to the egg.

### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Lactational amenorrhoea method (CP3K)

File: wm

### Overview

Type: Discrete

Valid cases: 49

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Lactational Amenorrhoea Method (LAM)

### Interviewer instructions

## Current method: Lactational amenorrhoea method (CP3K)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Periodic abstinence / Rhythm (CP3L)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 28

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

What are you doing to delay or avoid pregnancy?

Periodic abstinence / Rhythm: Woman can avoid pregnancy by not having sexual intercourse on the days of the month she is most likely to get pregnant.

#### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Withdrawal (CP3M)

File: wm

### Overview

Type: Discrete

Valid cases: 10

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Withdrawal: Men can be careful and pull out before climax.

### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Other (CP3X)

File: wm

### Overview

Type: Discrete

Valid cases: 120

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Other

### Interviewer instructions

## Current method: Other (CP3X)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Wanted to get pregnant at the time (UN2)

### File: wm

#### Overview

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

Valid cases: 158  
Invalid: 2859

#### Source of information

The eligible woman selected for interview

#### Literal question

Now I would like to talk to you about your current pregnancy. When you got pregnant, did you want to get pregnant at that time?

#### Interviewer instructions

Circle the code corresponding to the answer given. Skip to UN4 if 'Yes'. Otherwise, continue to the next question.

## Wanted baby later or did not want more children (UN3)

### File: wm

#### Overview

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

Valid cases: 29  
Invalid: 2988

#### Source of information

The eligible woman selected for interview

#### Literal question

Did you want to have a baby later on or did you not want any (more) children?

#### Interviewer instructions

Circle the code corresponding to the answer given.

## Would like to have another child (currently pregnant) (UN4)

File: wm

### Overview

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

Valid cases: 158  
Invalid: 2859

### Source of information

The eligible woman selected for interview

### Literal question

Now I would like to ask some questions about the future.

After the child you are now expecting, would you like to have another child, or would you prefer not to have any more children?

### Interviewer instructions

Note that we want to make sure that pregnant women do not think that we are asking them if they want the child they are pregnant with now. Circle the code corresponding to the response given. If the woman wants to have another child, you should circle '1' and continue with UN7. If she wants no more children or does not want to have children at all, you should circle '2' and skip to UN13. If she is undecided or does not know, circle '8' and skip to UN13.

## Would like to have another child (not currently pregnant) (UN6)

File: wm

### Overview

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

Valid cases: 2573  
Invalid: 444

### Source of information

The eligible woman selected for interview

### Literal question

Now I would like to ask you some questions about the future. Would you like to have (a/another) child, or would you prefer not to have any (more) children?

### Interviewer instructions

Circle the code corresponding to the response given. If the woman wants to have a/another child, you should circle '1'. If she wants no more children or does not want to have children at all, you should circle '2' and skip to UN9. If she says she cannot get pregnant, circle '3' and skip to UN11. If she is undecided or does not know, circle '8' and skip to UN9.

## Desired waiting time (unit) (UN7U)

File: wm

### Overview

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

Valid cases: 1323  
Invalid: 1694

### Source of information

The eligible woman selected for interview

### Literal question

How long would you like to wait before the birth of (a/another) child?

### Interviewer instructions

## Desired waiting time (unit) (UN7U)

### File: wm

Here, you will also need to choose the appropriate phrasing for the question, based on what you already know about the respondent. This question should be asked of all women (pregnant or not pregnant) who say that they want to have another child.

Note that the answer can be given in months or years. Circle '1' if the response is in months or '2' if in years, and record the answer in the appropriate spaces. If she says she does not want to wait and would like to have a baby right away, record 993 for 'Soon/Now'. If the woman says she cannot get pregnant, circle '994'. If the woman tells you she would like to wait until after she is married to have a child, record '995' for 'After marriage'. If she gives a different answer, circle '996' for 'Other'. If she says she does not know, circle '998'. For women who say that they cannot get pregnant, you should skip to UN11.

## Desired waiting time (number) (UN7N)

### File: wm

#### Overview

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

Valid cases: 1323  
Invalid: 1694

#### Source of information

The eligible woman selected for interview

#### Literal question

How long would you like to wait before the birth of (a/another) child?

#### Interviewer instructions

Here, you will also need to choose the appropriate phrasing for the question, based on what you already know about the respondent. This question should be asked of all women (pregnant or not pregnant) who say that they want to have another child.

Note that the answer can be given in months or years. Circle '1' if the response is in months or '2' if in years, and record the answer in the appropriate spaces. If she says she does not want to wait and would like to have a baby right away, record 993 for 'Soon/Now'. If the woman says she cannot get pregnant, circle '994'. If the woman tells you she would like to wait until after she is married to have a child, record '995' for 'After marriage'. If she gives a different answer, circle '996' for 'Other'. If she says she does not know, circle '998'. For women who say that they cannot get pregnant, you should skip to UN11.

## Able to get pregnant (UN10)

### File: wm

#### Overview

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

Valid cases: 1713  
Invalid: 1304

#### Source of information

The eligible woman selected for interview

#### Literal question

Do you think you are physically able to get pregnant at this time?

#### Interviewer instructions

## Able to get pregnant (UN10)

### File: wm

A woman who believes that she is incapable of becoming pregnant cannot be considered to have 'unmet need' for contraception. This question aims to learn whether the woman thinks she can conceive a child. Circle the code corresponding to the response given.

Make sure that the woman does not relate her current physical ability to get pregnant with her current marital status. It is important to emphasize to the woman, if necessary, that we are interested in her current physical ability - she may be physically able to get pregnant, but may think that this is not possible because she currently does not have a partner. In such cases, the woman should obviously be coded as 'Yes'.

## Reason: Infrequent sex / No sex (UN11A)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 78

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: 43

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: 28

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: 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: Trying to get pregnant for 2 years without result (UN11E)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 15

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: 28

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

## Reason: Postpartum amenorrheic (UN11F)

File: wm

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Breastfeeding (UN11G)

File: wm

### Overview

Type: Discrete

Valid cases: 30

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Too old (UN11H)

File: wm

### Overview

Type: Discrete

Valid cases: 122

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Fatalistic (UN11I)

File: wm

### Overview

Type: Discrete

Valid cases: 13

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Other (UN11X)

File: wm

**Overview**

Type: Discrete

Valid cases: 108

Format: character

Invalid: 0

Width: 1

**Source of information**

The eligible woman selected for interview

**Literal question**

Why do you think you are not physically able to get pregnant?

**Interviewer instructions**

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Don't know (UN11Z)

File: wm

**Overview**

Type: Discrete

Valid cases: 16

Format: character

Invalid: 0

Width: 1

**Source of information**

The eligible woman selected for interview

**Literal question**

Why do you think you are not physically able to get pregnant?

**Interviewer instructions**

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Start of last menstrual period (unit) (UN13U)

File: wm

**Overview**

Type: Discrete

Valid cases: 2756

Format: numeric

Invalid: 261

Width: 1

Decimals: 0

Range: 1-9

**Source of information**

The eligible woman selected for interview

**Literal question**

When did your last menstrual period start?

**Interviewer instructions**

## Start of last menstrual period (unit) (UN13U)

### File: wm

The answers to this question will help to determine whether any of the respondents are actually menopausal or infecund because they have not had their periods in a long time. Record the respondent's answer in the units that she uses. Note that the answer can be given in months or years. Circle '1' if the response is in days, '2' if in weeks, '3' if in months, '4' if in years and record the answer in the appropriate spaces.

In some cases, the respondent may give you the date that her last menstrual period began. If that happens, write the date on the questionnaire, calculate the length of time since that date, and record it in the appropriate units. Note that it is not necessary to obtain a date.

If she says she is in menopause or has had hysterectomy, record 994. A woman who is too old to menstruate or become pregnant is described as being in menopause. A hysterectomy is an operation to remove the uterus. If the woman tells you she had her last menstrual period before her last birth, record '995'. If she says she has never menstruated, circle '996'.

## Start of last menstrual period (number) (UN13N)

### File: wm

#### Overview

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

Valid cases: 2756  
Invalid: 261

#### Source of information

The eligible woman selected for interview

#### Literal question

When did your last menstrual period start?

#### Interviewer instructions

The answers to this question will help to determine whether any of the respondents are actually menopausal or infecund because they have not had their periods in a long time. Record the respondent's answer in the units that she uses. Note that the answer can be given in months or years. Circle '1' if the response is in days, '2' if in weeks, '3' if in months, '4' if in years and record the answer in the appropriate spaces.

In some cases, the respondent may give you the date that her last menstrual period began. If that happens, write the date on the questionnaire, calculate the length of time since that date, and record it in the appropriate units. Note that it is not necessary to obtain a date.

If she says she is in menopause or has had hysterectomy, record 994. A woman who is too old to menstruate or become pregnant is described as being in menopause. A hysterectomy is an operation to remove the uterus. If the woman tells you she had her last menstrual period before her last birth, record '995'. If she says she has never menstruated, circle '996'.

## If she goes out with out telling husband: wife beating justi (DV1A)

### File: wm

#### Overview

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

Valid cases: 2784  
Invalid: 233

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she goes out without telling him?

## If she goes out with out telling husband: wife beating justi (DV1A)

File: wm

### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## If she neglects the children: wife beating justified (DV1B)

File: wm

### Overview

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

Valid cases: 2784  
Invalid: 233

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she neglects the children?

### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## If she argues with husband: wife beating justified (DV1C)

File: wm

### Overview

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

Valid cases: 2784  
Invalid: 233

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she argues with him?

### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## If she refuses sex with husband: wife beating justified (DV1D)

File: wm

### Overview

## If she refuses sex with husband: wife beating justified (DV1D)

### File: wm

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

Valid cases: 2784  
Invalid: 233

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she refuses to have sex with him?

#### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## If she burns the food: wife beating justified (DV1E)

### File: wm

#### Overview

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

Valid cases: 2784  
Invalid: 233

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she burns the food?

#### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## If she argues with the parent-in-law (DV1F)

### File: wm

#### Overview

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

Valid cases: 2784  
Invalid: 233

#### Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she argues with the parent-in-law?

#### 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	Valid cases: 2784
Format: numeric	Invalid: 233
Width: 1	
Decimals: 0	
Range: 1-3	

### Source of information

The eligible woman selected for interview

### Literal question

Are you currently married or living together with a man as if married?

### Interviewer instructions

The options here are currently married, living with a man, or not in union (the woman is neither married nor living with a man). Circle the code corresponding to the respondent's status at the time of the interview. If the woman is currently neither married or in a union, skip to MA5.

## Marriage: Civil registration (MA1AA)

File: wm

### Overview

Type: Discrete	Valid cases: 934
Format: character	Invalid: 0
Width: 1	

### Literal question

Are you married through: [A] Civil registration?

## Marriage: Religious ceremony (MA1AB)

File: wm

### Overview

Type: Discrete	Valid cases: 995
Format: character	Invalid: 0
Width: 1	

### Literal question

Are you married through: [B] Religious ceremony?

## Marriage: Traditional ceremony (MA1AC)

File: wm

### Overview

Type: Discrete	Valid cases: 855
Format: character	Invalid: 0
Width: 1	

### Literal question

Are you married through: [C] Traditional ceremony?

## Marriage: Community acceptance (MA1AD)

File: wm

### Overview

Type: Discrete	Valid cases: 641
Format: character	Invalid: 0
Width: 1	

### Literal question

Are you married through: [D] Community acceptance?

## Age of husband/partner (MA2)

File: wm

### Overview

Type: Discrete	Valid cases: 2086
Format: numeric	Invalid: 931
Width: 2	Minimum: 11
Decimals: 0	Maximum: 99
Range: 11-99	

### 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: 698
Format: numeric	Invalid: 2319
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Have you ever been married or lived together with a man as if married?

### Interviewer instructions

For women who are not currently married or living with a man, ask whether they have ever been married or lived with a man. Remember that 'married' refers to both formal and informal unions.

Circle the code corresponding to the response given. Notice that there are two different response categories for a 'Yes' response: 'Yes, formerly married' and 'Yes, formerly lived with a man'. Be sure to make the distinction between the two categories. If the respondent just answers 'Yes', probe by asking, "Were you formerly married or did you live with a man?" If she was formerly married and also reports living with a man, circle the code for 'Yes, formerly married'.

If she was never married and never lived with a man circle '3' for 'No' and go to the next module. Otherwise, continue on to MA6.

## Marital status (MA6)

File: wm

### Overview

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

Valid cases: 152  
Invalid: 2865

### 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: 2238  
Invalid: 779

### Source of information

The eligible woman selected for interview

### Literal question

Have you been married or lived with a man only once or more than once?

### Interviewer instructions

As with MA1, we are interested in formal marriages as well as informal arrangements. If a woman was married or lived with a man and then was widowed, divorced, or separated from her husband or partner and is now either married to or living with someone else, record 'More than once'. If a woman is not currently married or in an informal union but was previously married or living with someone else two or more times, record 'More than once' by circling '2'. If she has married or lived with someone else only once, circle '1.'

Note that the question refers to periods of marriage or informal unions, and not to numbers of husbands or partners. If a woman was married to a man and divorced him, and then married the same person again, she should be considered as having married 'More than once'. The same applies to informal unions with the same person.

## Month of first union (MA8M)

File: wm

### Overview

## Month of first union (MA8M)

### File: wm

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

Valid cases: 2238  
Invalid: 779

#### Source of information

The eligible woman selected for interview

#### Literal question

In what month and year did you first marry or start living with a man as if married?

#### Interviewer instructions

If the respondent knows the date that she first married or started living with a man as if married, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers, as instructed earlier. For example, January is '01,' February is '02,' March is '03,' etc.

