

# Serbia - Multiple Indicator Cluster Survey 2014

**United Nations Children's Fund, Statistical Office of the Republic of Serbia**

Report generated on: September 3, 2015

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



# Sampling

## Sampling Procedure

---

The primary objective of the sample design was to produce statistically reliable estimates of most indicators, at the national level, for urban and other areas, and for the four regions of the country: Belgrade, Vojvodina, Sumadija and Western Serbia, and Southern and Eastern Serbia.

Stratification was done according to type of settlement (urban and other), and 25 Areas (Belegrade, West Backa, South Banat, South Backa, North Banat, North Backa, Central Banat, Srem, Zlatibor, Kolubara, Macva, Moravica, Pomoravlje, Rasina, Raska, Sumadija, Bor, Branicevo, Zajecar, Jablanica, Nisava, Pirot, Danube, Pcinja, and Toplica).

A multi-stage, stratified cluster sampling approach was used for the selection of the survey sample. A random sample of enumeration areas (cluster of households) was selected with probability proportional to size (PPS) at the first stage. A sample of households was selected in each enumeration area in the second stage. (A different procedure was used in three large enumeration areas; see the section on listing activities).

The number of households selected per cluster was determined as 18 households. This decision was based on a number of considerations, including the design effect, the budget available, and the time that would be needed per team to complete one cluster. In the selected clusters a further stratification (2nd stage stratification) was done into two strata: households with children under five years of age and households without children under five.

The target sample size for the 2014 Serbia MICS was set to 7200 households and 400 enumeration areas. The sample size was determined based on a review of the 2010 Serbia MICS results along with a discussion on budget constraints. The tentatively planned sample size was further assessed by supplementary calculations using the MICS Sample Size Calculation Template.

The 2011 Serbian Population Census frame was used for the selection of clusters. Census enumeration areas were defined as primary sampling units (PSUs) and were selected from each of the sampling strata by using systematic pps (probability proportional to size) sampling procedures, based on the number of households in each enumeration area from the 2011 Population Census frame. The first stage of sampling was thus completed by selecting the required number of enumeration areas from each of the 25 strata (Areas), by urban and other domains separately.

Since the sampling frame (the 2011 Population Census) was not up-to-date, a new listing of households was conducted in all the sample enumeration areas prior to the selection of households. For this purpose, listing teams were formed who visited all of the selected enumeration areas and listed the occupied households.

Updated lists of households were prepared by the listing teams in the field for each sample enumeration area and sent to the Statistical Office of the Republic of Serbia. Afterwards, the updated lists of the households in the enumeration areas were classified into two 2nd stage strata (categories): households with children under 5 and households without children. A separate sample of households was selected from each stratum, using a higher sampling rate for households with children under 5. This sampling strategy increased the number of children under 5 in the sample in order to increase the precision of the indicators based on under-5 children.

The sampling procedures are more fully described in "Multiple Indicator Cluster Survey 2014 - Final Report" pp.260-263.

## Response Rate

---

Of the 7,351 households selected for the sample, 6,959 were found to be occupied. Of these, 6,191 were successfully interviewed for a household response rate of 89 percent.

In the interviewed households, 4,997 women (age 15-49 years) were identified. Of these, 4,713 were successfully interviewed, yielding a women's response rate of 94 percent within the interviewed households.

There were 2,773 children under age five listed in the household questionnaires. Questionnaires were completed for 2,720 of these children, which corresponds to a response rate of 98 percent within interviewed households.

Overall response rates of 84 and 87 percent were calculated for the completion of the women and children under five questionnaires, respectively.

## Weighting

---

Sample weights were calculated for each of the data files.

The major component of the weight is the reciprocal value of the sampling fraction employed in selecting the number of sample households in a particular sampling stratum, from certain Primary Sampling Unit (PSU) within certain category. The sampling fraction is the product of the 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:  $RR_{hc} = \text{Number of interviewed households in stratum } hc / \text{Number of sample occupied households in stratum } hc$

The non-response adjustment factors for women's and under 5's questionnaires are applied to the adjusted household weights. The 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 household weights and individual weights were calculated by multiplying the above factors for each cluster and 2nd stage stratum (with/without children under 5). These weights were then 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 procedure was followed in obtaining normalized weights for the women's and under-5's questionnaires. Normalized weights varied between 0.07 and 25.05 in the 400 sample enumeration areas (clusters).

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

# Questionnaires

## Overview

---

The questionnaires for the Generic MICS were structured questionnaires based on the MICS5 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 List of Household Members, Education, Child Labour, Child Discipline, Attitudes Toward Children with Disabilities, Household Characteristics, Cash Benefit and Water and Sanitation.

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

The women's questionnaire includes Woman's Background, Fertility, Desire for Last Birth, Maternal and Newborn Health, Illness Symptoms, Contraception, Unmet Need, Attitudes Toward Domestic Violence, Marriage/Union and Life Satisfaction.

The children's questionnaire includes Child's Age, Birth Registration, Birth Grant, Early Childhood Development, Breastfeeding and Dietary Intake, Immunization, Anthropometry.

The questionnaires were developed in English from the MICS5 Model Questionnaires, and were customised and translated into Serbian and were pre-tested in Zrenjanin during November 2013. 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
2014-02-01	2014-04-30	N/A

### Data Collection Mode

Face-to-face [f2f]

#### DATA COLLECTION NOTES

Training for the fieldwork was conducted for 14 days in January 2014 for both surveys. 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 2 days in practice interviewing in Zrenjanin in both urban and other areas. Trainees also practiced measuring the weights and heights of children in 5 kindergartens in Zrenjanin.

The data were collected by 8 teams for the general population; each team was comprised of 4 interviewers, one editor, one measurer and a supervisor (the editor or supervisor was also the driver). Fieldwork began on 1 February 2014 and concluded on 30 April 2014 for the 2014 Serbia MICS.

### Data Collectors

Name	Abbreviation	Affiliation
Statistical Office of the Republic of Serbia	SORS	

#### SUPERVISION

There is one supervisor for each of the 8 data collection teams in the field.

# Data Processing

## Data Editing

---

Data were entered using CSPro software, Version 5.0. The data entry was carried out by 8 data entry operators using 8 microcomputers, with support of 1 data entry supervisor. For quality assurance purposes, all questionnaires were doubleentered and internal consistency checks were performed. Procedures and standard programmes developed under the global MICS programme and adapted to the 2014 Serbia MICS and 2014 Serbia Roma Settlements MICS questionnaires were used throughout. Data processing began simultaneously with data collection in February 2014 and was completed in May 2014 for both surveys. Data were analysed using the Statistical Package for Social Sciences (SPSS) software, Version 21. Model syntax and tabulation plans developed by UNICEF were customized and used for the standard MICS modules while new syntaxes and tabulation plans were developed for non-standard MICS modules and questions.

# 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): Standard error is the square root of the variance of the estimate. For survey indicators that are means, proportions or ratios, the Taylor series 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 (r) 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 based on the same sample size. 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 of the survey is as efficient as a simple random sample for a particular indicator, 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, programmes developed in CSPro Version 5.0 and SPSS Version 21 Complex Samples module have been used. Sampling errors are calculated for indicators of primary interest, for the national level, for urban and other areas, and for all regions. Eight of the selected indicators are based on households members, 11 are based on women, and 14 are based on children under 5.

## 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 (weighted)
- Age distribution of eligible and interviewed women (weighted)
- Age distribution of children under 5 in household and children under 5 questionnaires (weighted)
- Birth date reporting: Household population (unweighted)
- Birth date and age reporting: Women (unweighted)
- Birth date and age reporting: Under-5s (unweighted)
- Birth date reporting: Children, adolescents and young people (unweighted)
- Birth date reporting: First and last births (unweighted)
- Completeness of reporting (weighted)
- Completeness of information for anthropometric indicators: Underweight (unweighted)
- Completeness of information for anthropometric indicators: Stunting (unweighted)
- Completeness of information for anthropometric indicators: Wasting (unweighted)
- Heaping in anthropometric measurements (unweighted)
- Observation of birth certificates (unweighted)
- Observation of vaccination cards (unweighted)
- Presence of mother in the household and the person interviewed for the under-5 questionnaire (weighted)
- Selection of children age 1-17 years for the child labour and child discipline modules (unweighted)
- School attendance by single age (weighted)
- Sex ratio at birth among children ever born and living (unweighted)

The results of each of these data quality tables are shown in appendix D in document "Multiple Indicator Cluster Survey 2014 - Final Report" pp.287-297.

# File Description

# Variable List

**ch**

Content	Data collected at the children's level (MICS Under Five Children's questionnaire modules: Child's information panel, Child's age, Birth registration, Early childhood development, Breastfeeding and Care of illness.)
Cases	2773
Variable(s)	296
Structure	Type: Keys: ()
Version	
Producer	Dataset produced by UNICEF and Statistical Office of Republic of Serbia
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V1675	HH1	Cluster number	contin	numeric	
V1676	HH2	Household number	contin	numeric	
V1677	LN	Line number	discrete	numeric	
V1678	UF1	Cluster number	contin	numeric	
V1679	UF2	Household number	contin	numeric	
V1680	UF4	Child's line number	discrete	numeric	
V1681	UF6	Mother / Caretaker's line number	discrete	numeric	
V1682	UF7	Interviewer number	contin	numeric	
V1683	UF8D	Day of interview	contin	numeric	
V1684	UF8M	Month of interview	discrete	numeric	
V1685	UF8Y	Year of interview	discrete	numeric	
V1686	UF9	Result of interview for children under 5	discrete	numeric	
V1687	UF10	Field editor	discrete	numeric	
V1688	UF11	Data entry clerk	discrete	numeric	
V1689	UF12H	Start of interview - Hour	discrete	numeric	
V1690	UF12M	Start of interview - Minutes	contin	numeric	
V1691	UF13H	End of interview - Hour	discrete	numeric	
V1692	UF13M	End of interview - Minutes	contin	numeric	
V1693	AG1D	Day of birth of child	contin	numeric	Now I would like to ask you some questions about (name) health. In what day, month and year was (name) born?
V1694	AG1M	Month of birth of child	discrete	numeric	Now I would like to ask you some questions about (name) health. In what day, month and year was (name) born?
V1695	AG1Y	Year of birth of child	discrete	numeric	Now I would like to ask you some questions about (name) health. In what day, month and year was (name) born?
V1696	AG2	Age of child	discrete	numeric	How old is (name)?
V1697	BR1	Birth certificate	discrete	numeric	Does (name) have a birth certificate?