If she does not recall the date that she first married or started living with a man as if married, ask whether she has any documentation that might give the date. If she does not know or have documentation of the month, circle '98' for 'DK month' and ask her the year that she first married or started living with a man as if married. Enter the year in the space provided and go to next module. If she does not know and does not have documentation of the year that she first married or started living with a man as if married, circle '9998' for 'DK year'.

## Year of first union (MA8Y)

### File: wm

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1977-9999

Valid cases: 2238  
Invalid: 779  
Minimum: 1977  
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: 567  
Invalid: 2450  
Minimum: 12  
Maximum: 35

#### Source of information

## Age at first union (MA9)

File: wm

The eligible woman selected for interview

### Literal question

How old were you when you started living with your first husband/partner?

### Interviewer instructions

As with other age questions, if she does not know, probe. For instance, ask how old she was when her first child was born and then ask how long before or after giving birth she began living with her first husband or partner. Do not leave this question blank.

## Age at first sexual intercourse (SB1)

File: wm

### Overview

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

Valid cases: 2784  
Invalid: 233  
Minimum: 0  
Maximum: 99

### Source of information

The eligible woman selected for interview

### Literal question

Now, I would like to ask you some questions about sexual activity in order to gain a better understanding of some important life issues.

The information you supply will remain strictly confidential.

How old were you when you had sexual intercourse for the very first time?

### Interviewer instructions

It is very important that you read the first sentence, and to emphasize to the respondent that her responses will remain strictly confidential. If necessary, explain to her once again that the information she shares with you will only be used for statistical purposes; that her name will never be revealed; and her responses will not be shared with others in the community or elsewhere.

The age we are asking about is the age of the respondent the very first time she had sexual intercourse. It does not matter whether the woman continued to have a relationship with this person. We are not asking about the first time with her current partner, but rather, the first experience of sexual intercourse in her entire life.

If the response is 'Never had intercourse', circle '00' and skip to the next module. Otherwise, enter the age in years on the line provided. If she was less than 10 years old, use a zero to fill in the first space.

If the respondent tells you that her first time was when she started living with her first husband, record her response by circling '95'. You will have collected this information in the Marriage/Union module. If the respondent says that her first time was with her first husband, but it was before they began living together, probe for the respondent's age at the time.

If the respondent says she does not know how old she was when she first had intercourse, probe by relating it to how old she was when she first married or had her first child. However, when doing this probing, be certain not to assume that the first time she had sex was at the time of her first marriage. If she has never married and/or never had children, you can probe by relating the timing of the first intercourse to whether she was going to school at the time, or to places that she might have lived. The respondent should feel comfortable in taking her time to think about her response to remember correctly.

## Condom used during first sexual intercourse (SB2)

File: wm

### Overview

## Condom used during first sexual intercourse (SB2)

### File: wm

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

Valid cases: 2321  
Invalid: 696

#### Source of information

The eligible woman selected for interview

#### Literal question

The first time you had sexual intercourse, was a condom used?

#### Interviewer instructions

If used correctly, condoms can reduce the risk of transmission of AIDS and other sexually transmitted infections. We do not mention this fact to the respondent, because we do not want to influence her answer here. In this question we are referring to the first occasion the respondent had sexual intercourse.

Circle the code for the response given.

## Time since last sexual intercourse (unit) (SB3U)

### File: wm

#### Overview

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

Valid cases: 2321  
Invalid: 696

#### Source of information

The eligible woman selected for interview

#### Literal question

When was the last time you had sexual intercourse?

#### Interviewer instructions

By 'the last time you had sexual intercourse' we are referring to the respondent's most recent act of sexual intercourse.

In most cases you will record the respondent's answer by using the same units of measure she used in her response. For example, if she says '3 weeks ago', circle '2' and write '03' in the boxes next to 'Weeks ago'. If she says "4 days ago," circle '1' and write '04' next to 'Days ago'. If the respondent says "last night," circle '1' and write '00' for 'Days ago'. If the respondent answers with a month, for example, if she says "it was in December," count the number of months and record months. It may be helpful to write the name of the month in the questionnaire. All responses within less than 12 months will be recorded in months, weeks or days. Record 'year ago' only if last intercourse was one or more years ago. If 12 months or more the answer must be recorded in years.

If the response is 12 months or more, circle '4' and record the answer in years. The 'Years ago' row should be used only if the last intercourse was more than 1 year ago. There should never be a response recorded '00' 'Years Ago'. If the response is 12 months or more, go to the SB13.

While this question is a simple one, respondents who have not had sexual intercourse recently are likely to round off their answers, and it will be up to you to learn from respondents whether they last had sex more or less than a year ago. For example, a woman with no regular sexual relationships may engage in sexual intercourse on an irregular basis. Perhaps the last time she had sexual intercourse was during a trip she took 10 months ago; she will be more likely to respond "about a year ago," rather than count how many months ago it was. Therefore, you will need to probe all responses of 'a year ago' with: "Do you remember which month it was?" In this way, we will be able to determine whether the respondent actually had intercourse within the last year or more than a year ago. Respondents who last had sexual intercourse, 10, 11, 12, 13, 14 or 15 months ago may all give responses of 'a year ago'; it will be up to you to clarify when it actually was. Asking the respondent "Was it more or less than a year ago" is not a very good probe for this question; it would be best to ask, "Do you remember what month it was?"

If a woman has not yet resumed intercourse since she had her last child, check CM12 for the month and year of birth of her last child, and ask how long before the birth of that child she had sex the last time.

## Time since last sexual intercourse (number) (SB3N)

File: wm

### Overview

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

Valid cases: 2321  
Invalid: 696

### Source of information

The eligible woman selected for interview

### Literal question

When was the last time you had sexual intercourse?

### Interviewer instructions

By 'the last time you had sexual intercourse' we are referring to the respondent's most recent act of sexual intercourse.

In most cases you will record the respondent's answer by using the same units of measure she used in her response. For example, if she says '3 weeks ago', circle '2' and write '03' in the boxes next to 'Weeks ago'. If she says "4 days ago," circle '1' and write '04' next to 'Days ago'. If the respondent says "last night," circle '1' and write '00' for 'Days ago'. If the respondent answers with a month, for example, if she says "it was in December," count the number of months and record months. It may be helpful to write the name of the month in the questionnaire. All responses within less than 12 months will be recorded in months, weeks or days. Record 'year ago' only if last intercourse was one or more years ago. If 12 months or more the answer must be recorded in years.

If the response is 12 months or more, circle '4' and record the answer in years. The 'Years ago' row should be used only if the last intercourse was more than 1 year ago. There should never be a response recorded '00' 'Years Ago'. If the response is 12 months or more, go to the SB13.

While this question is a simple one, respondents who have not had sexual intercourse recently are likely to round off their answers, and it will be up to you to learn from respondents whether they last had sex more or less than a year ago. For example, a woman with no regular sexual relationships may engage in sexual intercourse on an irregular basis. Perhaps the last time she had sexual intercourse was during a trip she took 10 months ago; she will be more likely to respond "about a year ago," rather than count how many months ago it was. Therefore, you will need to probe all responses of 'a year ago' with: "Do you remember which month it was?" In this way, we will be able to determine whether the respondent actually had intercourse within the last year or more than a year ago. Respondents who last had sexual intercourse, 10, 11, 12, 13, 14 or 15 months ago may all give responses of 'a year ago'; it will be up to you to clarify when it actually was. Asking the respondent "Was it more or less than a year ago" is not a very good probe for this question; it would be best to ask, "Do you remember what month it was?"

If a woman has not yet resumed intercourse since she had her last child, check CM12 for the month and year of birth of her last child, and ask how long before the birth of that child she had sex the last time.

## Condom used at last sexual intercourse (SB4)

File: wm

### Overview

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

Valid cases: 1912  
Invalid: 1105

### Source of information

The eligible woman selected for interview

### Literal question

The last time you had sexual intercourse, was a condom used?

### Interviewer instructions

In this question, this time, we are referring only to the last occasion the respondent had sexual intercourse.

Circle the code for the response given.

## Relationship to last sexual partner (SB5)

File: wm

### Overview

Type: Discrete	Valid cases: 1912
Format: numeric	Invalid: 1105
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

What was your relationship to this person with whom you last had sexual intercourse?

### Interviewer instructions

Probe to ensure that the response refers to the relationship at the time of sexual intercourse. If the person is 'boyfriend', ask: "Were you living together as if married?" If 'Yes', circle '2' for 'Cohabiting partner'. If 'No', circle '3' for 'Boyfriend' and skip to SB7.

Note that we are interested in the relationship of the woman with the person mentioned at the time they last engaged in sexual intercourse. For example, if a woman's last partner was a boyfriend she was living with at the time, you would record 'Cohabiting partner' even though they are no longer living together. They were living together at the time of the sexual encounter. Record the status of the relationship that existed at the time the two people last had sexual intercourse. It is most important to determine whether or not the sexual partner was someone the respondent was living with at the time they last had sexual intercourse.

## Age of last sexual partner (SB7)

File: wm

### Overview

Type: Discrete	Valid cases: 83
Format: numeric	Invalid: 2934
Width: 2	Minimum: 15
Decimals: 0	Maximum: 99
Range: 15-99	

### Source of information

The eligible woman selected for interview

### Literal question

How old is this person?

### Interviewer instructions

Sometimes young women have sexual partners who are significantly older than they are; this can put them at higher risk of HIV infection. In this question we ask young women to tell us the age of their sexual partners.

Record the age in the space provided. If she does not know, ask her to estimate the age of this person. If the respondent is unable to estimate the partner's age, probe by asking "About how old is this person?". If she still says she does not know, circle '98' and continue to the next question.

## Sex with any other man in the last 12 month (SB8)

File: wm

### Overview

Type: Discrete	Valid cases: 1912
Format: numeric	Invalid: 1105
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

## Sex with any other man in the last 12 month (SB8)

File: wm

The eligible woman selected for interview

### Literal question

Have you had sexual intercourse with any other person in the last 12 months?

### Interviewer instructions

We are interested in finding out whether the respondent had sexual intercourse with anyone else within the past 12 months. We want the respondent to take their time in answering because we are asking about a fairly long period of time - the entire year preceding the date of interview. Continue to the next question if 'Yes'. If 'No', skip to SB15.

## Condom used with prior sexual partner (SB9)

File: wm

### Overview

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

Valid cases: 20  
Invalid: 2997

### Source of information

The eligible woman selected for interview

### Literal question

The last time you had sexual intercourse with this other person, was a condom used?

### Interviewer instructions

This question asks about condom use with 'this other person'. This is the person she had intercourse with during the last 12 months, but not the person she had her last intercourse with.

Circle the code for the response given.

## Relationship to prior sexual partner (SB10)

File: wm

### Overview

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

Valid cases: 20  
Invalid: 2997

### Source of information

The eligible woman selected for interview

### Literal question

What was your relationship to this person?

### Interviewer instructions

This question asks about the relationship she had with this other person. It should refer to the relationship she had with the person at the time of intercourse.

The questions should be asked, probed and recorded the same way as SB5. If the person is 'boyfriend', ask: "Were you living together as if married?" If 'Yes', circle '2' for 'Cohabiting partner'. If 'No', circle '3' for 'Boyfriend' and skip to SB12.

## Age of prior sexual partner (SB12)

File: wm

## Age of prior sexual partner (SB12)

File: wm

### Overview

Type: Discrete	Valid cases: 18
Format: numeric	Invalid: 2999
Width: 2	Minimum: 21
Decimals: 0	Maximum: 98
Range: 21-99	

### Source of information

The eligible woman selected for interview

### Literal question

How old is this person?

### Interviewer instructions

Again, we are looking for the age of the person she had sexual intercourse with at the time of the sexual encounter.

Record the age in the space provided. If she does not know, ask her to estimate the age of this person. If the respondent is unable to estimate the sexual partner's age, probe by asking "About how old is this person?". If she still says she does not know, circle '98' and continue to the next question.

## Sex with any other man in the last 12 months (SB13)

File: wm

### Overview

Type: Discrete	Valid cases: 20
Format: numeric	Invalid: 2997
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Other than these two persons, have you had sexual intercourse with any other person in the last 12 months?

### Interviewer instructions

Circle the code corresponding to response given. Continue to the next question if the response is 'Yes'. If 'No', skip to SB15.

## Number of sex partners in last 12 months (SB14)

File: wm

### Overview

Type: Discrete	Valid cases: 8
Format: numeric	Invalid: 3009
Width: 2	
Decimals: 0	
Range: 3-99	

### Source of information

The eligible woman selected for interview

### Literal question

In total, with how many different people have you had sexual intercourse in the last 12 months?

### Interviewer instructions

## Number of sex partners in last 12 months (SB14)

File: wm

This is the total number of different partners the respondent has had sexual intercourse with in the last 12 months, including the ones already mentioned.

Enter the total in the space provided. If her response is less than 10, use a leading zero. Since this question is asked only if the respondent has had sexual intercourse with at least three partners in the last 12 months, the answer should never be '00', '01' or '02'.

## Number of sex partners in lifetime (SB15)

File: wm

### Overview

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

Valid cases: 2321  
Invalid: 696

### Source of information

The eligible woman selected for interview

### Literal question

In total, with how many different people have you had sexual intercourse in your lifetime?

### Interviewer instructions

This is the total number of different partners the respondent has had sexual intercourse in her lifetime. Enter the total in the space provided. If her response is less than 10, use a leading zero. If a non-numeric answer is given, probe to get an estimate. If number of partners is 95 or more, write '95'.

## Ever heard of AIDS (HA1)

File: wm

### Overview

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

Valid cases: 2784  
Invalid: 233

### Source of information

The eligible woman selected for interview

### Literal question

Now I would like to talk with you about something else.  
Have you ever heard of an illness called AIDS?

### Interviewer instructions

This question serves as an introduction and allows us to verify whether a respondent has heard of AIDS. If there is a local term for AIDS, use the local term in addition to 'AIDS'.