ID	Name	Label	Type	Format	Question
V1698	BR2	Birth registered	discrete	numeric	Has (name) been registered with the civil authorities?
V1699	BR3	Know how to register birth	discrete	numeric	Do you know how to register your child's birth?
V1700	BR3A	Health insurance card	discrete	numeric	Does (name) have a health insurance card?
V1701	BG1	Applied for birth grant	discrete	numeric	Did you apply for the birth grant for (name) no later than six month after he/she was born? Explain, if necessary: When I say the birth grant I mean financial subsidy parent is entitled to after a child is born and the first four children in the family are entitled to it. One can apply within the first six months of the child's birth.
V1702	BG2	Received the birth grant	discrete	numeric	Did you receive the birth grant?
V1703	BG3	Reasons for not applying for birth grant	discrete	numeric	What is the main reason you did not apply for the birth grant?
V1704	EC1	Number of children's books or picture books for child	discrete	numeric	How many children's books or picture books (name) has?
V1705	EC2A	Homemade toys	discrete	numeric	I am interested in learning about the things that (name) plays with when he/she is at home. Does he/she play with: homemade toys (such as dolls, cars or some other toys made at home)?
V1706	EC2B	Toys from shops	discrete	numeric	I am interested in learning about the things that (name) plays with when he/she is at home. Does he/she play with: toys from a shop or manufactured toys?
V1707	EC2C	Household objects or outside objects	discrete	numeric	I am interested in learning about the things that (name) plays with when he/she is at home. Does he/she play with: household objects (such as bowls or pots) or objects found outside (such as sticks, rocks, leaves etc.)?
V1708	EC3A	In past week, days left alone for more than 1 hour	discrete	numeric	Adults who care for a child sometimes have to go out shopping, to visit doctor or have to leave young children for any other reason. Last week, how many days was (name): left alone longer than an hour?
V1709	EC3B	In past week, days left with other child for more than 1 hour	discrete	numeric	Adults who care for a child sometimes have to go out shopping, to visit doctor or have to leave young children for any other reason. Last week, how many days was (name): left in care of another child, i.e. someone under 10, longer than an hour?
V1710	EC5	Attends early childhood education programme	discrete	numeric	Does (name) attend kindergarten or any organized learning or early childhood education programme? These can be private, government or NGO programmes.
V1711	EC6A	What kind of facility child attends	discrete	numeric	What type of facility does the child attend?
V1712	EC6B_A	Reasons for not attending kindergarten: child will not learn too much	discrete	character	What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?
V1713	EC6B_B	Reasons for not attending kindergarten: child is disabled	discrete	character	What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?
V1714	EC6B_C	Reasons for not attending kindergarten: low level of services	discrete	character	What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?
V1715	EC6B_D	Reasons for not attending kindergarten: poor treatment	discrete	character	What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?

ID	Name	Label	Type	Format	Question
V1716	EC6B_E	Reasons for not attending kindergarten: child is taken care at home	discrete	character	What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?
V1717	EC6B_F	Reasons for not attending kindergarten: both parents are unemployed	discrete	character	What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?
V1718	EC6B_G	Reasons for not attending kindergarten: overcrowded facility	discrete	character	What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?
V1719	EC6B_H	Reasons for not attending kindergarten: costly services	discrete	character	What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?
V1720	EC6B_I	Reasons for not attending kindergarten: other expences too high	discrete	character	What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?
V1721	EC6B_J	Reasons for not attending kindergarten: the facility is too far	discrete	character	What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?
V1722	EC6B_X	Reasons for not attending kindergarten: other	discrete	character	What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?
V1723	EC7AA	Books-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Read books to (name) or looked at picture books with (name)?
V1724	EC7AB	Books-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Read books to (name) or looked at picture books with (name)?
V1725	EC7AX	Books-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Read books to (name) or looked at picture books with (name)?
V1726	EC7AY	Books-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Read books to (name) or looked at picture books with (name)?
V1727	EC7BA	Tell stories-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Told stories to (name)?
V1728	EC7BB	Tell stories-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Told stories to (name)?
V1729	EC7BX	Tell stories-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Told stories to (name)?
V1730	EC7BY	Tell stories-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Told stories to (name)?
V1731	EC7CA	Sang songs-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Sang songs to or with (name), including lullabies?

ID	Name	Label	Type	Format	Question
V1732	EC7CB	Sang songs-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Sang songs to or with (name), including lullabies?
V1733	EC7CX	Sang songs-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Sang songs to or with (name), including lullabies?
V1734	EC7CY	Sang songs-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Sang songs to or with (name), including lullabies?
V1735	EC7DA	Took outside-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Took (name) outside the home, to park, yard or enclosure?
V1736	EC7DB	Took outside-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Took (name) outside the home, to park, yard or enclosure?
V1737	EC7DX	Took outside-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Took (name) outside the home, to park, yard or enclosure?
V1738	EC7DY	Took outside-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Took (name) outside the home, to park, yard or enclosure?
V1739	EC7EA	Played with-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Played with (name)?
V1740	EC7EB	Played with-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Played with (name)?
V1741	EC7EX	Played with-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Played with (name)?
V1742	EC7EY	Played with-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Played with (name)?
V1743	EC7FA	Named/counted-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Named, counted, or drew things to or with (name)?
V1744	EC7FB	Named/counted-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Named, counted, or drew things to or with (name)?
V1745	EC7FX	Named/counted-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Named, counted, or drew things to or with (name)?
V1746	EC7FY	Named/counted-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Named, counted, or drew things to or with (name)?

ID	Name	Label	Type	Format	Question
V1747	EC8	Child recognize at least ten letters of the alphabet	discrete	numeric	I would like to ask you some questions about the health and development of your child. Children do not all develop and learn at the same rate. For example, some of them take first steps before others. These questions are related to several aspects of your child's development. Can (name) recognize or name at least ten letters of the alphabet?
V1748	EC9	Child reads at least four simple, popular words	discrete	numeric	Can (name) read at least four simple, popular words?
V1749	EC10	Child knows name and recognizes symbol of all numbers from 1-10	discrete	numeric	Does (name) know and can recognize all numbers from 1 to 10?
V1750	EC11	Child able to pick up small object with 2 fingers	discrete	numeric	Can (name) pick up a small object with two fingers, like a stick or a rock from the ground?
V1751	EC12	Child sometimes too sick to play	discrete	numeric	Is (name) sometimes too sick to play?
V1752	EC13	Child follows simple directions	discrete	numeric	Does (name) follow simple directions on how to do something correctly?
V1753	EC14	Child able to do something independently	discrete	numeric	When told to do something, can (name) do it on his/her own?
V1754	EC15	Child gets along well with other children	discrete	numeric	Does (name) get on well with other children?
V1755	EC16	Child kicks, bites or hits other children or adults	discrete	numeric	Does (name) kick, bite or hit other children or adults?
V1756	EC17	Child gets distracted easily	discrete	numeric	Does (name) lose attention easily?
V1757	BD2	Child ever been breastfed	discrete	numeric	Has (name) ever been breastfed?
V1758	BD3	Child still being breastfed	discrete	numeric	Is he/she still being breastfed?
V1759	BD4	Child drank anything else from the bottle with a nipple yesterday	discrete	numeric	Yesterday, during the day or night, did (name) drink anything from a bottle with a nipple?
V1760	BD5	Child drank ORS yesterday	discrete	numeric	Did (name) drink ORS (oral rehydration solution) yesterday, during the day or night?
V1761	BD6	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?
V1762	BD7A	Child drank plain water yesterday	discrete	numeric	I would like to ask you about (other) liquids that (name) may have had yesterday during the day or night. I am interested to know whether (name) took that liquid even if combined with other foods. Did (name) drink (name of liquid) yesterday, during the day or night? Plain water
V1763	BD7B	Child drank juice or juice drinks yesterday	discrete	numeric	I would like to ask you about (other) liquids that (name) may have had yesterday during the day or night. I am interested to know whether (name) took that liquid even if combined with other foods. Did (name) drink (name of liquid) yesterday, during the day or night? Juice or juice drinks
V1764	BD7C	Child drank soup yesterday	discrete	numeric	I would like to ask you about (other) liquids that (name) may have had yesterday during the day or night. I am interested to know whether (name) took that liquid even if combined with other foods. Did (name) drink (name of liquid) yesterday, during the day or night? Clear soup
V1765	BD7D	Child drank milk yesterday	discrete	numeric	I would like to ask you about (other) liquids that (name) may have had yesterday during the day or night. I am interested to know whether (name) took that liquid even if combined with other foods. Did (name) drink (name of liquid) yesterday, during the day or night? Milk such as powdered or fresh animal milk?

ID	Name	Label	Type	Format	Question
V1766	BD7DN	Times child drank milk	discrete	numeric	I would like to ask you about (other) liquids that (name) may have had yesterday during the day or night. I am interested to know whether (name) took that liquid even if combined with other foods. Did (name) drink (name of liquid) yesterday, during the day or night? Milk such as powdered or fresh animal milk? If yes, ask: How many times did (name) drink milk? If 7 or more times, record '7'.
V1767	BD7E	Child drank infant formula yesterday	discrete	numeric	I would like to ask you about (other) liquids that (name) may have had yesterday during the day or night. I am interested to know whether (name) took that liquid even if combined with other foods. Did (name) drink (name of liquid) yesterday, during the day or night: Infant formula (Bebelac, Aptamil, Impamil, Hipp, nestle and alike)?
V1768	BD7EN	Times child drank infant formula	discrete	numeric	I would like to ask you about (other) liquids that (name) may have had yesterday during the day or night. I am interested to know whether (name) took that liquid even if combined with other foods. Did (name) drink (name of liquid) yesterday, during the day or night: Infant formula (Bebelac, Aptamil, Impamil, Hipp, nestle and alike)? If yes, ask: How many times did (name) drink infant formula? If 7 or more times, record '7'.
V1769	BD7F	Child drank any other liquid yesterday	discrete	numeric	I would like to ask you about (other) liquids that (name) may have had yesterday during the day or night. I am interested to know whether (name) took that liquid even if combined with other foods. Did (name) drink (name of liquid) yesterday, during the day or night: Any other liquids? Liquid (specify)
V1770	BD8A	Child drank or ate yogurt yesterday	discrete	numeric	Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods. Please include foods consumed outside of your home.. Did (name) eat (name of food) yesterday during the day or night: Yogurt/sour milk
V1771	BD8AN	Times drank or ate yogurt	discrete	numeric	Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods. Please include foods consumed outside of your home.. Did (name) eat (name of food) yesterday during the day or night: Yogurt/sour milk If yes, ask: How many times did (name) drink or eat yoghurt/ sour milk? if 7 or more
V1772	BD8B	Child ate fortified baby food (cerelac etc.)	discrete	numeric	Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods. Please include foods consumed outside of your home.. Did (name) eat (name of food) yesterday during the day or night: Baby cereals (Baby King, Milupa, HiPP, Nestle and alike)
V1773	BD8C	Child ate foods made from grains	discrete	numeric	Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods. Please include foods consumed outside of your home.. Did (name) eat (name of food) yesterday during the day or night: Bread, rice, noodles, porridge, farina or other foods made from grains?

ID	Name	Label	Type	Format	Question
V1774	BD8D	Child ate pumpkin or carrot	discrete	numeric	Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am Interested to know whether (name) had that food even if combined with other foods. Please include foods consumed outside of your home.. Did (name) eat (name of food) yesterday during the day or night: Pumpkin or carrot?
V1775	BD8E	Child ate white potatoes or any food made from roots	discrete	numeric	Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am Interested to know whether (name) had that food even if combined with other foods. Please include foods consumed outside of your home.. Did (name) eat (name of food) yesterday during the day or night: White potatoes or any other foods made from roots?
V1776	BD8F	Child ate green leafy vegetables	discrete	numeric	Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am Interested to know whether (name) had that food even if combined with other foods. Please include foods consumed outside of your home.. Did (name) eat (name of food) yesterday during the day or night: Spinach, swiss chard, kale or any other dark green, leafy vegetables?
V1777	BD8G	Child ate apricot or cantaloupe	discrete	numeric	Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am Interested to know whether (name) had that food even if combined with other foods. Please include foods consumed outside of your home.. Did (name) eat (name of food) yesterday during the day or night: Apricot or cantaloupe?
V1778	BD8H	Child ate other fruits or vegetables	discrete	numeric	Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am Interested to know whether (name) had that food even if combined with other foods. Please include foods consumed outside of your home.. Did (name) eat (name of food) yesterday during the day or night: Other fruits or vegetables?
V1779	BD8I	Child ate liver, kidney, heart or other organ meat	discrete	numeric	Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am Interested to know whether (name) had that food even if combined with other foods. Please include foods consumed outside of your home.. Did (name) eat (name of food) yesterday during the day or night: Liver, kidneys, heart or other offal?
V1780	BD8J	Child ate meat, such as veal/young beef, pork, lamb, goat, chicken or turkey	discrete	numeric	Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am Interested to know whether (name) had that food even if combined with other foods. Please include foods consumed outside of your home.. Did (name) eat (name of food) yesterday during the day or night: Any meat such as veal/young beef, pork, lamb, goat, chicken or turkey?
V1781	BD8K	Child ate eggs	discrete	numeric	Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am Interested to know whether (name) had that food even if combined with other foods. Please include foods consumed outside of your home.. Did (name) eat (name of food) yesterday during the day or night: Eggs?