If a respondent has never heard of the AIDS, skip to next module.

## Can avoid AIDS virus by having one uninfected partner (HA2)

File: wm

### Overview

## Can avoid AIDS virus by having one uninfected partner (HA2)

File: wm

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

Valid cases: 2235  
Invalid: 782

### Source of information

The eligible woman selected for interview

### Literal question

Can people reduce their chance of getting the AIDS virus by having just one uninfected sex partner who has no other sex partners?

### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## Can get AIDS virus through supernatural means (HA3)

File: wm

### Overview

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

Valid cases: 2235  
Invalid: 782

### Source of information

The eligible woman selected for interview

### Literal question

Can people get the AIDS virus because of witchcraft or other supernatural means?

### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## Can avoid AIDS virus by using a condom correctly every time (HA4)

File: wm

### Overview

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

Valid cases: 2235  
Invalid: 782

### Source of information

The eligible woman selected for interview

### Literal question

Can people reduce their chance of getting the AIDS virus by using a condom every time they have sex?

### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## Can get AIDS virus from mosquito bites (HA5)

File: wm

### Overview

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

Valid cases: 2235  
Invalid: 782

### Source of information

The eligible woman selected for interview

### Literal question

Can people get the AIDS virus from mosquito bites?

### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## Can get AIDS virus by sharing food with a person who has AID (HA6)

File: wm

### Overview

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

Valid cases: 2235  
Invalid: 782

### Source of information

The eligible woman selected for interview

### Literal question

Can people get the AIDS virus by sharing food with a person who has AIDS virus?

### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## Healthy-looking person may have AIDS virus (HA7)

File: wm

### Overview

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

Valid cases: 2235  
Invalid: 782

### Source of information

The eligible woman selected for interview

### Literal question

Is it possible for a healthy-looking person to have the AIDS virus?

### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## AIDS virus from mother to child during pregnancy (HA8A)

File: wm

### Overview

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

Valid cases: 2235  
Invalid: 782

### Source of information

The eligible woman selected for interview

### Literal question

Can the virus that causes AIDS be transmitted from a mother to her baby: During pregnancy?

### Interviewer instructions

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby.

Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'.

The following four questions are meant to ascertain the respondent's personal opinion and accepting attitude towards people with HIV/AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.

Circle the code for the response given. Once again, do not prompt the respondent or indicate the 'correct' answer in any way. If a respondent says she doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.

## AIDS virus from mother to child during delivery (HA8B)

File: wm

### Overview

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

Valid cases: 2235  
Invalid: 782

### Source of information

The eligible woman selected for interview

### Literal question

Can the virus that causes AIDS be transmitted from a mother to her baby: During delivery?

### Interviewer instructions

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby.

Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'.

The following four questions are meant to ascertain the respondent's personal opinion and accepting attitude towards people with HIV/AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.

Circle the code for the response given. Once again, do not prompt the respondent or indicate the 'correct' answer in any way. If a respondent says she doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.

## AIDS virus from mother to child through breastfeeding (HA8C)

File: wm

### Overview

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

Valid cases: 2235  
Invalid: 782

### Source of information

The eligible woman selected for interview

### Literal question

Can the virus that causes AIDS be transmitted from a mother to her baby: By breastfeeding?

### Interviewer instructions

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby.

Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'.

The following four questions are meant to ascertain the respondent's personal opinion and accepting attitude towards people with HIV/AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.

Circle the code for the response given. Once again, do not prompt the respondent or indicate the 'correct' answer in any way. If a respondent says she doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.

## Should female teacher with AIDS virus be allowed to teach in (HA9)

File: wm

### Overview

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

Valid cases: 2235  
Invalid: 782

### Source of information

The eligible woman selected for interview

### Literal question

In your opinion, if a female teacher has the AIDS virus but is not sick, should she be allowed to continue teaching in school?

### Interviewer instructions

If a school learns that a female teacher has the AIDS virus, but she is not sick, how should the school handle this information? Should the female teacher be allowed to continue teaching at the school, or should she be removed from her teaching position? We are not asking about whether or not a female teacher has actually been asked to leave a teaching position, but rather, what is the respondent's opinion about how such a case should be handled; should the female teacher be allowed to continue teaching?

## Would buy fresh vegetables from shopkeeper with AIDS virus (HA10)

File: wm

### Overview

## Would buy fresh vegetables from shopkeeper with AIDS virus (HA10)

File: wm

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

Valid cases: 2235  
Invalid: 782

### Source of information

The eligible woman selected for interview

### Literal question

Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had the AIDS virus?

## If HH member became infected with AIDS virus, would want it (HA11)

File: wm

### Overview

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

Valid cases: 2235  
Invalid: 782

### Source of information

The eligible woman selected for interview

### Literal question

If a member of your family got infected with the AIDS virus, would you want it to remain a secret?

## Willing to care for person with AIDS in household (HA12)

File: wm

### Overview

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

Valid cases: 2235  
Invalid: 782

### Source of information

The eligible woman selected for interview

### Literal question

If a member of your family became sick with AIDS, would you be willing to care for him or her in your household?

## Given information about AIDS virus during antenatal care vis (HA15)

File: wm

### Overview

## Given information about AIDS virus during antenatal care vis (HA15)

File: wm

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

Valid cases: 385  
Invalid: 2632

### Literal question

During any of the antenatal visits for your pregnancy with (name), were you given any information about HIV/AIDS?

## Tested for AIDS virus as part of antenatal care (HA16)

File: wm

### Overview

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

Valid cases: 385  
Invalid: 2632

### Source of information

The eligible woman selected for interview

### Literal question

I don't want to know the results, but were you tested for the AIDS virus as part of your antenatal care?

### Interviewer instructions

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to HA19.

## Received results from test during antenatal care (HA17)

File: wm

### Overview

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

Valid cases: 70  
Invalid: 2947

### Source of information

The eligible woman selected for interview

### Literal question

I don't want to know the results, but did you get the results of the test?

### Interviewer instructions

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results.

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she knows the results of the test. Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to HA22.

## Received consultation after testing during antenatal care (HA18)

File: wm

## Received consultation after testing during antenatal care (HA18)

File: wm

### Overview

Type: Discrete	Valid cases: 42
Format: numeric	Invalid: 2975
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Regardless of the result, all women who are tested are supposed to receive counselling after getting test result. After you were tested, did you receive counselling?

### Interviewer instructions

Circle the code corresponding to the response.

All answers should skip to HA22

## Ever been tested for AIDS virus (HA24)

File: wm

### Overview

Type: Discrete	Valid cases: 2235
Format: numeric	Invalid: 782
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

I don't want to know the results, but have you ever been tested to see if you have the AIDS virus?

### Interviewer instructions

Ask the respondent if she was tested for the HIV. Be clear to the respondent that you are not asking to know the results of the test. Circle the code for the response given. If her answer is 'No', skip to HA27.

## Most recent time of testing for AIDS virus (HA25)

File: wm

### Overview

Type: Discrete	Valid cases: 287
Format: numeric	Invalid: 2730
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

When was the most recent time you were tested?

### Interviewer instructions

Circle the code corresponding to the response.

## Received results of AIDS virus test (HA26)

File: wm

### Overview

Type: Discrete	Valid cases: 287
Format: numeric	Invalid: 2730
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

I don't want to know the results, but did you get the results of the test?

### Interviewer instructions

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results.

It is important that you do not attempt to find out the HIV status of any respondent who has been tested, or simply that you have any interest in knowing her HIV status. Ask the question, ensuring that the respondent knows that you are not interested in learning the results of any test she may have undergone. Circle the code corresponding to her response.

All answers should skip to next module.

## Know a place to get AIDS virus test (HA27)

File: wm

### Overview

Type: Discrete	Valid cases: 1948
Format: numeric	Invalid: 1069
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Do you know of a place where people can go to get tested for the AIDS virus?

### Interviewer instructions

Circle the code corresponding to the response.

## Ever drunk alcohol (TA14)

File: wm

### Overview

Type: Discrete	Valid cases: 2784
Format: numeric	Invalid: 233
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Now I would like to ask you some questions about drinking alcohol. Have you ever drink alcohol?

## Age when had first drink of alcohol other than a few sips (TA15)

File: wm

### Overview

Type: Discrete	Valid cases: 476
Format: numeric	Invalid: 2541
Width: 2	Minimum: 0
Decimals: 0	Maximum: 47
Range: 0-99	

### Literal question

Which is considered one drink of alcohol is one can or bottle of beer, one glass of wine, or one shot of cognac, vodka, whiskey, rum, saguer, permipan, bobo, cap tikus, sofi, or sby. How old were you when you had your first drink of alcohol, other than a few sips?

## How many days did you have at least one drink of alcohol las (TA16)

File: wm

### Overview

Type: Discrete	Valid cases: 463
Format: numeric	Invalid: 2554
Width: 2	
Decimals: 0	
Range: 0-99	

### Literal question

During the last one month, on how many days did you have at least one drink of alcohol?

### Interviewer instructions

If respondent did not drink, circle "00".  
 If less than 10 days, record the number of days.  
 If 10 days or more but less than a month, circle "10".  
 If "everyday" or "almost every day", circle "30"

## How many can/bottle/glass/shot of drinks in a day last one m (TA17)

File: wm

### Overview

Type: Discrete	Valid cases: 67
Format: numeric	Invalid: 2950
Width: 2	
Decimals: 0	
Range: 1-99	

### Literal question

In the last one month, on the days that you drank alcohol, how many can/bottle/glass/shot of drinks did you usually have?

## Net number (TNLN)

File: wm

### Overview

## Net number (TNLN)

File: wm

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

Valid cases: 999  
Invalid: 2018

## Mosquito net observed (TN4)

File: wm

### Overview

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

Valid cases: 999  
Invalid: 2018

### Source of information

Interviewer's visual observation

### Interviewer instructions

Mosquito net observed?

## Brand/type of observed net (TN5)

File: wm

### Overview

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

Valid cases: 999  
Invalid: 2018  
Minimum: 11  
Maximum: 99

### Source of information

Interviewer's visual observation

### Interviewer instructions

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

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

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

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

## Months ago net obtained (TN6)

File: wm

## Months ago net obtained (TN6)

File: wm

### Overview

Type: Discrete	Valid cases: 999
Format: numeric	Invalid: 2018
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Head of household or other responsible household member

### Literal question

How many months ago did your household get the mosquito net?

### Interviewer instructions

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

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

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

File: wm

### Overview

Type: Discrete	Valid cases: 306
Format: numeric	Invalid: 2711
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

## Net soaked or dipped since obtained (TN9)

File: wm

### Overview

Type: Discrete	Valid cases: 307
Format: numeric	Invalid: 2710
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

## Net soaked or dipped since obtained (TN9)

### File: wm

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

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

## Months ago net soaked or dipped (TN10)

### File: wm

#### Overview

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

Valid cases: 0  
Invalid: 3017

#### Source of information

Head of household or other responsible household member

#### Literal question

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

#### Interviewer instructions

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

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

### File: wm

#### Overview

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

Valid cases: 999  
Invalid: 2018

#### Source of information

Head of household or other responsible household member

#### Literal question

Did anyone sleep under this mosquito net last night?

#### Interviewer instructions

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

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

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

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

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

File: wm

### Overview

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

Valid cases: 999  
Invalid: 2018

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

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

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

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

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

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

File: wm

### Overview

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

Valid cases: 999  
Invalid: 2018

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

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

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

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

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

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

File: wm

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

File: wm

### Overview

Type: Discrete	Valid cases: 898
Format: numeric	Invalid: 2119
Width: 2	
Decimals: 0	
Range: 0-90	

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

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

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

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

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

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

File: wm

### Overview

Type: Discrete	Valid cases: 529
Format: numeric	Invalid: 2488
Width: 2	
Decimals: 0	
Range: 0-90	

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

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

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

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

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

## Area (HH6)

File: wm

## Area (HH6)

File: wm

### Overview

Type: Discrete	Valid cases: 3017
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Pre question

Area:

### Interviewer instructions

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

## Province (HH7)

File: wm

### Overview

Type: Discrete	Valid cases: 3017
Format: numeric	Invalid: 0
Width: 2	Minimum: 94
Decimals: 0	Maximum: 94
Range: 91-94	

### 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.

## District (HH7A)

File: wm

### Overview

Type: Discrete	Valid cases: 3017
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

## Date of interview of women (CMC) (WDOI)

File: wm

## Date of interview of women (CMC) (WDOI)

File: wm

**Overview**

Type: Discrete	Valid cases: 3017
Format: numeric	Invalid: 0
Width: 4	Minimum: 1342
Decimals: 0	Maximum: 1344
Range: 1342-1344	

**Source of information**

Interview information fields completed by interviewer

## Date of birth of woman (CMC) (WDOB)

File: wm

**Overview**

Type: Continuous	Valid cases: 2784
Format: numeric	Invalid: 233
Width: 4	Minimum: 744
Decimals: 0	Maximum: 1163
Range: 744-1163	

**Source of information**

The eligible woman selected for interview

## Age of woman (WAGE)

File: wm

**Overview**

Type: Discrete	Valid cases: 2784
Format: numeric	Invalid: 233
Width: 1	
Decimals: 0	
Range: 1-7	

**Source of information**

The eligible woman selected for interview

## Date of marriage woman(CMC) (WDOM)

File: wm

**Overview**

Type: Continuous	Valid cases: 2238
Format: numeric	Invalid: 779
Width: 4	Minimum: 905
Decimals: 0	Maximum: 1343
Range: 905-1343	

**Source of information**

The eligible woman selected for interview

## Age at first marriage/union (WAGEM)

File: wm

## Age at first marriage/union (WAGEM)

File: wm

### Overview

Type: Continuous	Valid cases: 2238
Format: numeric	Invalid: 779
Width: 2	Minimum: 12
Decimals: 0	Maximum: 43
Range: 12-43	