ID	Name	Label	Type	Format	Question
V1782	BD8L	Child ate fish	discrete	numeric	Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am Interested to know whether (name) had that food even if combined with other foods. Please include foods consumed outside of your home.. Did (name) eat (name of food) yesterday during the day or night: Fish?
V1783	BD8M	Child ate beans, peas or lentils	discrete	numeric	Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am Interested to know whether (name) had that food even if combined with other foods. Please include foods consumed outside of your home.. Did (name) eat (name of food) yesterday during the day or night: Any foods made from beans, peas or lentils?
V1784	BD8N	Child ate cheese or other food made from milk	discrete	numeric	Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am Interested to know whether (name) had that food even if combined with other foods. Please include foods consumed outside of your home.. Did (name) eat (name of food) yesterday during the day or night: Cheese or other food made from milk?
V1785	BD8O	Child ate other solid, semi-solid or soft food yesterday	discrete	numeric	Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am Interested to know whether (name) had that food even if combined with other foods. Please include foods consumed outside of your home.. Did (name) eat (name of food) yesterday during the day or night: Any other solid, semi-solid or soft food that I have not mentioned?
V1786	BD11	Times child ate solid or semi-solid food	discrete	numeric	How many times did (name) eat any solid, semi-solid or soft foods yesterday, during the day or night?
V1787	IM1	Vaccination card for child	discrete	numeric	Do you have a card where (name)'s vaccinations are written down? If yes, ask: may I see it, please?
V1788	IM2	Ever had vaccination card	discrete	numeric	Did you ever have a vaccination card for (name)?
V1789	IM3BD	Day of BCG immunization	discrete	numeric	
V1790	IM3BM	Month of BCG immunization	discrete	numeric	
V1791	IM3BY	Year of BCG immunization	discrete	numeric	
V1792	IM3P1D	Day of Polio1 immunization	discrete	numeric	
V1793	IM3P1M	Month of Polio1 immunization	discrete	numeric	
V1794	IM3P1Y	Year of Polio1 immunization	discrete	numeric	
V1795	IM3P1A	Pentavalent vaccine Polio 1	discrete	numeric	
V1796	IM3P2D	Day of Polio2 immunization	discrete	numeric	
V1797	IM3P2M	Month of Polio2 immunization	discrete	numeric	
V1798	IM3P2Y	Year of Polio2 immunization	discrete	numeric	
V1799	IM3P2A	Pentavalent vaccine Polio 2	discrete	numeric	
V1800	IM3P3D	Day of Polio3 immunization	discrete	numeric	
V1801	IM3P3M	Month of Polio3 immunization	discrete	numeric	
V1802	IM3P3Y	Year of Polio3 immunization	discrete	numeric	
V1803	IM3P3A	Pentavalent vaccine Polio 3	discrete	numeric	
V1804	IM3D1D	Day of DPT1 immunization	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1805	IM3D1M	Month of DPT1 immunization	discrete	numeric	
V1806	IM3D1Y	Year of DPT1 immunization	discrete	numeric	
V1807	IM3D1A	Pentavalent vaccine DPT1	discrete	numeric	
V1808	IM3D2D	Day of DPT2 immunization	discrete	numeric	
V1809	IM3D2M	Month of DPT2 immunization	discrete	numeric	
V1810	IM3D2Y	Year of DPT2 immunization	discrete	numeric	
V1811	IM3D2A	Pentavalent vaccine DPT2	discrete	numeric	
V1812	IM3D3D	Day of DPT3 immunization	discrete	numeric	
V1813	IM3D3M	Month of DPT3 immunization	discrete	numeric	
V1814	IM3D3Y	Year of DPT3 immunization	discrete	numeric	
V1815	IM3D3A	Pentavalent vaccine DPT3	discrete	numeric	
V1816	IM3H1D	Day of HepB1 immunization	discrete	numeric	
V1817	IM3H1M	Month of HepB1 immunization	discrete	numeric	
V1818	IM3H1Y	Year of HepB1 immunization	discrete	numeric	
V1819	IM3H2D	Day of HepB2 immunization	discrete	numeric	
V1820	IM3H2M	Month of HepB2 immunization	discrete	numeric	
V1821	IM3H2Y	Year of HepB2 immunization	discrete	numeric	
V1822	IM3H3D	Day of HepB3 immunization	discrete	numeric	
V1823	IM3H3M	Month of HepB3 immunization	discrete	numeric	
V1824	IM3H3Y	Year of HepB3 immunization	discrete	numeric	
V1825	IM3I1D	Day of Hib1 immunization	discrete	numeric	
V1826	IM3I1M	Month of Hib1 immunization	discrete	numeric	
V1827	IM3I1Y	Year of Hib1 immunization	discrete	numeric	
V1828	IM3I1A	Pentavalent vaccine Hib1	discrete	numeric	
V1829	IM3I2D	Day of Hib2 immunization	discrete	numeric	
V1830	IM3I2M	Month of Hib2 immunization	discrete	numeric	
V1831	IM3I2Y	Year of Hib2 immunization	discrete	numeric	
V1832	IM3I2A	Pentavalent vaccine Hib2	discrete	numeric	
V1833	IM3I3D	Day of Hib3 immunization	discrete	numeric	
V1834	IM3I3M	Month of Hib3 immunization	discrete	numeric	
V1835	IM3I3Y	Year of Hib3 immunization	discrete	numeric	
V1836	IM3I3A	Pentavalent vaccine Hib3	discrete	numeric	
V1837	IM3MD	Day measles or MMR immunization	discrete	numeric	
V1838	IM3MM	Month Measles or MMR immunization	discrete	numeric	
V1839	IM3MY	Year of Measles or MMR immunization	discrete	numeric	
V1840	IM5	Child received any other vaccinations	discrete	numeric	In addition to what is recorded on this card, did (name) receive any other vaccinations?
V1841	IM6	Child ever received any vaccinations	discrete	numeric	Has (name) ever received any vaccinations to prevent him/her from getting diseases?

ID	Name	Label	Type	Format	Question
V1842	IM7	Child ever given BCG vaccination	discrete	numeric	Has (name) ever received a BCG vaccination against tuberculosis. That is, an injection in the left arm or shoulder that usually causes a scar?
V1843	IM7A	Child ever given pentavalent vaccination	discrete	numeric	Has (name) ever received combined pentavalent vaccine (pentaxim or infanrix)?
V1844	IM7B	Times child given pentavalent vaccination	discrete	numeric	How many times (name) received the combined pentavalent vaccine?
V1845	IM8	Child ever given Polio vaccination	discrete	numeric	Has (name) ever received any vaccination drops in the mouth to protect him/her from polio (polio vaccine)?
V1846	IM10	Times child given Polio vaccination	discrete	numeric	How many times (name) received polio vaccine as vaccination drops in the mouth?
V1847	IM11	Child ever given DPT vaccination	discrete	numeric	Has (name) ever received a DTP vaccination, that is, an injection in the thigh or the upper arm to prevent him/her from getting tetanus, whooping cough, or diphtheria?
V1848	IM12	Times child given DPT vaccination	discrete	numeric	How many times (name) received the DTP vaccine?
V1849	IM12A	Child ever given Hib vaccination	discrete	numeric	Has (name) ever received a Hib vaccination-that is, an injection in the thigh to prevent him/her from getting meningitis/pneumonia or any other disease caused by bacteria haemophilus influenzae type B?
V1850	IM12B	Times child given Hib vaccination	discrete	numeric	How many times (name) received the Hib vaccine?
V1851	IM13	Child ever given Hepatitis B vaccination	discrete	numeric	Has (name) ever received a Hepatitis B vaccination. that is, an injection in the thigh or the upper arm to prevent him/her from getting Hepatitis B (infectious Hepatitis B)?
V1852	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?
V1853	IM15	Times child given Hepatitis B vaccination	discrete	numeric	How many times (name) received the Hepatitis B vaccine?
V1854	IM16	Child ever given Measles or MMR vaccination	discrete	numeric	Has (name) ever received a MMR vaccine, that is, a shot in the upper arm(at the age of 12 months or older) to prevent him/her from getting measles, mumps and rubella?
V1855	HF0	Result of request for consent to collect vaccination record from the health facility	discrete	numeric	
V1856	HF1	Cluster number	contin	numeric	
V1857	HF2	Household number	contin	numeric	
V1858	HF4	Child's line number	discrete	numeric	
V1859	HF6	Mother / Caretaker's line number	discrete	numeric	
V1860	HF7	Interviewer number	contin	numeric	
V1861	HF8D	Day of interview	discrete	numeric	
V1862	HF8M	Month of interview	discrete	numeric	
V1863	HF8Y	Year of interview	discrete	numeric	
V1864	HF9D	Day of birth	discrete	numeric	
V1865	HF9M	Month of birth	discrete	numeric	
V1866	HF9Y	Year of birth	discrete	numeric	
V1867	HF10A	Team member number visited health facility	contin	numeric	

ID	Name	Label	Type	Format	Question
V1868	HF11	Result of health facility visit	discrete	numeric	
V1869	HF11A	Field editor	contin	numeric	
V1870	HF11B	Main data entry clerk number	discrete	numeric	
V1871	HF12D	Day of birth as written on vaccination record	discrete	numeric	
V1872	HF12M	Month of birth as written on vaccination record	discrete	numeric	
V1873	HF12Y	Year of birth as written on vaccination record	discrete	numeric	
V1874	HF13BD	Day of BCG immunization	discrete	numeric	
V1875	HF13BM	Month of BCG immunization	discrete	numeric	
V1876	HF13BY	Year of BCG immunization	discrete	numeric	
V1877	HF13P1D	Day of Polio1 immunization	discrete	numeric	
V1878	HF13P1M	Month of Polio1 immunization	discrete	numeric	
V1879	HF13P1Y	Year of Polio1 immunization	discrete	numeric	
V1880	HF13P1A	Pentavalent vaccine Polio1	discrete	numeric	
V1881	HF13P2D	Day of Polio2 immunization	discrete	numeric	
V1882	HF13P2M	Month of Polio2 immunization	discrete	numeric	
V1883	HF13P2Y	Year of Polio2 immunization	discrete	numeric	
V1884	HF13P2A	Pentavalent vaccine Polio2	discrete	numeric	
V1885	HF13P3D	Day of Polio3 immunization	discrete	numeric	
V1886	HF13P3M	Month of Polio3 immunization	discrete	numeric	
V1887	HF13P3Y	Year of Polio3 immunization	discrete	numeric	
V1888	HF13P3A	Pentavalent vaccine Polio3	discrete	numeric	
V1889	HF13D1D	Day of DPT1 immunization	discrete	numeric	
V1890	HF13D1M	Month of DPT1 immunization	discrete	numeric	
V1891	HF13D1Y	Year of DPT1 immunization	discrete	numeric	
V1892	HF13D1A	Pentavalent vaccine DPT1	discrete	numeric	
V1893	HF13D2D	Day of DPT2 immunization	discrete	numeric	
V1894	HF13D2M	Month of DPT2 immunization	discrete	numeric	
V1895	HF13D2Y	Year of DPT2 immunization	discrete	numeric	
V1896	HF13D2A	Pentavalent vaccine DPT2	discrete	numeric	
V1897	HF13D3D	Day of DPT3 immunization	discrete	numeric	
V1898	HF13D3M	Month of DPT3 immunization	discrete	numeric	
V1899	HF13D3Y	Year of DPT3 immunization	discrete	numeric	
V1900	HF13D3A	Pentavalent vaccine DPT3	discrete	numeric	
V1901	HF13H1D	Day of HepB1 immunization	discrete	numeric	
V1902	HF13H1M	Month of HepB1 immunization	discrete	numeric	
V1903	HF13H1Y	Year of HepB1 immunization	discrete	numeric	
V1904	HF13H2D	Day of HepB2 immunization	discrete	numeric	
V1905	HF13H2M	Month of HepB2 immunization	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1906	HF13H2Y	Year of HepB2 immunization	discrete	numeric	
V1907	HF13H3D	Day of HepB3 immunization	discrete	numeric	
V1908	HF13H3M	Month of HepB3 immunization	discrete	numeric	
V1909	HF13H3Y	Year of HepB3 immunization	discrete	numeric	
V1910	HF13I1D	Day of Hib1 immunization	discrete	numeric	
V1911	HF13I1M	Month of Hib1 immunization	discrete	numeric	
V1912	HF13I1Y	Year of Hib1 immunization	discrete	numeric	
V1913	HF13I1A	Pentavalent vaccine Hib1	discrete	numeric	
V1914	HF13I2D	Day of Hib2 immunization	discrete	numeric	
V1915	HF13I2M	Month of Hib2 immunization	discrete	numeric	
V1916	HF13I2Y	Year of Hib2 immunization	discrete	numeric	
V1917	HF13I2A	Pentavalent vaccine Hib2	discrete	numeric	
V1918	HF13I3D	Day of Hib3 immunization	discrete	numeric	
V1919	HF13I3M	Month of Hib3 immunization	discrete	numeric	
V1920	HF13I3Y	Year of Hib3 immunization	discrete	numeric	
V1921	HF13I3A	Pentavalent vaccine Hib3	discrete	numeric	
V1922	HF13MD	Day measles or MMR immunization	discrete	numeric	
V1923	HF13MM	Month Measles or MMR immunization	discrete	numeric	
V1924	HF13MY	Year of Measles or MMR immunization	discrete	numeric	
V1925	AN1	Measurer's identification code	contin	numeric	
V1926	AN2	Result of height/length and weight measurement	discrete	numeric	
V1927	AN3	Child's weight (kilograms)	contin	numeric	
V1928	AN3A	Child undressed to the minimum	discrete	numeric	Was the child undressed to the minimum?
V1929	AN4	Child's length or height (centimetres)	contin	numeric	
V1930	AN4A	Child measured lying or standing	discrete	numeric	
V1931	HAP	Height for age percentile NCHS	contin	numeric	
V1932	HAZ	Height for age z-score NCHS	contin	numeric	
V1933	HAM	Height for age percent of reference median NCHS	contin	numeric	
V1934	WAP	Weight for age percentile NCHS	contin	numeric	
V1935	WAZ	Weight for age z-score NCHS	contin	numeric	
V1936	WAM	Weight for age percent of reference median NCHS	contin	numeric	
V1937	WHP	Weight for height percentile NCHS	contin	numeric	
V1938	WHZ	Weight for height z-score NCHS	contin	numeric	
V1939	WHM	Weight for height percent of reference median NCHS	contin	numeric	
V1940	FLAG	Flag for anthropometric indicators	discrete	numeric	
V1941	BMI	Body Mass Index WHO	contin	numeric	
V1942	ZBMI	Body Mass Index z-score WHO	contin	numeric	

ID	Name	Label	Type	Format	Question
V1943	HAZ2	Height for age z-score WHO	contin	numeric	
V1944	WAZ2	Weight for age z-score WHO	contin	numeric	
V1945	WHZ2	Weight for height z-score WHO	contin	numeric	
V1946	HAZFLAG	Height for age flag WHO	discrete	numeric	
V1947	WAZFLAG	Weight for age flag WHO	discrete	numeric	
V1948	WHZFLAG	Weight for height flag WHO	discrete	numeric	
V1949	BMIFLAG	BMI flag WHO	discrete	numeric	
V1950	WHZNOAGE	Weight for height - Age flag WHO	discrete	numeric	
V1951	HH6	Area	discrete	numeric	
V1952	HH7	Region	discrete	numeric	
V1953	HL4	Sex	discrete	numeric	Is (name) male or female?
V1954	ED4A	Highest level of education attended	discrete	numeric	What is the highest level of school (name) attended?
V1955	ED4B	Highest grade completed at that level	discrete	numeric	What is the highest grade (name) completed at this level?
V1956	CDOI	Date of interview child (CMC)	discrete	numeric	
V1957	CDOB	Date of birth of child (CMC)	contin	numeric	
V1958	CAGE	Age (months)	contin	numeric	
V1959	CAGE_6	Age	discrete	numeric	
V1960	CAGE_11	Age	discrete	numeric	
V1961	CAGED	Age in days	contin	numeric	
V1962	melevel	Mother's education	contin	numeric	
V1963	ethnicity	Ethnicity of household head	contin	numeric	
V1964	chweight	Children's sample weight	contin	numeric	
V1965	wscore	Wealth index score	contin	numeric	
V1966	windex5	Wealth index quintiles	discrete	numeric	
V1967	wscoreu	Urban wealth score	contin	numeric	
V1968	windex5u	Urban wealth index quintile	discrete	numeric	
V1969	wscorer	Rural wealth score	contin	numeric	
V1970	windex5r	Rural wealth index quintile	discrete	numeric	

**hh**

Content	Data collected at the household level (MICS Household questionnaire modules: Household information panel, Water and sanitation, Selection of one child for child labour/child discipline, Child labour, Household characteristics, Attitudes toward children with disabilities, Cash benefit, and Child discipline.)
Cases	7351
Variable(s)	163
Structure	Type: Keys: ()
Version	
Producer	Dataset produced by UNICEF and Statistical Office of Republic of Serbia
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V1971	HH1	Cluster number	contin	numeric	
V1972	HH2	Household number	contin	numeric	
V1973	HH3	Interviewer number	contin	numeric	
V1974	HH4	Supervisor number	discrete	numeric	
V1975	HH5D	Day of interview	contin	numeric	
V1976	HH5M	Month of interview	discrete	numeric	
V1977	HH5Y	Year of interview	discrete	numeric	
V1978	HH6	Area	discrete	numeric	
V1979	HH7	Region	discrete	numeric	
V1980	HH9	Result of HH interview	discrete	numeric	
V1981	HH10	Respondent to HH questionnaire	discrete	numeric	
V1982	HH11	Total number of HH members	discrete	numeric	
V1983	HH12	Number of women 15 - 49 years	discrete	numeric	
V1984	HH13	Number of woman' questionnaires completed	discrete	numeric	
V1985	HH14	Number of children under age 5	discrete	numeric	
V1986	HH15	Number of under - 5 questionnaires completed	discrete	numeric	
V1987	HH16	Field editor	discrete	numeric	
V1988	HH17	Data entry clerk	discrete	numeric	
V1989	HH18H	Start of interview - Hour	discrete	numeric	
V1990	HH18M	Start of interview - Minutes	contin	numeric	
V1991	HH19H	End of interview - Hour	discrete	numeric	
V1992	HH19M	End of interview - Minutes	contin	numeric	
V1993	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
V1994	WS2	Main source of water used for other purposes (if bottled water used for drinking)	discrete	numeric	What is the main source of water used by your household for other purposes such as cooking and handwashing?
V1995	WS3	Location of the water source	discrete	numeric	Where is that water source located?
V1996	WS4	Time (in minutes) to get water and come back	contin	numeric	How long does it take to go there, get water, and come back?
V1997	WS5	Person collecting water	discrete	numeric	Who usually goes to this source to collect the water for your household?
V1998	WS6	Treat water to make safer for drinking	discrete	numeric	Do you do anything to the water to make it safer to drink?
V1999	WS7A	Water treatment: Boil	discrete	character	What do you usually do to make the water safer to drink?
V2000	WS7B	Water treatment: Add bleach/chlorine	discrete	character	What do you usually do to make the water safer to drink?
V2001	WS7C	Water treatment: Strain it through a cloth	discrete	character	What do you usually do to make the water safer to drink?
V2002	WS7D	Water treatment: Use water filter	discrete	character	What do you usually do to make the water safer to drink?
V2003	WS7E	Water treatment: Solar disinfection	discrete	character	What do you usually do to make the water safer to drink?
V2004	WS7F	Water treatment: Let it stand and settle	discrete	character	What do you usually do to make the water safer to drink?
V2005	WS7X	Water treatment: Other	discrete	character	What do you usually do to make the water safer to drink?
V2006	WS7Z	Water treatment: DK	discrete	character	What do you usually do to make the water safer to drink?
V2007	WS8	Type of toilet facility	discrete	numeric	What kind of toilet facility do members of your household usually use?
V2008	WS9	Toilet facility shared	discrete	numeric	Do you share this facility with others who are not members of your household?
V2009	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?
V2010	WS11	Households using this toilet facility	discrete	numeric	How many households in total use this toilet facility, including your own household?
V2011	SL1	Total children aged 1-17 years	discrete	numeric	
V2012	SL9A	Rank number of the selected child	discrete	numeric	
V2013	SL9B	Child line number	discrete	numeric	
V2014	SL9C	Child's age	discrete	numeric	
V2015	CD_FLAG	Flag for correct child line number	discrete	numeric	
V2016	CL2A	Worked or helped on garden	discrete	numeric	Now I would like to ask about any work children in this household may do. Since last (day of the week). did (name) do any of the following activities. Even for only one hour? [a] Did (name) do any work or help on household's plot/farm/food garden or looked after animals? for example. growing farm produce, harvesting, or feeding, grazing, milking animals?
V2017	CL2B	Helped in family business	discrete	numeric	Now I would like to ask about any work children in this household may do. Since last (day of the week). did (name) do any of the following activities. Even for only one hour? [b] Did (name) help in family business or relative's business with or without pay or run his/her own business?