### Source of information

The eligible woman selected for interview

## Date of birth of first child (CMC) (WDOBFC)

File: wm

### Overview

Type: Continuous	Valid cases: 2002
Format: numeric	Invalid: 1015
Width: 4	Minimum: 920
Decimals: 0	Maximum: 1343
Range: 920-1343	

### Source of information

The eligible woman selected for interview

## Date of birth of last child (CMC) (WDOBLC)

File: wm

### Overview

Type: Continuous	Valid cases: 1559
Format: numeric	Invalid: 1458
Width: 4	Minimum: 996
Decimals: 0	Maximum: 1343
Range: 996-1343	

### Source of information

The eligible woman selected for interview

## Marital/Union status (MSTATUS)

File: wm

### Overview

Type: Discrete	Valid cases: 2784
Format: numeric	Invalid: 233
Width: 1	
Decimals: 0	
Range: 1-3	

### Source of information

The eligible woman selected for interview

## Children ever born (CEB)

File: wm

## Children ever born (CEB)

File: wm

### Overview

Type: Discrete	Valid cases: 2784
Format: numeric	Invalid: 233
Width: 2	
Decimals: 0	
Range: 0-13	

### Source of information

The eligible woman selected for interview

## Children surviving (CSURV)

File: wm

### Overview

Type: Discrete	Valid cases: 2784
Format: numeric	Invalid: 233
Width: 2	
Decimals: 0	
Range: 0-12	

### Source of information

The eligible woman selected for interview

## Children dead (CDEAD)

File: wm

### Overview

Type: Discrete	Valid cases: 2784
Format: numeric	Invalid: 233
Width: 1	
Decimals: 0	
Range: 0-6	

### Source of information

The eligible woman selected for interview

## Education (welevel)

File: wm

### Overview

Type: Discrete	Valid cases: 2784
Format: numeric	Invalid: 233
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

## Ethnicity of household head (ethnicity)

File: wm

## Ethnicity of household head (ethnicity)

File: wm

### Overview

Type: Discrete	Valid cases: 3017
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

## Women sample weight (WMWEIGHT)

File: wm

### Overview

Type: Continuous	Valid cases: 3017
Format: numeric	Invalid: 0
Width: 14	Minimum: 0
Decimals: 12	Maximum: 2.6
Range: 0-2.60049859864403	

## Wealth index score (wscore)

File: wm

### Overview

Type: Continuous	Valid cases: 3017
Format: numeric	Invalid: 0
Width: 8	Minimum: -1.6
Decimals: 5	Maximum: 2
Range: -1.55747217700669-2.01066129442031	

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: wm

### Overview

Type: Discrete	Valid cases: 3017
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-5	

### Source of information

Constructed variables used for analysis

## Cluster number (HH1)

File: ch

### Overview

Type: Continuous	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 120
Range: 1-120	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: ch

### Overview

Type: Continuous	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 25
Range: 1-25	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Line number (LN)

File: ch

### Overview

Type: Discrete	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 2-13	

### Source of information

Interview information fields completed by interviewer

## Cluster number (UF1)

File: ch

### Overview

Type: Continuous	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 120
Range: 1-120	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

## Cluster number (UF1)

File: ch

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

## Household number (UF2)

File: ch

### Overview

Type: Continuous	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 25
Range: 1-25	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Child's line number (UF4)

File: ch

### Overview

Type: Discrete	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 2-13	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

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

File: ch

### Overview

Type: Discrete	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-10	

### 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: 1561
Format: numeric	Invalid: 0
Width: 2	Minimum: 13
Decimals: 0	Maximum: 46
Range: 13-46	

### 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: 1561
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: 1561
Format: numeric	Invalid: 0
Width: 2	Minimum: 10
Decimals: 0	Maximum: 12
Range: 10-12	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

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

## Year of interview (UF8Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1561
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: 1561
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-96	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Field editor (UF10)

File: ch

### Overview

Type: Discrete	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 2	Minimum: 12
Decimals: 0	Maximum: 42
Range: 12-42	

### Source of information

Interview information fields completed by interviewer

### Pre question

Field edited by:

### Interviewer instructions

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

## Data entry clerk (UF11)

File: ch

### Overview

Type: Discrete	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-15	

### 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: 1511
Format: numeric	Invalid: 50
Width: 2	
Decimals: 0	
Range: 6-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Start of interview - Minutes (UF12M)

File: ch

### Overview

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 50
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: 1511
Format: numeric	Invalid: 50
Width: 2	
Decimals: 0	
Range: 6-99	

## End of interview - Hour (UF13H)

File: ch

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## End of interview - Minutes (UF13M)

File: ch

### Overview

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Day of birth of child (AG1D)

File: ch

### Overview

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you some questions about the 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: 1511  
Invalid: 50

#### 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: 1511
Format: numeric	Invalid: 50
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 9999
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: 1511
Format: numeric	Invalid: 50
Width: 1	
Decimals: 0	
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: 1511  
Invalid: 50

### 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: 1084  
Invalid: 477

### Source of information

The mother or caretaker of the child under five.

### Literal question

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

### Interviewer instructions

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

## Know how to register birth (BR3)

File: ch

### Overview

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

Valid cases: 977  
Invalid: 584

### Source of information

The mother or caretaker of the child under five.

### Literal question

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

### Interviewer instructions

## 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.

## Child ever been breastfed (BF1)

### File: ch

#### Overview

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

Valid cases: 1511  
Invalid: 50

#### 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: 1422  
Invalid: 139

#### 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	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

I would like to ask you about liquids that (name) may have had yesterday during the day or the night. I am interested in whether (name) had the item even if it was combined with other foods.

Did (name) drink plain water yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response.

## Child drank infant formula yesterday (BF4)

File: ch

### Overview

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink infant formula yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'No' or 'DK,' skip to BF6.

## Times child drank infant formula (BF5)

File: ch

### Overview

Type: Discrete	Valid cases: 290
Format: numeric	Invalid: 1271
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times did (name) drink infant formula?

### Interviewer instructions

Record the number of times the child had infant formula.

## Child drank milk yesterday (BF6)

File: ch

### Overview

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink milk, such as tinned, powdered or fresh animal milk yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to BF8.

## Times child drank milk (BF7)

File: ch

### Overview

Type: Discrete	Valid cases: 297
Format: numeric	Invalid: 1264
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times did (name) drink tinned, powdered or fresh animal milk?

### Interviewer instructions

Record the number of times the child had tinned, powdered or fresh animal milk.

## Child drank juice or juice drinks yesterday (BF8)

File: ch

### Overview

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink juice or juice drinks yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response.

## Child drank broth/clear soup yesterday (BF9)

File: ch

## Child drank broth/clear soup yesterday (BF9)

File: ch

### Overview

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

Valid cases: 1511  
Invalid: 50

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink clear broth/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: 1511  
Invalid: 50

### 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 Orali (sugar salt solution) yesterday (BF11)

File: ch

### Overview

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

Valid cases: 1511  
Invalid: 50

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink Oralit (sugar salt solution) yesterday, during the day or night?

### Interviewer instructions

Oral Rehydration Solution is a simple and inexpensive solution that can be prepared at home, consisting of sugar, salt, and water and can decrease fluid loss in children with diarrhoea.

Circle the code corresponding to the response.

## Child drank any other liquid yesterday (BF12)

File: ch

### Overview

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink any other liquids yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response.

## Child drank or ate yogurt yesterday (BF13)

File: ch

### Overview

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink or eat yogurt yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to BF15.

## Times drank or ate yogurt (BF14)

File: ch

### Overview

Type: Discrete	Valid cases: 20
Format: numeric	Invalid: 1541
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times did (name) drink or eat yogurt yesterday, during the day or night?

### Interviewer instructions

Record the number of times the child had yogurt.

## Child ate thin porridge yesterday (BF15)

File: ch

## Child ate thin porridge yesterday (BF15)

File: ch

### Overview

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) eat thin porridge yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response.

## Child ate solid or semi-solid food yesterday (BF16)

File: ch

### Overview

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) eat solid or semi-solid (soft, mushy) food yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to BF18.

## Times child ate solid or semi-solid food (BF17)

File: ch

### Overview

Type: Discrete	Valid cases: 1267
Format: numeric	Invalid: 294
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times did (name) eat solid or semi-solid (soft, mushy) food yesterday, during the day or night?

### Interviewer instructions

Record the number of times the child had solid or semi-solid food.

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

File: ch

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

File: ch

### Overview

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Yesterday, during the day or night, did (name) drink anything from a bottle with a nipple?

### Interviewer instructions

Circle the code corresponding to the response.

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

File: ch

### Overview

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

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

### Interviewer instructions

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

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

## Blood taken for testing during illness (ML2)

File: ch

### Overview

Type: Discrete	Valid cases: 448
Format: numeric	Invalid: 1113
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

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

### Interviewer instructions

Circle the code corresponding to the response given.

## Advice or treatment during illness (ML3)

File: ch

### Overview

Type: Discrete	Valid cases: 448
Format: numeric	Invalid: 1113
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did you seek any advice or treatment for the illness from any source?

### Interviewer instructions

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

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

File: ch

### Overview

Type: Discrete	Valid cases: 269
Format: numeric	Invalid: 1292
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

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

### Interviewer instructions

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

## Child given medicine at health facility (ML5)

File: ch

### Overview

Type: Discrete	Valid cases: 212
Format: numeric	Invalid: 1349
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

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

### Interviewer instructions

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

## Medicine given: SP / Fansidar (ML6A)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial and other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Chloroquine (ML6B)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 10

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial and other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Quinine / Kina (ML6D)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial and other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Artesdiaquine (ML6E)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial and other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Arsuamon (ML6F)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 10

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial and other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Arterakin / Artekin (ML6G)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 4

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial and other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

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

File: ch

### Overview

Type: Discrete

Valid cases: 65

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial and other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

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

File: ch

### Overview

Type: Discrete

Valid cases: 58

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial and other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Antibiotic Injection (ML6J)

File: ch

### Overview

Type: Discrete

Valid cases: 4

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial and other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Paracetamol / Panadol / Acetaminophen (ML6P)

File: ch

### Overview

Type: Discrete

Valid cases: 129

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial and other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Aspirin (ML6Q)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial and other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Ibuprofen (ML6R)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 3

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial and other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Other (ML6X)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 56

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial and other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: DK (ML6Z)

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

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial and other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

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

File: ch

### Overview

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

Valid cases: 212  
Invalid: 1349

### Source of information

The mother or caretaker of the child under five.

### Literal question

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

### Interviewer instructions

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

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

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

File: ch

### Overview

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

Valid cases: 236  
Invalid: 1325

### Source of information

The mother or caretaker of the child under five.

### Literal question

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

### Interviewer instructions

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

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

## Medicine given: SP / Fansidar (ML9A)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1  
Invalid: 0

### Literal question

What medicine was (name) given?

### Interviewer instructions

## Medicine given: SP / Fansidar (ML9A)

### File: ch

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen given during this illness. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial or other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Chloroquine (ML9B)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 10

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

What medicine was (name) given?

#### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen given during this illness. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial or other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Quinine / Kina (ML9D)

### 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.

## Medicine given: Quinine / Kina (ML9D)

File: ch

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen given during this illness. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial or other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Artesdiaquine (ML9E)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen given during this illness. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial or other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Arsuamon (ML9F)

File: ch

### Overview

## Medicine given: Arsuamon (ML9F)

### File: ch

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 2  
 Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

What medicine was (name) given?

#### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen given during this illness. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial or other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Arterakin / Artekin (ML9G)

### 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

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen given during this illness. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial or other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

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

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

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen given during this illness. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial or other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

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

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

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen given during this illness. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial or other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Antibiotic injection (ML9J)

File: ch

### Overview

Type: Discrete

Valid cases: 0

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen given during this illness. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial or other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Paracetamol / Panadol / Acetaminophen (ML9P)

File: ch

### Overview

Type: Discrete

Valid cases: 131

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen given during this illness. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial or other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Aspirin (ML9Q)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen given during this illness. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial or other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Ibuprofen (ML9R)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen given during this illness. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial or other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: Other (ML9X)

File: ch

### Overview

Type: Discrete

Valid cases: 51

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen given during this illness. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial or other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

## Medicine given: DK (ML9Z)

File: ch

### Overview

Type: Discrete

Valid cases: 1

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen given during this illness. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial or other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial - from both public and private sources - in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/primary caretaker still doesn't know, circle 'Z'.

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

File: ch

### Overview

Type: Discrete	Valid cases: 108
Format: numeric	Invalid: 1453
Width: 1	
Decimals: 0	
Range: 0-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

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

### Interviewer instructions

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

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

## Vaccination card for child (IM1)

File: ch

### Overview

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Do you have a card where (name)'s vaccinations are written down?  
(If yes) May I see it please?

### Interviewer instructions

If the respondent reports that there is a vaccination card for the child, ask to see it. You should have obtained vaccination cards at the beginning of the interview. If you did not already obtain the card for the child, now is the time to ask for it again.

In some cases, the respondent may not be willing to take time to look for the vaccination card, thinking that you are in a hurry. Encourage the respondent to look for the vaccination card for the child. It is critical to obtain written documentation of the child's immunization history. Therefore, be patient if the respondent needs to search for the card.

If the respondent does not have a vaccination card but the vaccine doses are registered in another document (for example, a booklet with records of clinic visits), ask to see it. If the card or other document is seen, circle '1' and skip to IM3. If the child has a vaccination card or other document but the respondent is unable to show you, circle '2' and skip to IM6 - you will be asking the respondent to recall the child's vaccinations. If the respondent does not have a vaccination card or any other document where the vaccine doses are registered for the child, circle '3' and continue to next question.