ID	Name	Label	Type	Format	Question
V2018	CL2C	Produced or sold articles	discrete	numeric	Now I would like to ask about any work children in this household may do. Since last (day of the week). did (name) do any of the following activities. Even for only one hour? [c] Did (name) produce or sell articles, handicrafts, clothes, food or agricultural products?
V2019	CL2D	Engaged in any other activity for income	discrete	numeric	Now I would like to ask about any work children in this household may do. Since last (day of the week). did (name) do any of the following activities. Even for only one hour? [d] Since last (day of week), did (name) engage in any other activity in return for income in cash or in kind, even for only one hour? If no, probe: Please include any activity (name) performed as a regular or casual employee, self-employed or employer; or as an unpaid family worker helping out in household business or farm.
V2020	CL4	Hours worked in past week	discrete	numeric	Since last (day of the week), about how many hours did (name) engage in this activity/these activities, in total?
V2021	CL5	Activities required carrying heavy loads	discrete	numeric	Does the activity/do these activities require carrying heavy loads?
V2022	CL6	Activities required working with dangerous tools or heavy machinery	discrete	numeric	Does the activity/do these activities require working with dangerous tools (knives etc.) or operating heavy machinery?
V2023	CL7A	Description of work: exposed to dust, fumes, or gas	discrete	numeric	How would you describe the work environment of (name)? [a] Is (name) exposed to dust, fumes or gas?
V2024	CL7B	Description of work: exposed to extreme temperatures or humidity	discrete	numeric	How would you describe the work environment of (name)? [b] Is (name) exposed to extreme cold heat or humidity?
V2025	CL7C	Description of work: exposed to loud noise or vibration	discrete	numeric	How would you describe the work environment of (name)? [c] Is (name) exposed to loud noise or vibration?
V2026	CL7D	Description of work: required to work at heights	discrete	numeric	How would you describe the work environment of (name)? [d] Is (name) required to work at heights?
V2027	CL7E	Description of work: required to work with chemicals	discrete	numeric	How would you describe the work environment of (name)? [e] Is (name) required to work with chemicals (pesticides, glues. etc.) or explosives?
V2028	CL7F	Description of work: exposed to other	discrete	numeric	How would you describe the work environment of (name)? [f] Is (name) exposed to other things, processes or conditions bad for (name)'s health or safety?
V2029	CL8	Fetch water or collected firewood	discrete	numeric	Since last (day of the week), did (name) fetch water or collect firewood for household use?
V2030	CL9	Hours spent fetching water or collecting firewood	discrete	numeric	In total, how many hours did (name) spend on fetching water or collecting firewood for household use, since last (day of the week)?
V2031	CL10A	Household chores: shopping	discrete	numeric	Since last (day of the week), did (name) do any of the following for this household: Shopping for household?
V2032	CL10B	Household chores: repairing equipment	discrete	numeric	Since last (day of the week), did (name) do any of the following for this household: Repair any household equipment?
V2033	CL10C	Household chores: cooking or cleaning	discrete	numeric	Since last (day of the week), did (name) do any of the following for this household: Cooking or cleaning utensils or the house?
V2034	CL10D	Household chores: washing clothes	discrete	numeric	Since last (day of the week), did (name) do any of the following for this household: Washing clothes
V2035	CL10E	Household chores: caring for children	discrete	numeric	Since last (day of the week), did (name) do any of the following for this household: Caring for children
V2036	CL10F	Household chores: caring for old or sick	discrete	numeric	Since last (day of the week), did (name) do any of the following for this household: Caring for the old or sick

ID	Name	Label	Type	Format	Question
V2037	CL10G	Household chores: other	discrete	numeric	Since last (day of the week), did (name) do any of the following for this household: Other household tasks?
V2038	CL12	Number of hours	contin	numeric	Since last (day of the week), about how many hours did (name) engage in this activity/these activities, in total?
V2039	HC1A	Religion of household head	discrete	numeric	What is the religion of the head of this household?
V2040	HC1C	Ethnic group of household head	discrete	numeric	To what ethnic group does the head of this household belong?
V2041	HC2	Number of rooms used for sleeping	discrete	numeric	How many rooms in this household are used for sleeping?
V2042	HC3	Main material of floor	discrete	numeric	
V2043	HC4	Main material of roof	discrete	numeric	
V2044	HC5	Main material of exterior wall	discrete	numeric	
V2045	HC6	Type of fuel using for cooking	discrete	numeric	What type of fuel does your household mainly use for cooking?
V2046	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?
V2047	HC8A	Electricity	discrete	numeric	Does your household have: Electricity?
V2048	HC8B	Radio	discrete	numeric	Does your household have: A radio?
V2049	HC8C	Television	discrete	numeric	Does your household have: A television?
V2050	HC8D	Non-mobile phone	discrete	numeric	Does your household have: A non-mobile telephone?
V2051	HC8E	Refrigerator	discrete	numeric	Does your household have: A refrigerator?
V2052	HC8F	Electric stove	discrete	numeric	Does your household have: An electric stove?
V2053	HC8G	Bed	discrete	numeric	Does your household have: A bed?
V2054	HC8H	Table and chairs	discrete	numeric	Does your household have: A table with chairs?
V2055	HC8I	Vacuum cleaner	discrete	numeric	Does your household have: A vacuum cleaner?
V2056	HC8J	PC/Laptop	discrete	numeric	Does your household have: A PC/Laptop?
V2057	HC8K	Closet	discrete	numeric	Does your household have: A closet?
V2058	HC8L	Washing machine	discrete	numeric	Does your household have: A washing machine?
V2059	HC8M	Dry machine	discrete	numeric	Does your household have: A drying machine?
V2060	HC8N	Air conditioner	discrete	numeric	Does your household have: An air conditioner?
V2061	HC8O	Jacuzzi tub	discrete	numeric	Does your household have: Jacuzzi tub?
V2062	HC8P	Video monitoring system	discrete	numeric	Does your household have: Video monitoring system?
V2063	HC8Q	Dishwasher	discrete	numeric	Does your household have: A dishwasher?
V2064	HC8R	Microwave	discrete	numeric	Does your household have: A microwave?
V2065	HC8S	Cable TV / Total TV	discrete	numeric	Does your household have: A Cable TV / Total TV?
V2066	HC8T	PC/Laptop	discrete	numeric	Does your household have: A PC/Laptop?
V2067	HC8U	Internet	discrete	numeric	Does your household have: An internet?
V2068	HC8V	Air conditioner	discrete	numeric	Does your household have: An air conditioner?
V2069	HC9A	Watch	discrete	numeric	Does any member of your household own:A watch?
V2070	HC9B	Mobile telephone	discrete	numeric	Does any member of your household own:A mobile telephone?
V2071	HC9C	Bicycle	discrete	numeric	Does any member of your household own:A bicycle?

ID	Name	Label	Type	Format	Question
V2072	HC9D	Motorcycle or scooter	discrete	numeric	Does any member of your household own:A motorcycle or scooter?
V2073	HC9E	Animal-drawn cart	discrete	numeric	Does any member of your household own:An animal-drawn cart?
V2074	HC9I	Car	discrete	numeric	Does any member of your household own:A Car?
V2075	HC9J	Truck	discrete	numeric	Does any member of your household own:A Truck?
V2076	HC9K	Tractor	discrete	numeric	Does any member of your household own:A Tractor?
V2077	HC10	Household owns the dwelling	discrete	numeric	Do you or someone living in this household own this dwelling?
V2078	HC11	Any household member own land that can be used for agriculture	discrete	numeric	Does any member of this household own any land that can be used for agriculture?
V2079	HC12	Hectares of agricultural land members of household owns	contin	numeric	How many hectares of agricultural land do members of this household own?
V2080	HC13	Household own any animals	discrete	numeric	Does this household own any livestock, other farm animals or poultry?
V2081	HC14A	Milk cows or bulls	contin	numeric	How many of the following animals does this household have? Milk cows or bulls?
V2082	HC14B	Horses, donkeys, or mules	discrete	numeric	How many of the following animals does this household have? Horses, donkeys or mules?
V2083	HC14C	Goats	discrete	numeric	How many of the following animals does this household have? Goats?
V2084	HC14D	Sheep	contin	numeric	How many of the following animals does this household have? Sheep?
V2085	HC14E	Chickens	contin	numeric	How many of the following animals does this household have? Chickens?
V2086	HC14F	Pigs	contin	numeric	How many of the following animals does this household have? Pigs?
V2087	HC14G	Other poultry	contin	numeric	How many of the following animals does this household have? Other poultry?
V2088	HC14H	Beehives	contin	numeric	How many of the following animals does this household have? Beehives?
V2089	HC15	Any household member own bank account	discrete	numeric	Does any member of this household have a bank account?
V2090	AC1A	It is better to live in family - physical and sensory	discrete	numeric	Now I will read a few statements related to children with disabilities: If necessary. Explain to the respondent that the persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which is interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. The following statements refer only to children with physical and sensory disabilities. After I read the statement, please answer to what extent you agree with the statement. There are five possible answers: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree. Now I will read statements. [a] For children with physical and sensory disabilities it is better to live in family than in specialized child care institutions.

ID	Name	Label	Type	Format	Question
V2091	AC1B	Have negative impact on everyday life of other children - physical and sensory	discrete	numeric	Now I will read a few statements related to children with disabilities: If necessary. Explain to the respondent that the persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which is interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. The following statements refer only to children with physical and sensory disabilities. After I read the statement, please answer to what extend you agree with the statement. There are five possible answers: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree. Now I will read statements. [b] Children with physical and sensory disabilities have negative impact on everyday life of other children in the family.
V2092	AC1C	Better to attend mainstream schools than special schools - physical and sensory	discrete	numeric	Now I will read a few statements related to children with disabilities: If necessary. Explain to the respondent that the persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which is interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. The following statements refer only to children with physical and sensory disabilities. After I read the statement, please answer to what extend you agree with the statement. There are five possible answers: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree. Now I will read statements. [c] for children with physical and sensory disabilities it is better to attend mainstream schools than special schools.
V2093	AC1D	Have negative impact on the work of other students - physical and sensory	discrete	numeric	Now I will read a few statements related to children with disabilities: If necessary. Explain to the respondent that the persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which is interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. The following statements refer only to children with physical and sensory disabilities. After I read the statement, please answer to what extend you agree with the statement. There are five possible answers: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree. Now I will read statements. [d] children with physical and sensory disabilities attending mainstream schools have negative impact on the work of other students.
V2094	AC1E	Are expected to achieve a lot in life - physical and sensory	discrete	numeric	Now I will read a few statements related to children with disabilities: If necessary. Explain to the respondent that the persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which is interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. The following statements refer only to children with physical and sensory disabilities. After I read the statement, please answer to what extend you agree with the statement. There are five possible answers: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree. Now I will read statements. [e] children with physical and sensory disabilities can achieve a lot in life if they are adequately supported.
V2095	AC2A	It is better to live in family - intellectual	discrete	numeric	The following statements refer only to children with intellectual disabilities. [a] for children with intellectual disabilities, it is better to live in family than in specialized child care institutions.
V2096	AC2B	Have negative impact on everyday life of other children - intellectual	discrete	numeric	The following statements refer only to children with intellectual disabilities. [b] children with intellectual disabilities have negative impact on everyday life of other children in the family.
V2097	AC2C	Better to attend mainstream schools than special schools - intellectual	discrete	numeric	The following statements refer only to children with intellectual disabilities. [c] for children with intellectual disabilities it is better to attend mainstream schools than special schools.

ID	Name	Label	Type	Format	Question
V2098	AC2D	Have negative impact on the work of other students - intellectual	discrete	numeric	The following statements refer only to children with intellectual disabilities. [d] children with intellectual disabilities attending mainstream schools have negative impact on the work of other students.
V2099	AC2E	Are expected to achieve a lot in life - intellectual	discrete	numeric	The following statements refer only to children with intellectual disabilities. [e] children with intellectual disabilities can achieve a lot in life if they are adequately supported
V2100	CB1A	Knows about: Financial cash allowance	discrete	numeric	I would like to ask you about cash benefit programs. Did you know that there are various cash benefit programs provided by government/city/municipal institution: (a) financial social assistance - FSA?
V2101	CB1B	Knows about: Child allowance	discrete	numeric	I would like to ask you about cash benefit programs. Did you know that there are various cash benefit programs provided by government/city/municipal institution: (b) child allowance?
V2102	CB1C	Knows about: One-off social assistance	discrete	numeric	I would like to ask you about cash benefit programs. Did you know that there are various cash benefit programs provided by government/city/municipal institution: (c) one-off social assistance?
V2103	CB1D	Knows about: Disability allowance	discrete	numeric	I would like to ask you about cash benefit programs. Did you know that there are various cash benefit programs provided by government/city/municipal institution: (d) disability allowance?
V2104	CB2	Applied for the financial cash allowance	discrete	numeric	Have you applied or renewed application for the financial social assistance during the past 12 months?
V2105	CB3	Approved the financial cash allowance	discrete	numeric	Were you approved the financial social assistance based on this request?
V2106	CB4	How long receiving this allowance	discrete	numeric	Whether and for how long have you been receiving this allowance even if there were break periods?
V2107	CB5	Main reasons for not apply for financial cash allowance	discrete	numeric	What is the main reason you did not apply for the financial social assistance?
V2108	CD2	Child line number	discrete	numeric	
V2109	CD3A	Took away privileges	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or anyone else in your household has used this method with (name) in the past month: Took away privileges, forbade something (name) liked or did not allow him/her to leave the house?
V2110	CD3B	Explained why behaviour was wrong	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or anyone else in your household has used this method with (name) in the past month: Explained why (name)'s behaviour was wrong?
V2111	CD3C	Shook child	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or anyone else in your household has used this method with (name) in the past month: Shook him/her?
V2112	CD3D	Shouted, yelled or screamed at child	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or anyone else in your household has used this method with (name) in the past month: Shouted, yelled at or screamed at him/her?
V2113	CD3E	Gave child something else to do	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or anyone else in your household has used this method with (name) in the past month: Gave him/her something else to do?

ID	Name	Label	Type	Format	Question
V2114	CD3F	Spanked, hit or slapped child on bottom with bare hand	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or anyone else in your household has used this method with (name) in the past month: Spanked, hit or slapped him/her on the bottom with bare hand?
V2115	CD3G	Hit child on the bottom or elsewhere with belt, brush, stick, etc.	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or anyone else in your household has used this method with (name) in the past month: Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other head object?
V2116	CD3H	Called child dumb, lazy or another name	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or anyone else in your household has used this method with (name) in the past month: Called him/her dumb, lazy. or another name like that?
V2117	CD3I	Hit or slapped child on the face, head or ears	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or anyone else in your household has used this method with (name) in the past month: Hit or slapped him/her on the face, head or ears?
V2118	CD3J	Hit or slapped child on the hand, arm or leg	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or anyone else in your household has used this method with (name) in the past month: Hit or slapped him/her on the hand, arm, or leg?
V2119	CD3K	Beat child up as hard as one could	discrete	numeric	Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or anyone else in your household has used this method with (name) in the past month: Beat him/her up, that is hit him/her over and over as hard as one could?
V2120	CD4	Child needs to be physically punished to be brought up properly	discrete	numeric	Do you believe that in order to bring up, raise.. or educate a child properly, the child needs to be physically punished?
V2121	HHSEX	Sex of household head	discrete	numeric	
V2122	ethnicity	Ethnicity of household head	contin	numeric	
V2123	helevel	Education of household head	contin	numeric	
V2124	area	Area	contin	numeric	
V2125	hhweight	Household sample weight	contin	numeric	
V2126	wscore	Wealth index score	contin	numeric	
V2127	windex5	Wealth index quintiles	discrete	numeric	
V2128	wscoreu	Urban wealth score	contin	numeric	
V2129	windex5u	Urban wealth index quintile	discrete	numeric	
V2130	wscorer	Rural wealth score	contin	numeric	
V2131	windex5r	Rural wealth index quintile	discrete	numeric	
V2132	PSU	Primary sampling unit	contin	numeric	
V2133	strata	Stratum	contin	numeric	

**hl**

Content	Data collected at the household members' level (MICS Household members questionnaire modules: Household listing form, Education, and Cash benefit.)
Cases	22194
Variable(s)	73
Structure	Type: Keys: ()
Version	
Producer	Dataset produced by UNICEF and Statistical Office of Republic of Serbia
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V2134	HH1	Cluster number	contin	numeric	
V2135	HH2	Household number	contin	numeric	
V2136	HL1	Line number	discrete	numeric	
V2137	HL3	Relationship to the head	discrete	numeric	What is the relationship of (name) to the head of the household?
V2138	HL4	Sex	discrete	numeric	Is (name) male or female?
V2139	HL5M	Month of birth	discrete	numeric	What is (name)'s date of birth?
V2140	HL5Y	Year of birth	contin	numeric	What is (name)'s date of birth?
V2141	HL6	Age	contin	numeric	How old is (name)?
V2142	HL7	Line number of woman age 15 - 49	discrete	numeric	
V2143	HL7B	Line number for children age 0-4	discrete	numeric	
V2144	HL11	Is natural mother alive	discrete	numeric	Is (name)'s natural mother alive?
V2145	HL12	Natural mother's line number in HH	discrete	numeric	Does (name's) natural mother live in this household?
V2146	HL12A	Where does natural mother live	discrete	numeric	Where does (name)'s natural mother live?
V2147	HL13	Is natural father alive	discrete	numeric	Is (name)'s natural father alive?
V2148	HL14	Natural father's line number in HH	discrete	numeric	Does (name)'s natural father live in this household?
V2149	HL14A	Where does natural father live	discrete	numeric	Where does (name)'s natural father live?
V2150	HL15	Line number of mother or primary caretaker for children 0-14 years of age	discrete	numeric	Who is the primary caretaker of (name)?
V2151	ED1	Line number	discrete	numeric	
V2152	ED3	Ever attended school or pre-school	discrete	numeric	Does (name) attend school or preschool?
V2153	ED4A	Highest level of education attended	discrete	numeric	What is the highest level of school (name) attended?
V2154	ED4B	Highest grade completed at that level	discrete	numeric	What is the highest grade (name) completed at this level?
V2155	ED5	Attended school during current school year (2010-2011)	discrete	numeric	During the (2010-2011), school year, did (name) attend school or preschool at any time?

ID	Name	Label	Type	Format	Question
V2156	ED6A	Level of education attended current school year	discrete	numeric	During this school year, which level and grade is (name) attending? Level:
V2157	ED6B	Grade of education attended current school year	discrete	numeric	During this school year, which level and grade is (name) attending? Grade/year:
V2158	ED7	Attended school previous school year (2009-2010)	discrete	numeric	During the previous school year (2009-2010), did (name) attend school or preschool at any time?
V2159	ED8A	Level of education attended previous school year	discrete	numeric	During that previous school year, which level and grade did (name) attend? Level:
V2160	ED8B	Grade of education attended previous school year	discrete	numeric	During that previous school year, which level and grade did (name) attend? Grade/year:
V2161	ED8C	Age started the first grade of primary school	discrete	numeric	At what age did (name) start the first grade of primary school? Record in completed years.
V2162	ED9	Line number	discrete	numeric	
V2163	ED11	Does the child attend PPP	discrete	numeric	Does the child attend/ed to the PPP?
V2164	ED12	Type of institution	discrete	numeric	What type of facility the child attends or attended during the previous school year?
V2165	ED13	How does the child get to preschool	discrete	numeric	How does the child usually goes/went to PPP?
V2166	ED14A	Distance in kilometres	discrete	numeric	What is the distance (in km) and how much time (in minutes) does it take from your household to the facility with PPP, when using the usual way/mean of transportation to get there?
V2167	ED14B	Distance in minutes	contin	numeric	What is the distance (in km) and how much time (in minutes) does it take from your household to the facility with PPP, when using the usual way/mean of transportation to get there?
V2168	ED15A	Not much to learn in PPP reason	discrete	character	What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else? The child will not learn anything important in PPP
V2169	ED15B	Disabled reason	discrete	character	What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else? Disabled
V2170	ED15C	Groups overcrowded reason	discrete	character	What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else? Groups overcrowded, lack of attention
V2171	ED15D	Inadequate treatment reason	discrete	character	What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else? Inadequate treatment
V2172	ED15E	DK it is compulsory reason	discrete	character	What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else? Ddin't know it is compulsory
V2173	ED15F	Overcrowded facility reason	discrete	character	What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else? Overcrowded facility
V2174	ED15G	Too far reason	discrete	character	What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else? Too far
V2175	ED15H	No documents reason	discrete	character	What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else? The child does not have necessary documents
V2176	ED15I	No one can take child reason	discrete	character	What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else? No one can take child to PPP

ID	Name	Label	Type	Format	Question
V2177	ED15J	Costs of transport reason	discrete	character	What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else? Costs of transportation
V2178	ED15K	School material reason	discrete	character	What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else? Textbooks/school supplies/pens
V2179	ED15L	Clothes reason	discrete	character	What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else? Clothes
V2180	ED15M	Food reason	discrete	character	What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else? Food
V2181	ED15N	Hygiene expenses reason	discrete	character	What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else? Hygiene expenses
V2182	ED15X	Other reason	discrete	character	What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else? Other
V2183	CB7	Line number	discrete	numeric	
V2184	CB9	Applied for child allowance in the past 12 months	discrete	numeric	Have you applied or renewed application for child allowance in the past 12 months for (name)?
V2185	CB10	Was child allowance approved	discrete	numeric	Were you approved the child allowance for (name) based on this request?
V2186	CB11	How long receive child allowance	discrete	numeric	Whether and for how long have you been receiving this allowance for (name)?
V2187	CB12	Main reason not to apply for child allowance	discrete	numeric	Please tell me what is the main reason you did not to apply for child benefit for (name)?
V2188	HH5D	Day of interview	contin	numeric	Day/month/year of interview:
V2189	HH5M	Month of interview	discrete	numeric	Day/month/year of interview:
V2190	HH5Y	Year of interview	discrete	numeric	Day/month/year of interview:
V2191	HH6	Area	discrete	numeric	
V2192	HH7	Region	discrete	numeric	
V2193	MLINE	Mother's line number	discrete	numeric	
V2194	FLINE	Father's line number	discrete	numeric	
V2195	ethnicity	Ethnicity of household head	contin	numeric	
V2196	helevel	Education of household head	contin	numeric	
V2197	melevel	Mother's education	contin	numeric	
V2198	felevel	Father's education	contin	numeric	
V2199	schage	Reached age in year 2010	contin	numeric	
V2200	hhweight	Household sample weight	contin	numeric	
V2201	wscore	Wealth index score	contin	numeric	
V2202	windex5	Wealth index quintiles	discrete	numeric	
V2203	wscoreu	Urban wealth score	contin	numeric	
V2204	windex5u	Urban wealth index quintile	discrete	numeric	
V2205	wscorer	Rural wealth score	contin	numeric	
V2206	windex5r	Rural wealth index quintile	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, Illness symptoms, Contraception, Unmet need, Attitudes toward domestic violence, Marriage/union and Life satisfaction.)
Cases	4997
Variable(s)	218
Structure	Type: Keys: ()
Version	
Producer	Dataset produced by UNICEF and Statistical Office of Republic of Serbia
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V2207	HH1	Cluster number	contin	numeric	
V2208	HH2	Household number	contin	numeric	
V2209	LN	Line number	discrete	numeric	
V2210	WM1	Cluster number	contin	numeric	
V2211	WM2	Household number	contin	numeric	
V2212	WM4	Woman's line number	discrete	numeric	
V2213	WM5	Interviewer number	contin	numeric	
V2214	WM6D	Day of interview	contin	numeric	
V2215	WM6M	Month of interview	discrete	numeric	
V2216	WM6Y	Year of interview	discrete	numeric	
V2217	WM7	Result of woman's interview	discrete	numeric	
V2218	WM8	Field editor	discrete	numeric	
V2219	WM9	Data entry clerk	discrete	numeric	
V2220	WM10H	Start of interview - Hour	discrete	numeric	
V2221	WM10M	Start of interview - Minutes	contin	numeric	
V2222	WM11H	End of interview - Hour	discrete	numeric	
V2223	WM11M	End of interview - Minutes	contin	numeric	
V2224	WB1M	Month of birth of woman	discrete	numeric	In what month and year were you born?
V2225	WB1Y	Year of birth of woman	contin	numeric	In what month and year were you born?
V2226	WB2	Age of woman	contin	numeric	How old are you?
V2227	WB3	Ever attended school	discrete	numeric	Have you ever attended school or preschool?
V2228	WB4	Highest level of school you attended	discrete	numeric	What is the highest level of school you attended or now attend?
V2229	WB5	Highest grade completed at that level	discrete	numeric	What is the highest grade/year you completed at that level?
V2230	WB7	Can read part of the sentence	discrete	numeric	Now I would like you to read this sentence to me.
V2231	WDOI	Date of interview women (CMC)	discrete	numeric	