## Ever had vaccination card (IM2)

File: ch

### Overview

## Ever had vaccination card (IM2)

File: ch

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

Valid cases: 451  
Invalid: 1110

### 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: 413  
Invalid: 1148  
Minimum: 0  
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.

## Month of BCG immunization (IM3BM)

File: ch

### Overview

## Month of BCG immunization (IM3BM)

File: ch

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

Valid cases: 388  
Invalid: 1173

### 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  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2006-9999

Valid cases: 388  
Invalid: 1173  
Minimum: 2006  
Maximum: 2011

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Year of BCG immunization (IM3BY)

### 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.

## Day of Polio1 immunization (IM3P1D)

### File: ch

#### Overview

Type: Discrete	Valid cases: 413
Format: numeric	Invalid: 1148
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of Polio1 immunization (IM3P1M)

File: ch

### Overview

Type: Discrete	Valid cases: 374
Format: numeric	Invalid: 1187
Width: 2	
Decimals: 0	
Range: 1-99	

### 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 Polio1 immunization (IM3P1Y)

File: ch

### Overview

Type: Discrete	Valid cases: 374
Format: numeric	Invalid: 1187
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

## Year of Polio1 immunization (IM3P1Y)

### 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.

## Day of Polio2 immunization (IM3P2D)

### File: ch

#### Overview

Type: Discrete	Valid cases: 413
Format: numeric	Invalid: 1148
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of Polio2 immunization (IM3P2M)

File: ch

### Overview

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

Valid cases: 347  
Invalid: 1214

### 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  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2007-9999

Valid cases: 347  
Invalid: 1214  
Minimum: 2007  
Maximum: 2011

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Year of Polio2 immunization (IM3P2Y)

### 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.

## Day of Polio3 immunization (IM3P3D)

### File: ch

#### Overview

Type: Discrete	Valid cases: 413
Format: numeric	Invalid: 1148
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of Polio3 immunization (IM3P3M)

File: ch

### Overview

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

Valid cases: 325  
Invalid: 1236

### 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  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2007-9999

Valid cases: 325  
Invalid: 1236  
Minimum: 2007  
Maximum: 2011

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Year of Polio3 immunization (IM3P3Y)

### 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.

## Day of Polio4 immunization (IM3P4D)

### File: ch

#### Overview

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

Valid cases: 413  
Invalid: 1148  
Minimum: 0  
Maximum: 99

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of Polio4 immunization (IM3P4M)

File: ch

### Overview

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

Valid cases: 274  
Invalid: 1287

### 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 Polio4 immunization (IM3P4Y)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2007-9999

Valid cases: 274  
Invalid: 1287  
Minimum: 2007  
Maximum: 2011

### Interviewer instructions

## Year of Polio4 immunization (IM3P4Y)

### 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.

## Day of DPT/HB1 immunization (IM3DH1D)

### File: ch

#### Overview

Type: Discrete	Valid cases: 413
Format: numeric	Invalid: 1148
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of DPT/HB1 immunization (IM3DH1M)

File: ch

### Overview

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

Valid cases: 211  
Invalid: 1350

### 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 DPT/HB1 immunization (IM3DH1Y)

File: ch

### Overview

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

Valid cases: 211  
Invalid: 1350  
Minimum: 2006  
Maximum: 2011

### Interviewer instructions

## Year of DPT/HB1 immunization (IM3DH1Y)

### 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.

## Day of DPT/HB2 immunization (IM3DH2D)

### File: ch

#### Overview

Type: Discrete	Valid cases: 413
Format: numeric	Invalid: 1148
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of DPT/HB2 immunization (IM3DH2M)

File: ch

### Overview

Type: Discrete	Valid cases: 192
Format: numeric	Invalid: 1369
Width: 2	
Decimals: 0	
Range: 1-99	

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:  
 Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.  
 If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.  
 If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.  
 However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.  
 For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of DPT/HB2 immunization (IM3DH2Y)

File: ch

### Overview

Type: Discrete	Valid cases: 192
Format: numeric	Invalid: 1369
Width: 4	Minimum: 2007
Decimals: 0	Maximum: 2011
Range: 2007-9999	

### Interviewer instructions

## Year of DPT/HB2 immunization (IM3DH2Y)

### 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.

## Day of DPT/HB3 immunization (IM3DH3D)

### File: ch

#### Overview

Type: Discrete	Valid cases: 413
Format: numeric	Invalid: 1148
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of DPT/HB3 immunization (IM3DH3M)

File: ch

### Overview

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

Valid cases: 167  
Invalid: 1394

### 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 DPT/HB3 immunization (IM3DH3Y)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2007-9999

Valid cases: 167  
Invalid: 1394  
Minimum: 2007  
Maximum: 2011

### Interviewer instructions

## Year of DPT/HB3 immunization (IM3DH3Y)

### 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.

## Day of DPT1 immunization (IM3D1D)

### File: ch

#### Overview

Type: Discrete	Valid cases: 413
Format: numeric	Invalid: 1148
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of DPT1 immunization (IM3D1M)

File: ch

### Overview

Type: Discrete	Valid cases: 171
Format: numeric	Invalid: 1390
Width: 2	
Decimals: 0	
Range: 1-99	

### 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 DPT1 immunization (IM3D1Y)

File: ch

### Overview

Type: Discrete	Valid cases: 171
Format: numeric	Invalid: 1390
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

## Year of DPT1 immunization (IM3D1Y)

### 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.

## Day of DPT2 immunization (IM3D2D)

### File: ch

#### Overview

Type: Discrete	Valid cases: 413
Format: numeric	Invalid: 1148
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of DPT2 immunization (IM3D2M)

File: ch

### Overview

Type: Discrete	Valid cases: 167
Format: numeric	Invalid: 1394
Width: 2	
Decimals: 0	
Range: 1-99	

### 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 DPT2 immunization (IM3D2Y)

File: ch

### Overview

Type: Discrete	Valid cases: 167
Format: numeric	Invalid: 1394
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

## Year of DPT2 immunization (IM3D2Y)

### 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.

## Day of DPT3 immunization (IM3D3D)

### File: ch

#### Overview

Type: Discrete	Valid cases: 413
Format: numeric	Invalid: 1148
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of DPT3 immunization (IM3D3M)

File: ch

### Overview

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

Valid cases: 155  
Invalid: 1406

### 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  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2007-9999

Valid cases: 155  
Invalid: 1406  
Minimum: 2007  
Maximum: 2011

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Year of DPT3 immunization (IM3D3Y)

### 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.

## Day of HepB at birth immunization (IM3H0D)

### File: ch

#### Overview

Type: Discrete	Valid cases: 413
Format: numeric	Invalid: 1148
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of HepB at birth immunization (IM3H0M)

File: ch

### Overview

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

Valid cases: 149  
Invalid: 1412

### 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 HepB at birth immunization (IM3H0Y)

File: ch

### Overview

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

Valid cases: 149  
Invalid: 1412  
Minimum: 2006  
Maximum: 2011

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Year of HepB at birth immunization (IM3H0Y)

### 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.

## Day of HepB1 immunization (IM3H1D)

### File: ch

#### Overview

Type: Discrete	Valid cases: 413
Format: numeric	Invalid: 1148
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of HepB1 immunization (IM3H1M)

File: ch

### Overview

Type: Discrete	Valid cases: 159
Format: numeric	Invalid: 1402
Width: 2	
Decimals: 0	
Range: 1-99	

### 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: 159
Format: numeric	Invalid: 1402
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

## Year of HepB1 immunization (IM3H1Y)

### 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.

## Day of HepB2 immunization (IM3H2D)

### File: ch

#### Overview

Type: Discrete	Valid cases: 413
Format: numeric	Invalid: 1148
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of HepB2 immunization (IM3H2M)

File: ch

### Overview

Type: Discrete	Valid cases: 150
Format: numeric	Invalid: 1411
Width: 2	
Decimals: 0	
Range: 1-99	

### 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 HepB2 immunization (IM3H2Y)

File: ch

### Overview

Type: Discrete	Valid cases: 150
Format: numeric	Invalid: 1411
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

## Year of HepB2 immunization (IM3H2Y)

### 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.

## Day of HepB3 immunization (IM3H3D)

### File: ch

#### Overview

Type: Discrete	Valid cases: 413
Format: numeric	Invalid: 1148
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of HepB3 immunization (IM3H3M)

File: ch

### Overview

Type: Discrete	Valid cases: 143
Format: numeric	Invalid: 1418
Width: 2	
Decimals: 0	
Range: 1-99	

### 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 HepB3 immunization (IM3H3Y)

File: ch

### Overview

Type: Discrete	Valid cases: 143
Format: numeric	Invalid: 1418
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

## Year of HepB3 immunization (IM3H3Y)

### 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.

## Day measles or MMR immunization (IM3MD)

### File: ch

#### Overview

Type: Discrete	Valid cases: 413
Format: numeric	Invalid: 1148
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month Measles or MMR immunization (IM3MM)

File: ch

### Overview

Type: Discrete	Valid cases: 261
Format: numeric	Invalid: 1300
Width: 2	
Decimals: 0	
Range: 1-99	

### 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 Measles or MMR immunization (IM3MY)

File: ch

### Overview

Type: Discrete	Valid cases: 261
Format: numeric	Invalid: 1300
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

## Year of Measles or MMR immunization (IM3MY)

### 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.

## Day of Vitamin A (IM3VD)

### File: ch

#### Overview

Type: Discrete	Valid cases: 413
Format: numeric	Invalid: 1148
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of Vitamin A (IM3VM)

File: ch

### Overview

Type: Discrete	Valid cases: 160
Format: numeric	Invalid: 1401
Width: 2	
Decimals: 0	
Range: 1-99	

### 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 Vitamin A (IM3VY)

File: ch

### Overview

Type: Discrete	Valid cases: 160
Format: numeric	Invalid: 1401
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

## Year of Vitamin A (IM3VY)

### 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.

## Child received any other vaccinations (IM5)

### File: ch

#### Overview

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

Valid cases: 302  
Invalid: 1259

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

In addition to what is recorded on this card, did (name) receive any other vaccinations - including vaccinations received in campaigns or immunization days?

#### Interviewer instructions

It is possible that some of the vaccinations received by the child were not recorded. For example, the respondent may have forgotten to bring the card to the health facility or the respondent may have taken the child to a National Immunization Day.

If the answer is 'Yes', circle '1' only if the respondent mentions vaccines included in the questionnaire. You can refer to the information already obtained from the vaccination card to make sure that the mother/primary caretaker is referring only to these vaccines. Write '66' in the corresponding 'Day' column for IM3, and leave the month and year columns blank. For example, if two doses of DPT were recorded on the card, and another dose was given but not recorded, there should be '66' in the 'Day' column.

Do not ask the respondent to supply dates from memory. Enter a date only if the card or other document is available and lists a date for the immunization dose.

Once you have probed for any other vaccination, skip to IM18.

## Child ever received any vaccinations (IM6)

### File: ch

## Child ever received any vaccinations (IM6)

File: ch

### Overview

Type: Discrete	Valid cases: 1098
Format: numeric	Invalid: 463
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever received any vaccinations to prevent him/her from getting diseases, including vaccinations received in a campaign or immunization day?

### Interviewer instructions

Only ask IM6-IM17 to obtain the child's vaccination status if a vaccination card or other document is not available (that is, if the answer to IM1 was '2' for 'Yes, not seen' or '3' for 'No card'). Describe the vaccination techniques in detail to the caretaker and provide further explanations if needed. When mentioning the vaccines or the specific diseases, use local synonyms if needed. We are not interested in injections for treating a disease - antibiotics, anti-malarials, etc. - but only in vaccines.

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question, to start asking about each of the vaccines. If the answer is 'No' or 'DK', skip to IM18.

## Child ever given BCG vaccination (IM7)

File: ch

### Overview

Type: Discrete	Valid cases: 819
Format: numeric	Invalid: 742
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever received a BCG vaccination against tuberculosis - that is, an injection in the arm or shoulder that usually causes a scar?

### Interviewer instructions

Circle the code corresponding to the response.

## Child ever given Polio vaccination (IM8)

File: ch

### Overview

Type: Discrete	Valid cases: 819
Format: numeric	Invalid: 742
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever received any "vaccination drops in the mouth" to protect him/her from getting diseases - that is, polio?

### Interviewer instructions

## Child ever given Polio vaccination (IM8)

File: ch

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If the answer is 'No' or 'DK', skip to IM11.

## Polio first given just after birth or later (IM9)

File: ch

### Overview

Type: Discrete	Valid cases: 763
Format: numeric	Invalid: 798
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Was the first polio vaccine received in the first month after birth or later?

## Times child given Polio vaccination (IM10)

File: ch

### Overview

Type: Discrete	Valid cases: 763
Format: numeric	Invalid: 798
Width: 1	
Decimals: 0	
Range: 1-9	

### 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 and HepB vaccination (IM10A)

File: ch

### Overview

Type: Discrete	Valid cases: 819
Format: numeric	Invalid: 742
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever received a combo vaccination (combination of DPT and hepatitis B vaccines) - that is, an injection in the thigh or buttocks - to prevent him/her from getting tetanus, whooping cough, diphtheria and hepatitis B?

### Interviewer instructions

Fill in the number in the space provided. Probe by indicating that the Combo vaccine is sometimes given at the same time as Polio vaccines

## Times child given DPT and HepB vaccination (IM10B)

File: ch

### Overview

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

Valid cases: 542  
Invalid: 1019

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times was a combo vaccine (combination of dpt and hepatitis B vaccines) 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: 819  
Invalid: 742

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever received a DPT vaccination - that is, an injection in the thigh or buttocks - to prevent him/her from getting tetanus, whooping cough, or diphtheria?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If 'No' or 'DK', skip to IM13. Probe by indicating that DPT 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: 532  
Invalid: 1029

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times was a DPT vaccine received?