ID	Name	Label	Type	Format	Question
V2232	WB1C	Date of birth of woman (CMC)	discrete	numeric	
V2233	WB1F	Date flag for WB1	discrete	numeric	
V2234	WB2C	Age of respondent (calculated)	discrete	numeric	
V2235	WAGE	Age	discrete	numeric	
V2236	CM1	Ever given birth	discrete	numeric	Now I would like to ask you about births you have had during your life. Have you ever given birth?
V2237	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.
V2238	CM2Y	Year of first birth	contin	numeric	What was the date of your first birth? I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.
V2239	CM3	Years since first birth	discrete	numeric	How many years ago did you have your first birth?
V2240	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?
V2241	CM5A	Sons living with you	discrete	numeric	How many sons live with you?
V2242	CM5B	Daughters living with you	discrete	numeric	How many daughters live with you?
V2243	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?
V2244	CM7A	Sons living elsewhere	discrete	numeric	How many sons are alive but do not live with you?
V2245	CM7B	Daughters living elsewhere	discrete	numeric	How many daughters are alive but do not live with you?
V2246	CM8	Ever had child who later died	discrete	numeric	Have you ever given birth to boy or girl who was born alive but later died?
V2247	CM9A	Boys dead	discrete	numeric	How many boys died?
V2248	CM9B	Girls dead	discrete	numeric	How many girls died?
V2249	CM10	Children ever born	discrete	numeric	
V2250	CTOT	Check total number of children ever born	discrete	numeric	
V2251	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 the baby died)?
V2252	CM12Y	Year of last birth	contin	numeric	Of these (total number in CM10) births you have had, when did you deliver the last one (even if the baby died)?
V2253	CM12B	Miscarried, ended in stillbirth or aborted	discrete	numeric	Sometimes pregnancies do not end with live births. Have you ever had any pregnancy that was miscarried, ended in stillbirth or that was aborted?
V2254	CM12C	Spontaneous miscarriages	discrete	numeric	How many miscarriages did you have during your lifetime? By miscarriage, I mean early and involuntary end of pregnancy within the first 5 months of pregnancy.
V2255	CM12E	Abortions	discrete	numeric	How many abortions did you have during your lifetime? By abortion, I mean a pregnancy that was willingly terminated in the first 5 months of pregnancy.
V2256	CM12D	Day of last birth	contin	numeric	Of these (total number in CM10) births you have had, when did you deliver the last one (even if the baby died)?
V2257	CM13	Last birth in last two years	discrete	character	
V2258	CM13N	Name of the last born child	discrete	character	Name of the last born child
V2259	DB1	Wanted last child then	discrete	numeric	When you got pregnant with (name), did you want to get pregnant at that time?
V2260	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?

ID	Name	Label	Type	Format	Question
V2261	DB3U	Desired waiting time (units)	discrete	numeric	How much longer did you want to wait?
V2262	DB3N	Desired waiting time (number)	discrete	numeric	How much longer did you want to wait?
V2263	MN1	Received antenatal care	discrete	numeric	Did anyone conduct a check and/or control you during your pregnancy with (name)?
V2264	MN2A	Antenatal care: Doctor	discrete	character	Who checked you/controlled you?
V2265	MN2B	Antenatal care: Nurse / Midwife	discrete	character	Who checked you/controlled you?
V2266	MN2F	Antenatal care: Traditional birth attendant	discrete	character	Who checked you/controlled you?
V2267	MN2X	Antenatal care: Other	discrete	character	Who checked you/controlled you?
V2268	MN2AU	Weeks or months pregnant at first ANC - unit	discrete	numeric	How many weeks or months pregnant were you when you had your first check-up?
V2269	MN2AN	Weeks or months pregnant at first ANC - number	discrete	numeric	How many weeks or months pregnant were you when you had your first check-up?
V2270	MN3	Times received antenatal care	contin	numeric	How many times where you checked during this pregnancy?
V2271	MN4A	Blood pressure	discrete	numeric	As part of your check-ups during this pregnancy, were any of the following done at least once: Was your blood pressure measured?
V2272	MN4B	Urine sample	discrete	numeric	As part of your check-ups during this pregnancy, were any of the following done at least once: Did you give a urine sample?
V2273	MN4C	Blood sample	discrete	numeric	As part of your check-ups during this pregnancy, were any of the following done at least once: Did you give a blood sample?
V2274	MN4D	Main reason for non-attendance of childbirth PP	discrete	numeric	What was the main reason that you didn't attend childbirth preparation programme (parenting and pregnancy education with health care institution)?
V2275	MN4AB	Did auxiliary nurse visit you at home	discrete	numeric	During this pregnancy, did auxiliary nurse (patronage nurse) visit you at your home?
V2276	MN4BB	Did you attend birth preparation programme	discrete	numeric	During this pregnancy, did you attend any child birth preparation programme (parenting and pregnancy education with health care institution)?
V2277	MN4CCA	Did you get info of woman health	discrete	numeric	While you attend preparation programme did you receive information about the following topics: Health during pregnancy?
V2278	MN4CCB	Did you get info of breastfeeding	discrete	numeric	While you attend preparation programme did you receive information about the following topics: Breastfeeding?
V2279	MN4CCC	Did you get info of newborn care	discrete	numeric	While you attend preparation programme did you receive information about the following topics: Newborn' care?
V2280	MN4CCD	Did you get info of parental skills	discrete	numeric	While you attend preparation programme did you receive information about the following topics: Parenting skills?
V2281	MN4DD	Main reason for non-attendance of childbirth PP	discrete	numeric	What was the main reason that you did not attend childbirth preparation programme (parenting and pregnancy education with health care institution)?
V2282	MN17A	Assistance at delivery: Doctor	discrete	character	Who assisted with the delivery of (name)?
V2283	MN17B	Assistance at delivery: Nurse / Midwife	discrete	character	Who assisted with the delivery of (name)?
V2284	MN17F	Assistance at delivery: Traditional birth attendant	discrete	character	Who assisted with the delivery of (name)?
V2285	MN17H	Assistance at delivery: Relative / Friend	discrete	character	Who assisted with the delivery of (name)?

ID	Name	Label	Type	Format	Question
V2286	MN17I	Assistance at delivery: Husband	discrete	character	Who assisted with the delivery of (name)?
V2287	MN17X	Assistance at delivery: Other	discrete	character	Who assisted with the delivery of (name)?
V2288	MN17Y	Assistance at delivery: No one	discrete	character	Who assisted with the delivery of (name)?
V2289	MN18	Place of delivery	discrete	numeric	Where did you give birth to (name)?
V2290	MN19	Delivery by caesarean section	discrete	numeric	Was (name) delivered by caesaeran section, i.e. did they cut your belly open to take the baby out?
V2291	MN19A	Decision for caesarean made before the onset of labour or after	discrete	numeric	When was the decision made to have the caesarean section? Was it befofe or after labor pains started?
V2292	MN20	Size of child at birth	discrete	numeric	When (name) was born, was he/she very large, larger than average, average, smaller than average or very small?
V2293	MN21	Child weighed at birth	discrete	numeric	Was (name) weighed at birth?
V2294	MN22A	Weight from card or recall	discrete	numeric	How much did (name) weigh?
V2295	MN22	Weight at birth (Kilograms)	contin	numeric	How much did (name) weigh?
V2296	MN23	Menstrual period returned since the birth of child	discrete	numeric	Has your menstrual period returned since the birth of (name)?
V2297	MN24	Ever breastfeed	discrete	numeric	Did you ever breastfed (name)?
V2298	MN25U	Time baby put to breast (unit)	discrete	numeric	How long after birth did you first put (name) to the breast?
V2299	MN25N	Time baby put to breast (number)	contin	numeric	How long after birth did you first put (name) to the breast?
V2300	MN26	Within first 3 days after delivery, child given anything to drink other than breast milk	discrete	numeric	In the first three days after delivery, was (name) given anything to drink other than breast milk?
V2301	MN27A	Child given to drink - Milk (other than breast milk)	discrete	character	What was (name) given to drink?
V2302	MN27B	Child given to drink - Plain water	discrete	character	What was (name) given to drink?
V2303	MN27C	Child given to drink - Sugar or glucose water	discrete	character	What was (name) given to drink?
V2304	MN27D	Child given to drink - Anti-colic (cramps medicine)	discrete	character	What was (name) given to drink?
V2305	MN27E	Child given to drink - Sugar, salt and water solution	discrete	character	What was (name) given to drink?
V2306	MN27F	Child given to drink - Fruit juice	discrete	character	What was (name) given to drink?
V2307	MN27G	Child given to drink - Infant formula	discrete	character	What was (name) given to drink?
V2308	MN27H	Child given to drink - Tea / Infusions	discrete	character	What was (name) given to drink?
V2309	MN27X	Child given to drink - Other	discrete	character	What was (name) given to drink?
V2310	MN27Z	Child given to drink - DK	discrete	character	What was (name) given to drink?
V2311	MN27AA	Did auxiliary nurse visit you after coming home	discrete	numeric	Did auxiliary nurse visit you after coming home, within one week of giving birth?
V2312	MN27BB	Patronage nurse visit at your home	discrete	numeric	Did patronage nurse visit you at your home in the week you returned home after delivery?
V2313	MN27CC	Number of times patronage nurse visit	discrete	numeric	How many times did patronage nurse vislt you after birth?