### Interviewer instructions

Fill in the number in the space provided.

## Child ever given Hepatitis B vaccination (IM13)

File: ch

### Overview

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

Valid cases: 819  
Invalid: 742

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever been given a Hepatitis B vaccination – that is, an injection in the thigh or buttocks – to prevent him/her from getting Hepatitis B?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If 'No' or 'DK', skip to IM16. 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: 519  
Invalid: 1042

### Source of information

The mother or caretaker of the child under five.

### Literal question

Was the first Hepatitis B vaccine received within 24 hours after birth, or later?

### Interviewer instructions

Ask if the first hepatitis B vaccine was received within 24 hours after birth or later. Circle the code corresponding to the response.

## Times child given Hepatitis B vaccination (IM15)

File: ch

### Overview

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

Valid cases: 519  
Invalid: 1042

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

Valid cases: 819  
Invalid: 742

### Source of information

The mother or caretaker of the child under five.

### Literal question

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

### Interviewer instructions

Circle the code corresponding to the response. If the caretaker specifically mentions measles vaccine but refers to an injection in the thigh, accept the answer as valid and circle '1' for 'Yes'.

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

File: ch

### Overview

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

Valid cases: 1511  
Invalid: 50

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) received a Vitamin A dose like (this/any of these) within the last 6 months?

### Interviewer instructions

This question asks if the child has received a vitamin A supplement.

Show the capsule or dispenser you were given to help the caretaker remember. You may be instructed to show different capsules, 100,000 IU for children 6-11 months old and 200,000 IU for children 12-59 months old, asking the caretaker to identify the correct one. Circle the code corresponding to the response. If the child has never received a vitamin A supplement or the mother/caretaker does not know if he/she has ever received one, continue with the next question.

## Child participated in Polio and Measles campaign Jul-Aug 201 (IM19A)

File: ch

### Overview

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

Valid cases: 1511  
Invalid: 50

### Source of information

The mother or caretaker of the child under five.

### Literal question

## Child participated in Polio and Measles campaign Jul-Aug 201 (IM19A)

File: ch

Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days:

[A] Polio and measles campaign, during july-august 2011

### Interviewer instructions

This question is asked to provide information about immunization programmes. It also provides a check on IM4 for children with a vaccination card, since doses given in National Immunization Days are usually not recorded on the card.

Circle the code corresponding to the response. If the respondent answers 'Yes' here to at least one of the dates, check back to IM5. If the answer given there (to IM5) was 'No', ask again.

## Net number (TNLN)

File: ch

### Overview

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

Valid cases: 631  
Invalid: 930

## Mosquito net observed (TN4)

File: ch

### Overview

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

Valid cases: 631  
Invalid: 930

### Source of information

Interviewer's visual observation

### Interviewer instructions

Mosquito net observed?

## Brand/type of observed net (TN5)

File: ch

### Overview

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

Valid cases: 631  
Invalid: 930  
Minimum: 11  
Maximum: 99

### Source of information

Interviewer's visual observation

### Interviewer instructions

Observe or ask the brand/type of mosquito net.

If brand is unknown and you cannot observe the net, show pictures of typical net types/brands to respondent.

## Months ago net obtained (TN6)

File: ch

### Overview

Type: Discrete	Valid cases: 631
Format: numeric	Invalid: 930
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Head of household or other responsible household member

### Literal question

How many months ago did your household get the mosquito net?

### Interviewer instructions

If less than one month, record "00"

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

File: ch

### Overview

Type: Discrete	Valid cases: 161
Format: numeric	Invalid: 1400
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

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

## Net soaked or dipped since obtained (TN9)

File: ch

### Overview

Type: Discrete	Valid cases: 161
Format: numeric	Invalid: 1400
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

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

## Months ago net soaked or dipped (TN10)

File: ch

### Overview

## Months ago net soaked or dipped (TN10)

File: ch

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

Valid cases: 0  
Invalid: 1561

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

If less than one month, record "00"

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

File: ch

### Overview

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

Valid cases: 631  
Invalid: 930

### Source of information

Head of household or other responsible household member

### Literal question

Did anyone sleep under this mosquito net last night?

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

File: ch

### Overview

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

Valid cases: 631  
Invalid: 930

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

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

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

File: ch

### Overview

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

File: ch

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

Valid cases: 631  
Invalid: 930

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

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

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

File: ch

### Overview

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

Valid cases: 621  
Invalid: 940

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

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

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

File: ch

### Overview

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

Valid cases: 489  
Invalid: 1072

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

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

## Area (HH6)

File: ch

## Area (HH6)

File: ch

### Overview

Type: Discrete	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Pre question

Type of settlement:

### Interviewer instructions

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

## Province (HH7)

File: ch

### Overview

Type: Discrete	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 2	Minimum: 94
Decimals: 0	Maximum: 94
Range: 91-94	

### Interviewer instructions

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

## District (HH7A)

File: ch

### Overview

Type: Discrete	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

## Sex (HL4)

File: ch

### Overview

Type: Discrete	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Is (name) male or female?

### Interviewer instructions

## Sex (HL4)

### File: ch

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

## Highest level of education attended (ED4A)

### File: ch

#### Overview

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

Valid cases: 1290  
Invalid: 271

#### Source of information

Head of household or other responsible household member

#### Literal question

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

#### Interviewer instructions

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

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

## Highest grade completed at that level (ED4B)

### File: ch

#### Overview

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

Valid cases: 1290  
Invalid: 271

#### Source of information

Head of household or other responsible household member

#### Literal question

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

#### Interviewer instructions

## Highest grade completed at that level (ED4B)

### File: ch

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

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

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

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

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

## Date of interview child (CMC) (CDOI)

### File: ch

#### Overview

Type: Discrete	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 4	Minimum: 1342
Decimals: 0	Maximum: 1344
Range: 1342-1344	

#### Source of information

Interview information fields completed by interviewer

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

### File: ch

#### Overview

Type: Continuous	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 4	Minimum: 1283
Decimals: 0	Maximum: 1343
Range: 1283-1343	

#### Source of information

The mother or caretaker of the child under five.

## Age (months) (CAGE)

### File: ch

#### Overview

Type: Continuous	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 2	Minimum: 0
Decimals: 0	Maximum: 59
Range: 0-59	

#### Source of information

The mother or caretaker of the child under five.

## Age (CAGE\_6)

File: ch

### Overview

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 1	
Decimals: 0	
Range: 1-6	

## Age (CAGE\_11)

File: ch

### Overview

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 1	
Decimals: 0	
Range: 1-5	

## Age in days (CAGED)

File: ch

### Overview

Type: Continuous	Valid cases: 1511
Format: numeric	Invalid: 50
Width: 4	Minimum: 1
Decimals: 0	Maximum: 9999
Range: 1-9999	

## Mother's education (melevel)

File: ch

### Overview

Type: Discrete	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

## Ethnicity of household head (ethnicity)

File: ch

### Overview

Type: Discrete	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

## Ethnicity of household head (ethnicity)

File: ch

Head of household or other responsible household member

## Children Weight (CHWEIGHT)

File: ch

### Overview

Type: Continuous	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 14	Minimum: 0
Decimals: 12	Maximum: 2.6
Range: 0-2.63838080011702	

## Wealth index score (wscore)

File: ch

### Overview

Type: Continuous	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 8	Minimum: -1.6
Decimals: 5	Maximum: 1.9
Range: -1.55747217700669-1.88051810973859	

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: ch

### Overview

Type: Discrete	Valid cases: 1561
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-5	

### Source of information

Constructed variables used for analysis

## Cluster number (HH1)

File: mn

### Overview

Type: Continuous	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 120
Range: 1-120	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: mn

### Overview

Type: Continuous	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 25
Range: 1-25	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Line number (LN)

File: mn

### Overview

Type: Discrete	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-16	

### Source of information

Interview information fields completed by interviewer

## Cluster number (MWM1)

File: mn

### Overview

Type: Continuous	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 120
Range: 1-120	

## Household number (MWM2)

File: mn

**Overview**

Type: Continuous	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 25
Range: 1-25	

## Man's line number (MWM4)

File: mn

**Overview**

Type: Discrete	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-16	

## Interviewer number (MWM5)

File: mn

**Overview**

Type: Continuous	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 2	Minimum: 13
Decimals: 0	Maximum: 46
Range: 13-46	

## Day of interview (MWM6D)

File: mn

**Overview**

Type: Continuous	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	

## Month of interview (MWM6M)

File: mn

**Overview**

Type: Discrete	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 2	Minimum: 10
Decimals: 0	Maximum: 12
Range: 10-12	

## Year of interview (MWM6Y)

File: mn

**Overview**

Type: Discrete	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 4	Minimum: 2011
Decimals: 0	Maximum: 2011
Range: 2011-2011	

## Result of man's interview (MWM7)

File: mn

**Overview**

Type: Discrete	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-96	

## Field editor (MWM8)

File: mn

**Overview**

Type: Discrete	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 2	Minimum: 12
Decimals: 0	Maximum: 42
Range: 12-42	

## Data entry clerk (MWM9)

File: mn

**Overview**

Type: Discrete	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-13	

## Start of interview - Hour (MWM10H)

File: mn

**Overview**

Type: Discrete	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 2	
Decimals: 0	
Range: 6-99	

## Start of interview - Minutes (MWM10M)

File: mn

### Overview

Type: Discrete	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

## End of interview - Hour (MWM11H)

File: mn

### Overview

Type: Discrete	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 2	
Decimals: 0	
Range: 6-99	

## End of interview - Minutes (MWM11M)

File: mn

### Overview

Type: Discrete	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

## Month of birth of man (MWB1M)

File: mn

### Overview

Type: Discrete	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 2	
Decimals: 0	
Range: 1-99	

### Literal question

In what month and year were you born?

## Year of birth of man (MWB1Y)

File: mn

### Overview

Type: Discrete	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 4	Minimum: 1961
Decimals: 0	Maximum: 9999
Range: 1961-9999	

### Literal question

## Year of birth of man (MWB1Y)

File: mn

In what month and year were you born?

## Age of man (MWB2)

File: mn

### Overview

Type: Continuous	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 2	Minimum: 15
Decimals: 0	Maximum: 49
Range: 15-49	

### Literal question

How old are you?

### Interviewer instructions

Probe: How old were you on your last birthday?  
Compare MWB1 and/or MWB2 and correct if inconsistent.

## Ever attended school (MWB3)

File: mn

### Overview

Type: Discrete	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 1	
Decimals: 0	
Range: 1-2	

### Literal question

Have you ever attended school or preschool?

## Highest level of school you attended (MWB4)

File: mn

### Overview

Type: Discrete	Valid cases: 2381
Format: numeric	Invalid: 615
Width: 1	
Decimals: 0	
Range: 0-4	

### Literal question

What is the highest level of school you attended?

## Highest grade completed at that level (MWB5)

File: mn

### Overview

## Highest grade completed at that level (MWB5)

File: mn

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

Valid cases: 2381  
Invalid: 615

### Literal question

What is the highest grade you completed at that level?

### Interviewer instructions

If less than 1 grade, enter '00'.

## Can read part of the sentence (MWB7)

File: mn

### Overview

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

Valid cases: 1198  
Invalid: 1798

### Literal question

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

Show the sentence on the card to the respondent. If the respondent cannot read the whole sentence, probe: Can you read part of the sentence to me?

## Highest grade completed at that level [MWB5 - 2 digits] (MWB51)

File: mn

### Overview

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

Valid cases: 2381  
Invalid: 615

## If she goes out with out telling husband: wife beating justi (MDV1A)

File: mn

### Overview

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

Valid cases: 2568  
Invalid: 428

### Literal question

Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [A] If she goes out without telling him?

## If she neglects the children: wife beating justified (MDV1B)

File: mn

### Overview

Type: Discrete	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [B] If she neglects the children?

## If she argues with husband: wife beating justified (MDV1C)

File: mn

### Overview

Type: Discrete	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [C] If she argues with him?

## If she refuses sex with husband: wife beating justified (MDV1D)

File: mn

### Overview

Type: Discrete	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [D] If she refuses to have sex with him?

## If she burns the food: wife beating justified (MDV1E)

File: mn

### Overview

Type: Discrete	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [E] If she burns the food?

## If she argues with parent-in-law: wife beating justified (MDV1F)

File: mn

### Overview

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

Valid cases: 2568  
Invalid: 428

### Literal question

Sometimes a husband becomes annoyed or gets angry at things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: [E] If she argues with parent-in-law?

## Currently married or living with a woman (MMA1)

File: mn

### Overview

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

Valid cases: 2568  
Invalid: 428

### Literal question

Are you currently married or living together with a woman as if married?

## Marriage: Civil registration (MMA1AA)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 729  
Invalid: 0

### Literal question

Are you married through: [A] Civil registration?

## Marriage: Religious ceremony (MMA1AB)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 959  
Invalid: 0

### Literal question

Are you married through: [B] Religious ceremony?

## Marriage: Traditional ceremony (MMA1AC)

File: mn

### Overview

## Marriage: Traditional ceremony (MMA1AC)

File: mn

Type: Discrete  
Format: character  
Width: 1

Valid cases: 713  
Invalid: 0

### Literal question

Are you married through: [C] Traditional ceremony?

## Marriage: Community acceptance (MMA1AD)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 518  
Invalid: 0

### Literal question

Are you married through: [D] Community acceptance?

## Age of wife/partner (MMA2)

File: mn

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 14-99

Valid cases: 1665  
Invalid: 1331  
Minimum: 14  
Maximum: 99

### Literal question

How old is your wife/partner?

### Interviewer instructions

Probe: How old was your wife/partner on her last birthday?

## Ever married or lived with a woman (MMA5)

File: mn

### Overview

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

Valid cases: 903  
Invalid: 2093

### Literal question

Have you ever been married or lived together with a woman as if married?

## Marital status (MMA6)

File: mn

### Overview

## Marital status (MMA6)

File: mn

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

Valid cases: 70  
Invalid: 2926

### Literal question

What is your marital status now: are you widowed, divorced or separated?

## Married or lived with a woman once or more than once (MMA7)

File: mn

### Overview

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

Valid cases: 1735  
Invalid: 1261

### Literal question

Have you been married or lived with a woman only once or more than once?

## Month of first union (MMA8M)

File: mn

### Overview

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

Valid cases: 1735  
Invalid: 1261

### Literal question

In what month and year did you first marry or start living with a woman as if married?

## Year of first union (MMA8Y)

File: mn

### Overview

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

Valid cases: 1735  
Invalid: 1261  
Minimum: 1975  
Maximum: 9999

### Literal question

In what month and year did you first marry or start living with a woman as if married?

## Age at first union (MMA9)

File: mn

### Overview

## Age at first union (MMA9)

File: mn

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 14-99

Valid cases: 392  
Invalid: 2604  
Minimum: 14  
Maximum: 40

### Literal question

How old were you when you started living with your first wife/partner?

## Age at first sexual intercourse (MSB1)

File: mn

### Overview

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

Valid cases: 2568  
Invalid: 428  
Minimum: 0  
Maximum: 99

### Literal question

Now I would like to ask you some questions about sexual activity in order to get a better understanding of some important life issues.

The information you provide will remain strictly confidential. How old were you when you had sexual intercourse for the very first time?

## Condom used during first sexual intercourse (MSB2)

File: mn

### Overview

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

Valid cases: 1993  
Invalid: 1003

### Literal question

The first time you had sexual intercourse, was a condom used?

## Time since last sexual intercourse (unit) (MSB3U)

File: mn

### Overview

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

Valid cases: 1993  
Invalid: 1003

### Literal question

When was the last time you had sexual intercourse?

### Interviewer instructions

Record 'years ago' only if last intercourse was one or more years ago. If 12 months or more the answer must be recorded in years.

## Time since last sexual intercourse (number) (MSB3N)

File: mn

### Overview

Type: Discrete	Valid cases: 1993
Format: numeric	Invalid: 1003
Width: 2	
Decimals: 0	
Range: 0-99	

### Literal question

When was the last time you had sexual intercourse?

### Interviewer instructions

Record 'years ago' only if last intercourse was one or more years ago. If 12 months or more the answer must be recorded in years.

## Condom used at last sexual intercourse (MSB4)

File: mn

### Overview

Type: Discrete	Valid cases: 1725
Format: numeric	Invalid: 1271
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

The last time you had sexual intercourse, was a condom used?

## Relationship to last sexual partner (MSB5)

File: mn

### Overview

Type: Discrete	Valid cases: 1725
Format: numeric	Invalid: 1271
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

What was your relationship to this person with whom you last had sexual intercourse?

### Interviewer instructions

.Probe to ensure that the response refers to the relationship at the time of sexual intercourse.  
 If "girlfriend", then ask:  
 Were you living together as if married?  
 If response is "yes", circle '2'.  
 If response is "no", circle '3'.

## Age of last sexual partner (MSB7)

File: mn

### Overview

## Age of last sexual partner (MSB7)

### File: mn

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 13-99

Valid cases: 229  
Invalid: 2767  
Minimum: 13  
Maximum: 98

#### Literal question

How old is this person?

#### Interviewer instructions

If response is DK, probe:  
About how old is this person?

## Sex with any other woman in the last 12 month (MSB8)

### File: mn

#### Overview

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

Valid cases: 1725  
Invalid: 1271

#### Literal question

Have you had sexual intercourse with any other person in the last 12 months?

## Condom used with prior sexual partner (MSB9)

### File: mn

#### Overview

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

Valid cases: 190  
Invalid: 2806

#### Literal question

The last time you had sexual intercourse with this other person, was a condom used?

## Relationship to prior sexual partner (MSB10)

### File: mn

#### Overview

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

Valid cases: 190  
Invalid: 2806

#### Literal question

What was your relationship to this person?

#### Interviewer instructions

Probe to ensure that the response refers to the relationship at the time of sexual intercourse  
If "girlfriend" then ask:  
Were you living together as if married?  
If "yes", circle '2'. If "no", circle '3'.

## Age of prior sexual partner (MSB12)

File: mn

### Overview

Type: Discrete	Valid cases: 180
Format: numeric	Invalid: 2816
Width: 2	Minimum: 10
Decimals: 0	Maximum: 99
Range: 10-99	

### Literal question

How old is this person?

### Interviewer instructions

If response is DK, probe:  
About how old is this person?

## Sex with any other woman in the last 12 months (MSB13)

File: mn

### Overview

Type: Discrete	Valid cases: 190
Format: numeric	Invalid: 2806
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Other than these two persons, have you had sexual intercourse with any other person in the last 12 months?

## Number of sex partners in last 12 months (MSB14)

File: mn

### Overview

Type: Discrete	Valid cases: 60
Format: numeric	Invalid: 2936
Width: 2	
Decimals: 0	
Range: 3-99	

### Literal question

In total, with how many different people have you had sexual intercourse in the last 12 months?

## Number of sex partners in lifetime (MSB15)

File: mn

### Overview

Type: Discrete	Valid cases: 1993
Format: numeric	Invalid: 1003
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Literal question

In total, with how many different people have you had sexual intercourse in your lifetime?

### Interviewer instructions

If a non-numeric answer is given, probe to get an estimate.  
If number of partners is 95 or more, write '95'.

## Ever heard of AIDS (MHA1)

File: mn

### Overview

Type: Discrete	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Now i would like to talk with you about something else.  
Have you ever heard of the HIV virus or an illness called AIDS?

## Can avoid AIDS virus by having one uninfected partner (MHA2)

File: mn

### Overview

Type: Discrete	Valid cases: 2309
Format: numeric	Invalid: 687
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Can people reduce their chance of getting the virus that causes AIDS by having just one uninfected sex partner who has no other sex partners?

## Can get AIDS virus through supernatural means (MHA3)

File: mn

### Overview

Type: Discrete	Valid cases: 2309
Format: numeric	Invalid: 687
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Can people get the virus that causes AIDS because of witchcraft or other supernatural means?

## Can avoid AIDS virus by using a condom correctly every time (MHA4)

File: mn

### Overview

Type: Discrete	Valid cases: 2309
Format: numeric	Invalid: 687
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Can people reduce their chance of getting the virus that causes AIDS by using a condom every time they have sex?

## Can get AIDS virus from mosquito bites (MHA5)

File: mn

### Overview

Type: Discrete	Valid cases: 2309
Format: numeric	Invalid: 687
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Can people get the virus that causes AIDS from mosquito bites?

## Can get AIDS virus by sharing food with a person who has AID (MHA6)

File: mn

### Overview

Type: Discrete	Valid cases: 2309
Format: numeric	Invalid: 687
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Can people get the virus that causes AIDS by sharing food with a person who has AIDS virus?

## Healthy-looking person may have AIDS virus (MHA7)

File: mn

### Overview

Type: Discrete	Valid cases: 2309
Format: numeric	Invalid: 687
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Is it possible for a healthy-looking person to have the virus that causes AIDS?

## AIDS virus from mother to child during pregnancy (MHA8A)

File: mn

### Overview

Type: Discrete	Valid cases: 2309
Format: numeric	Invalid: 687
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Can the virus that causes AIDS be transmitted from a mother to her baby: [A] During pregnancy?

## AIDS virus from mother to child during delivery (MHA8B)

File: mn

### Overview

Type: Discrete	Valid cases: 2309
Format: numeric	Invalid: 687
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Can the virus that causes AIDS be transmitted from a mother to her baby: [B] During delivery?

## AIDS virus from mother to child through breastfeeding (MHA8C)

File: mn

### Overview

Type: Discrete	Valid cases: 2309
Format: numeric	Invalid: 687
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Can the virus that causes AIDS be transmitted from a mother to her baby: [C] By breastfeeding?

## Should female teacher with AIDS virus be allowed to teach in (MHA9)

File: mn

### Overview

Type: Discrete	Valid cases: 2309
Format: numeric	Invalid: 687
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

In your opinion, if a female teacher has the virus that causes AIDS but is not sick, should she be allowed to continue teaching in school?

## Would buy fresh vegetables from shopkeeper with AIDS virus (MHA10)

File: mn

### Overview

Type: Discrete	Valid cases: 2309
Format: numeric	Invalid: 687
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Would you buy fresh vegetables from a shopkeeper or salesperson if you knew that this person had the virus that causes AIDS?

## If HH member became infected with AIDS virus, would want it (MHA11)

File: mn

### Overview

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

Valid cases: 2309  
Invalid: 687

### Literal question

If a member of your family got infected with the virus that causes AIDS, would you want it to remain a secret?

## Willing to care for person with AIDS in household (MHA12)

File: mn

### Overview

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

Valid cases: 2309  
Invalid: 687

### Literal question

If a member of your family became sick with AIDS, would you be willing to care for him or her in your own household?

## Ever been tested for AIDS virus (MHA24)

File: mn

### Overview

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

Valid cases: 2309  
Invalid: 687

### Literal question

I don't want to know the results, but have you ever been tested to see if you have the virus that causes AIDS?

## Most recent time of testing for AIDS virus (MHA25)

File: mn

### Overview

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

Valid cases: 422  
Invalid: 2574

### Literal question

When was the most recent time you were tested?

## Received results of AIDS virus test (MHA26)

File: mn

### Overview

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

Valid cases: 422  
Invalid: 2574

### Literal question

I don't want to know the results, but did you get the results of this test?

## Know a place to get AIDS virus test (MHA27)

File: mn

### Overview

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

Valid cases: 1887  
Invalid: 1109

### Literal question

Do you know of a place where people can go to get tested for the virus that causes AIDS?

## Are you circumcised (MNC1)

File: mn

### Overview

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

Valid cases: 2568  
Invalid: 428

### Literal question

Some men are circumcised, that is, the foreskin is completely removed from the penis. are you circumcised?

## Age at circumcision (MNC2)

File: mn

### Overview

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

Valid cases: 774  
Invalid: 2222

### Literal question

How old were you got circumcised?

## Who did the circumcision (MNC3)

File: mn

## Who did the circumcision (MNC3)

File: mn

### Overview

Type: Discrete	Valid cases: 774
Format: numeric	Invalid: 2222
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Who did the circumcision?

## Place where cirrcumcision was done (MNC4)

File: mn

### Overview

Type: Discrete	Valid cases: 774
Format: numeric	Invalid: 2222
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Where was it done?

## Ever drunk alcohol (MTA14)

File: mn

### Overview

Type: Discrete	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Now I would like to ask you some questions about drinking alcohol.  
Have you ever drunk alcohol?

## Age when had first drink of alcohol other than a few sips (MTA15)

File: mn

### Overview

Type: Discrete	Valid cases: 1634
Format: numeric	Invalid: 1362
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Literal question

We count one drink of alcohol as one can or bottle of beer, one glass of wine, or one shot of cognac, vodka, whiskey, saguer, permipan, bobo, cap tikus, sofi, or sby.

How old were you when you had your first drink of alcohol, other than a few sips?

## How many days did you have at least one drink of alcohol las (MTA16)

File: mn

### Overview

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

Valid cases: 1616  
Invalid: 1380

### Literal question

During the last month, on how many days did you have at least one drink of alcohol?

### Interviewer instructions

If respondent did not drink, circle '00'.  
If less than 10 days, record the number of days.  
If 10 days or more but less than a month, circle '10'.  
If "everyday" or "almost every day", circle '30'.

## How many can/bottle/glass/shot of drinks in a day last one m (MTA17)

File: mn

### Overview

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

Valid cases: 528  
Invalid: 2468

### Literal question

In the last one month, on the days that you drank alcohol, how many can/bottle/glass/shot of drinks did you usually have?

## Net number (TNLN)

File: mn

### Overview

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

Valid cases: 772  
Invalid: 2224

## Mosquito net observed (TN4)

File: mn

### Overview

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

Valid cases: 772  
Invalid: 2224

### Interviewer instructions

Mosquito net observed?

## Brand/type of observed net (TN5)

File: mn

### Overview

Type: Discrete	Valid cases: 772
Format: numeric	Invalid: 2224
Width: 2	Minimum: 11
Decimals: 0	Maximum: 99
Range: 11-99	

### Interviewer instructions

Observe or ask the brand/type of mosquito net.

If brand is unknown and you cannot observe the net, show pictures of typical net types/brands to respondent.

## Months ago net obtained (TN6)

File: mn

### Overview

Type: Discrete	Valid cases: 772
Format: numeric	Invalid: 2224
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Literal question

How many months ago did your household get the mosquito net?

### Interviewer instructions

If less than one month, record "00"

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

File: mn

### Overview

Type: Discrete	Valid cases: 222
Format: numeric	Invalid: 2774
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

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

## Net soaked or dipped since obtained (TN9)

File: mn

### Overview

Type: Discrete	Valid cases: 223
Format: numeric	Invalid: 2773
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

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

## Months ago net soaked or dipped (TN10)

File: mn

### Overview

Type: Discrete	Valid cases: 2
Format: numeric	Invalid: 2994
Width: 2	Minimum: 95
Decimals: 0	Maximum: 95
Range: 0-99	

### Literal question

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

### Interviewer instructions

If less than one month, record "00"

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

File: mn

### Overview

Type: Discrete	Valid cases: 772
Format: numeric	Invalid: 2224
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Did anyone sleep under this mosquito net last night?

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

File: mn

### Overview

Type: Discrete	Valid cases: 772
Format: numeric	Invalid: 2224
Width: 2	
Decimals: 0	
Range: 0-90	

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

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

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

File: mn

### Overview

Type: Discrete	Valid cases: 772
Format: numeric	Invalid: 2224
Width: 2	
Decimals: 0	
Range: 0-90	

### Literal question

Who slept under this mosquito net last night?

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

File: mn

### Interviewer instructions

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

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

File: mn

### Overview

Type: Discrete	Valid cases: 606
Format: numeric	Invalid: 2390
Width: 2	
Decimals: 0	
Range: 0-90	

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

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

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

File: mn

### Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 2631
Width: 2	
Decimals: 0	
Range: 0-90	

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

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

## Area (HH6)

File: mn

### Overview

Type: Discrete	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Pre question

Type of settlement:

### Interviewer instructions

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

## Province (HH7)

File: mn

**Overview**

Type: Discrete	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 2	Minimum: 94
Decimals: 0	Maximum: 94
Range: 91-94	

**Interviewer instructions**

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

## District (HH7A)

File: mn

**Overview**

Type: Discrete	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

## Date of interview of man (CMC) (MWDOI)

File: mn

**Overview**

Type: Discrete	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 4	Minimum: 1342
Decimals: 0	Maximum: 1344
Range: 1342-1344	

## Date of birth of man (MWDOB)

File: mn

**Overview**

Type: Continuous	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 4	Minimum: 743
Decimals: 0	Maximum: 1163
Range: 743-1163	

## Age of man (MWAGE)

File: mn

**Overview**

Type: Discrete	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 1	
Decimals: 0	
Range: 1-7	

## Date of marriage of Man (CMC) (MWDOM)

File: mn

**Overview**

Type: Continuous	Valid cases: 1735
Format: numeric	Invalid: 1261
Width: 4	Minimum: 905
Decimals: 0	Maximum: 1344
Range: 905-1344	

## Age at first marriage / union of man (MWAGEM)

File: mn

**Overview**

Type: Continuous	Valid cases: 1735
Format: numeric	Invalid: 1261
Width: 2	Minimum: 12
Decimals: 0	Maximum: 47
Range: 12-47	

## Marital union status (MMSTATUS)

File: mn

**Overview**

Type: Discrete	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 1	
Decimals: 0	
Range: 1-3	

**Source of information**

The eligible man selected for interview

## Man sample weight (MNWEIGHT)

File: mn

**Overview**

Type: Continuous	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 14	Minimum: 0
Decimals: 12	Maximum: 2.8
Range: 0-2.80265507741634	

## Ethnicity of household head (ethnicity)

File: mn

**Overview**

Type: Discrete	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

## Education (mnelevel)

File: mn

### Overview

Type: Discrete	Valid cases: 2568
Format: numeric	Invalid: 428
Width: 1	
Decimals: 0	
Range: 1-9	

## Wealth index score (wscore)

File: mn

### Overview

Type: Continuous	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 8	Minimum: -1.6
Decimals: 5	Maximum: 2
Range: -1.55747217700669-2.01066129442031	

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: mn

### Overview

Type: Discrete	Valid cases: 2996
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-5	

### Source of information

Constructed variables used for analysis

## Cluster number (HH1)

File: tn

### Overview

Type: Continuous	Valid cases: 2770
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 120
Range: 1-120	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: tn

### Overview

Type: Continuous	Valid cases: 2770
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 25
Range: 1-25	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Net number (TNLN)

File: tn

### Overview

Type: Discrete	Valid cases: 2770
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-6	

## Mosquito net observed (TN4)

File: tn

### Overview

Type: Discrete	Valid cases: 2770
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

### Interviewer instructions

Mosquito net observed?

## Brand/type of observed net (TN5)

File: tn

### Overview

Type: Discrete	Valid cases: 2770
Format: numeric	Invalid: 0
Width: 2	Minimum: 11
Decimals: 0	Maximum: 99
Range: 11-99	

### Interviewer instructions

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

## Months ago net obtained (TN6)

File: tn

### Overview

Type: Discrete	Valid cases: 2770
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Literal question

How many months ago did your household get the mosquito net?

### Interviewer instructions

If less than one month, record "00"

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

File: tn

### Overview

Type: Discrete	Valid cases: 768
Format: numeric	Invalid: 2002
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

When you got the net, was it already treated with an insecticide to kill or repel mosquitoes?

## Net soaked or dipped since obtained (TN9)

File: tn

### Overview

Type: Discrete	Valid cases: 773
Format: numeric	Invalid: 1997
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Since you got the net, was it ever soaked or dipped in a liquid to kill or repel mosquitoes?

## Months ago net soaked or dipped (TN10)

File: tn

### Overview

Type: Discrete	Valid cases: 4
Format: numeric	Invalid: 2766
Width: 2	
Decimals: 0	
Range: 0-99	

### Literal question

How many months ago was the net last soaked or dipped?

### Interviewer instructions

If less than one month, record "00"

## Persons slept under mosquito net last night (TN11)

File: tn

### Overview

Type: Discrete	Valid cases: 2770
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Did anyone sleep under this mosquito net last night?

## Person 1 who slept under net (TN12\_1)

File: tn

### Overview

Type: Discrete	Valid cases: 1877
Format: numeric	Invalid: 893
Width: 2	
Decimals: 0	
Range: 0-90	

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

Record the person's line number from the household listing form.  
If someone not in the household list slept under the mosquito net, record "00"

## Person 2 who slept under net (TN12\_2)

File: tn

### Overview

Type: Discrete	Valid cases: 1877
Format: numeric	Invalid: 893
Width: 2	
Decimals: 0	
Range: 0-90	

### Literal question

Who slept under this mosquito net last night?

## Person 2 who slept under net (TN12\_2)

File: tn

### Interviewer instructions

Record the person's line number from the household listing form.  
If someone not in the household list slept under the mosquito net, record "00"

## Person 3 who slept under net (TN12\_3)

File: tn

### Overview

Type: Discrete	Valid cases: 1291
Format: numeric	Invalid: 1479
Width: 2	
Decimals: 0	
Range: 0-90	

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

Record the person's line number from the household listing form.  
If someone not in the household list slept under the mosquito net, record "00"

## Person 4 who slept under net (TN12\_4)

File: tn

### Overview

Type: Discrete	Valid cases: 621
Format: numeric	Invalid: 2149
Width: 2	
Decimals: 0	
Range: 0-90	

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

Record the person's line number from the household listing form.  
If someone not in the household list slept under the mosquito net, record "00"

## Number of mosquito nets (TN2)

File: tn

### Overview

Type: Discrete	Valid cases: 2770
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-6	

### Literal question

How many mosquito nets does your household have?

## Area (HH6)

File: tn

## Area (HH6)

File: tn

### Overview

Type: Discrete	Valid cases: 2770
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

### Pre question

Type of settlement:

### Interviewer instructions

Circle the code for area of residence as instructed/provided by your supervisor. This will have been pre-determined; you will not be required to assess whether the household is in an urban or rural area.

## Province (HH7)

File: tn

### Overview

Type: Discrete	Valid cases: 2770
Format: numeric	Invalid: 0
Width: 2	Minimum: 94
Decimals: 0	Maximum: 94
Range: 91-94	

### 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.

## District (HH7A)

File: tn

### Overview

Type: Discrete	Valid cases: 2770
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

## Education of household head (helevel)

File: tn

## Education of household head (helevel)

File: tn

### Overview

Type: Discrete	Valid cases: 2770
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

## Ethnicity of household head (ethnicity)

File: tn

### Overview

Type: Discrete	Valid cases: 2770
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

## Household Weight (HHWEIGHT)

File: tn

### Overview

Type: Continuous	Valid cases: 2770
Format: numeric	Invalid: 0
Width: 14	Minimum: 0.2
Decimals: 12	Maximum: 2.5
Range: 0.215714574424509-2.50677612888925	

## Wealth index score (wscore)

File: tn

### Overview

Type: Continuous	Valid cases: 2770
Format: numeric	Invalid: 0
Width: 8	Minimum: -1.5
Decimals: 5	Maximum: 1.9
Range: -1.50687090784215-1.9068604785355	

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: tn

### Overview

## Wealth index quintiles (windex5)

File: tn

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-5

Valid cases: 2770  
Invalid: 0

### Source of information

Constructed variables used for analysis

## Related Materials

### Questionnaires

#### Indonesia (Selected Districts of Papua) Multiple Indicator Cluster Survey 2011 - Questionnaire

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Title	Indonesia (Selected Districts of Papua) Multiple Indicator Cluster Survey 2011 - Questionnaire
Country	Indonesia
Language	English
Table of contents	Household questionnaire modules Household member questionnaire modules Women questionnaire modules Children questionnaire modules Men questionnaire modules
Filename	Indonesia_MICS4_Selected_Districts_of_Papua_Province_Questionnaire_2011.pdf

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#### MICS4 Changes To Questionnaires v2.1 to v3.0

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Title	MICS4 Changes To Questionnaires v2.1 to v3.0
Language	English
Filename	<a href="http://www.childinfo.org/mics4_questionnaire.html">http://www.childinfo.org/mics4_questionnaire.html</a>

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#### MICS4 Questionnaire Form For Child Disability v3.0

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Title	MICS4 Questionnaire Form For Child Disability v3.0
Language	English
Filename	<a href="http://www.childinfo.org/mics4_questionnaire.html">http://www.childinfo.org/mics4_questionnaire.html</a>

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#### MICS4 Questionnaire Form For Vaccinations At Health Facility v3.0

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Title	MICS4 Questionnaire Form For Vaccinations At Health Facility v3.0
Language	English
Filename	<a href="http://www.childinfo.org/mics4_questionnaire.html">http://www.childinfo.org/mics4_questionnaire.html</a>

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### Reports

#### Indonesia (Selected Districts of Papua) Multiple Indicator Cluster Survey 2011 - Final Report

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Title	Indonesia (Selected Districts of Papua) Multiple Indicator Cluster Survey 2011 - Final Report
Country	Indonesia
Language	English
Filename	<a href="http://www.childinfo.org/files/MICS4_Indonesia_Selected_Districts_of_Papua_Province_Final_Report_2011.pdf">http://www.childinfo.org/files/MICS4_Indonesia_Selected_Districts_of_Papua_Province_Final_Report_2011.pdf</a>

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### Technical documents

## Changes to MICS Tabulation Plan, Data Quality Tabulations, and Sampling Error Tables since Version 2.1

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Title Changes to MICS Tabulation Plan, Data Quality Tabulations, and Sampling Error Tables since Version 2.1  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 01 Household Sample and Survey Characteristics (HH)

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Title MICS4 01 Household Sample and Survey Characteristics (HH)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 02 Child Mortality (CM)

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Title MICS4 02 Child Mortality (CM)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 03 Nutrition (NU)

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Title MICS4 03 Nutrition (NU)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 04 Child Health (CH)

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Title MICS4 04 Child Health (CH)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 05 Water and Sanitation (WS)

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Title MICS4 05 Water and Sanitation (WS)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 06 Reproductive Health (RH)

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Title MICS4 06 Reproductive Health (RH)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 07 Child Development (CD)

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Title MICS4 07 Child Development (CD)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 08 Education (ED)

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Title MICS4 08 Education (ED)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 09 Child Protection (CP)

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Title MICS4 09 Child Protection (CP)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 10 HIV-AIDS, Sexual Behaviour and Orphanhood (HA)

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Title MICS4 10 HIV-AIDS, Sexual Behaviour and Orphanhood (HA)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 11 Access to Mass Media and ICT Technology (MT)

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Title MICS4 11 Access to Mass Media and ICT Technology (MT)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 12 Subjective Well-Being (SW)

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Title MICS4 12 Subjective Well-Being (SW)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 13 Tobacco and Alcohol Use (TA)

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Title MICS4 13 Tobacco and Alcohol Use (TA)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 Data Quality Tabulation Plan (DQ)

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Title MICS4 Data Quality Tabulation Plan (DQ)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 Sampling Errors (SE)

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Title MICS4 Sampling Errors (SE)  
Language English  
Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 Changes To Indicator List v2.1 to v3.0

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Title MICS4 Changes To Indicator List v2.1 to v3.0  
Language English  
Filename [http://www.childinfo.org/mics4\\_questionnaire.html](http://www.childinfo.org/mics4_questionnaire.html)

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## MICS4 List of Indicators v3.0

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Title MICS4 List of Indicators v3.0  
Language English  
Filename [http://www.childinfo.org/mics4\\_questionnaire.html](http://www.childinfo.org/mics4_questionnaire.html)

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## MICS4 Manual-Anthropometry

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Title MICS4 Manual-Anthropometry  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Data Editing Guidelines

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Title MICS4 Manual-Data Editing Guidelines  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Designing and Selecting the Sample

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Title MICS4 Manual-Designing and Selecting the Sample  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Designing the Questionnaires

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Title MICS4 Manual-Designing the Questionnaires  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Getting Started

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Title MICS4 Manual-Getting Started  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Global Positioning Systems

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Title MICS4 Manual-Global Positioning Systems  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Instructions for Interviewers

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Title MICS4 Manual-Instructions for Interviewers  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Instructions for Supervisors Editors and Measurers

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Title MICS4 Manual-Instructions for Supervisors Editors and Measurers

Language English

Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Model Questionnaires

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Title MICS4 Manual-Model Questionnaires

Language English

Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Preparing for Data Collection and Conducting Fieldwork

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Title MICS4 Manual-Preparing for Data Collection and Conducting Fieldwork

Language English

Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Processing the Data

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Title MICS4 Manual-Processing the Data

Language English

Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Salt Iodization Testing

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Title MICS4 Manual-Salt Iodization Testing

Language English

Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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