ID	Name	Label	Type	Format	Question
V2314	IS2A	Symptoms: Cannot drink or breastfed	discrete	character	Sometimes children have severe illness and should be taken immediately to a doctor. in case of what symptoms of illness would you take the child to the doctor right away?
V2315	IS2B	Symptoms: Condition getting worse	discrete	character	Sometimes children have severe illness and should be taken immediately to a doctor. in case of what symptoms of illness would you take the child to the doctor right away?
V2316	IS2C	Symptoms: Child develops a fever	discrete	character	Sometimes children have severe illness and should be taken immediately to a doctor. in case of what symptoms of illness would you take the child to the doctor right away?
V2318	IS2E	Symptoms: Child has difficult breathing	discrete	character	Sometimes children have severe illness and should be taken immediately to a doctor. in case of what symptoms of illness would you take the child to the doctor right away?
V2319	IS2F	Symptoms: Child has blood in stools	discrete	character	Sometimes children have severe illness and should be taken immediately to a doctor. in case of what symptoms of illness would you take the child to the doctor right away?
V2320	IS2G	Symptoms: Child has difficulty in drinking	discrete	character	Sometimes children have severe illness and should be taken immediately to a doctor. in case of what symptoms of illness would you take the child to the doctor right away?
V2321	IS2X	Symptoms: Other	discrete	character	Sometimes children have severe illness and should be taken immediately to a doctor. in case of what symptoms of illness would you take the child to the doctor right away?
V2317	IS2D	Symptoms: Child has fast breathing	discrete	character	Sometimes children have severe illness and should be taken immediately to a doctor. in case of what symptoms of illness would you take the child to the doctor right away?
V2322	IS2Y	Symptoms: Other	discrete	character	Sometimes children have severe illness and should be taken immediately to a doctor. in case of what symptoms of illness would you take the child to the doctor right away?
V2323	IS2Z	Symptoms: Other	discrete	character	Sometimes children have severe illness and should be taken immediately to a doctor. in case of what symptoms of illness would you take the child to the doctor right away?
V2324	CP0A	Heard of: Female sterilization	discrete	numeric	I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy. Have you heard of: Female sterilization
V2325	CP0B	Heard of: Male sterilization	discrete	numeric	I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy. Have you heard of: Male sterilization
V2326	CP0C	Heard of: IUD	discrete	numeric	I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy. Have you heard of: IUD
V2327	CP0D	Heard of: Injectables	discrete	numeric	I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy. Have you heard of: Injectables
V2328	CP0E	Heard of: Implants	discrete	numeric	I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy. Have you heard of: Implants
V2329	CP0F	Heard of: Pill	discrete	numeric	I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy. Have you heard of: Pill

ID	Name	Label	Type	Format	Question
V2330	CP0G	Heard of: Male condom	discrete	numeric	I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy. Have you heard of: Condom
V2331	CP0H	Heard of: Female condom	discrete	numeric	I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy. Have you heard of: Female condom
V2332	CP0I	Heard of: Diaphragm	discrete	numeric	I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy. Have you heard of: Diaphragm
V2333	CP0J	Heard of: Foam / Jelly	discrete	numeric	I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy. Have you heard of: Foam / Jelly
V2334	CP0L	Heard of: Periodic abstinence / Rhythm	discrete	numeric	I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy. Have you heard of: Periodic abstinence / Rhythm method
V2335	CP0M	Heard of: Withdrawal	discrete	numeric	I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy. Have you heard of: Withdrawal
V2336	CP0N	Heard of: Emergency contraception	discrete	numeric	I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy. Have you heard of: Emergency contraception
V2337	CP0X	Heard of: Any other method	discrete	numeric	I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy. Have you heard of: Any other ways or method
V2338	CP1	Currently pregnant	discrete	numeric	Are you pregnant now?
V2339	CP2	Currently using a method to avoid pregnancy	discrete	numeric	Are you currently doing something or using any method to delay or avoid getting pregnant?
V2340	CP2A	Ever used a method to avoid pregnancy	discrete	numeric	Have you ever done something or used any method to delay or avoid getting pregnant?
V2341	CP2B	Reasons for never using any method	discrete	numeric	Why have you never done something or used my method to avoid or delay getting pregnant?
V2342	CP3A	Current method: Female sterilization	discrete	character	Couples use various ways or methods to delay or avoid pregnancy. What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods: Female Sterilization: Women can have an operation to avoid having any more children.
V2343	CP3B	Current method: Male sterilization	discrete	character	Couples use various ways or methods to delay or avoid pregnancy. What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods: Male Sterilization: Men can have an operation to avoid having any more children.
V2344	CP3C	Current method: IUD	discrete	character	Couples use various ways or methods to delay or avoid pregnancy. What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods: IUD: Women can have a loop or coil placed inside them by a doctor or a nurse.
V2345	CP3D	Current method: Injectables	discrete	character	Couples use various ways or methods to delay or avoid pregnancy. What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods: Injectables: Women can have an injection by a health provider, that stops her from becoming pregnant for one or more months.

ID	Name	Label	Type	Format	Question
V2346	CP3E	Current method: Implants	discrete	character	Couples use various ways or methods to delay or avoid pregnancy. What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods: 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.
V2347	CP3F	Current method: Pill	discrete	character	Couples use various ways or methods to delay or avoid pregnancy. What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods: Pill: Women have to take a pill every day to avoid becoming pregnant.
V2348	CP3G	Current method: Male condom	discrete	character	Couples use various ways or methods to delay or avoid pregnancy. What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods: Male Condom: Men can put a rubber condom on their penis before or during the sexual intercourse.
V2349	CP3H	Current method: Female condom	discrete	character	Couples use various ways or methods to delay or avoid pregnancy. What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods: Female Condom: Women can place a sheath in their vagina before sexual intercourse.
V2350	CP3I	Current method: Diaphragm	discrete	character	Couples use various ways or methods to delay or avoid pregnancy. What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods: Diaphragm: Women can place a soft rubber cup in their vagina to block sperm from entering uterus or tubes.
V2351	CP3J	Current method: Foam / Jelly	discrete	character	Couples use various ways or methods to delay or avoid pregnancy. What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods: 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.
V2352	CP3L	Current method: Periodic abstinence / Rhythm	discrete	character	Couples use various ways or methods to delay or avoid pregnancy. What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods: Rhythm Method: Woman can avoid pregnancy by not having sexual intercourse on the days of the month she is most likely to get pregnant.
V2353	CP3M	Current method: Withdrawal	discrete	character	Couples use various ways or methods to delay or avoid pregnancy. What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods: Withdrawal: Men can be careful and pull out before climax.
V2354	CP3X	Current method: Other	discrete	character	Couples use various ways or methods to delay or avoid pregnancy. What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods: Other
V2355	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?
V2356	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?
V2357	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?
V2358	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?

ID	Name	Label	Type	Format	Question
V2359	UN7U	Desired waiting time (unit)	discrete	numeric	How long would you like to wait before the birth of (a/another) child?
V2360	UN7N	Desired waiting time (number)	discrete	numeric	How long would you like to wait before the birth of (a/another) child?
V2361	UN10	Able to get pregnant	discrete	numeric	Do you think you are physically able to get pregnant at this time?
V2362	UN11A	Reason: Sporadic or no sexual activity	discrete	character	Why do you think you are not physically able to get pregnant?
V2363	UN11B	Reason: Menopause	discrete	character	Why do you think you are not physically able to get pregnant?
V2364	UN11C	Reason: Never menstruated	discrete	character	Why do you think you are not physically able to get pregnant?
V2365	UN11D	Reason: Hysterectomy	discrete	character	Why do you think you are not physically able to get pregnant?
V2366	UN11E	Reason: Tried to get pregnant for 2 years without result	discrete	character	Why do you think you are not physically able to get pregnant?
V2367	UN11F	Reason: Postpartum cessation	discrete	character	Why do you think you are not physically able to get pregnant?
V2368	UN11G	Reason: Breastfeeding	discrete	character	Why do you think you are not physically able to get pregnant?
V2369	UN11H	Reason: Overage	discrete	character	Why do you think you are not physically able to get pregnant?
V2370	UN11I	Reason: Destiny	discrete	character	Why do you think you are not physically able to get pregnant?
V2371	UN11X	Reason: Other	discrete	character	Why do you think you are not physically able to get pregnant?
V2372	UN11Z	Reason: Don't know	discrete	character	Why do you think you are not physically able to get pregnant?
V2373	UN13U	Start of last menstrual period (unit)	discrete	numeric	When did your last menstrual period start?
V2374	UN13N	Start of last menstrual period (number)	discrete	numeric	When did your last menstrual period start?
V2375	DV1A	If she goes out without telling 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 goes out without telling him?
V2376	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?
V2377	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?
V2378	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?
V2379	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?
V2380	MA1	Currently married or living with a man	discrete	numeric	Are you currently married or living together with a man as if married?

ID	Name	Label	Type	Format	Question
V2381	MA2	Age of husband/partner	contin	numeric	How old is your husband/partner?
V2382	MA5	Ever married or lived with a man	discrete	numeric	Have you ever been married or lived together with a man as if married?
V2383	MA6	Marital status	discrete	numeric	What is your marital status now: are you widowed, divorced or separated?
V2384	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?
V2385	MA8M	Month of first marriage	discrete	numeric	In what month and year did you first marry or start living with a man as if married?
V2386	MA8Y	Year of first marriage	contin	numeric	In what month and year did you first marry or start living with a man as if married?
V2387	MA9	Age at first marriage	discrete	numeric	How old were you when you started living with your first husband/partner?
V2388	MA8C	Date of first union (CMC)	discrete	numeric	
V2389	MA8F	Date flag for MA8C	discrete	numeric	
V2390	MA9C	Age at first union (calculated)	discrete	numeric	
V2391	LS2	How happy are you	discrete	numeric	Now I would like to ask you some simple questions on happiness and satisfaction. First, taking all things together, would you say you are very happy, somewhat happy, neither happy nor unhappy, somewhat unhappy or very unhappy? You can also look at these pictures to help you with your response.
V2392	LS3	How satisfied are you with your family life	discrete	numeric	Now I will ask you questions about your level of satisfaction in different areas. In each case, we have five possible responses. Please tell me, for each question, whether you are very satisfied, somewhat satisfied, neither satisfied nor unsatisfied, somewhat unsatisfied or very unsatisfied. Again, you can look at these pictures to help you with your response. How satisfied are you with your family life?
V2393	LS4	How satisfied are you with your friendship	discrete	numeric	How satisfied are you with your friendships?
V2394	LS5	Have you attended school this year	discrete	numeric	During the current school year, did you attend school at any time?
V2395	LS6	How satisfied are you with your school	discrete	numeric	How satisfied are/were you with your school?
V2396	LS7	How satisfied are you with your current job	discrete	numeric	How satisfied are you with your current job?
V2397	LS8	How satisfied are you with your health	discrete	numeric	How satisfied are you with your health?
V2398	LS9	How satisfied are you with where you live	discrete	numeric	How satisfied are you with where you live? If necessary, explain that the question refers to the living environment, including the neighbourhood and the dwelling.
V2399	LS10	How satisfied are you with a way people behave to you	discrete	numeric	How satisfied are you with how people around you generally treat you?
V2400	LS11	How satisfied are you with appearance	discrete	numeric	How satisfied are you with the way you look?
V2401	LS12	How satisfied are you with your life, overall	discrete	numeric	How satisfied are you with your life, overall?
V2402	LS13	How satisfied are you with your current income	discrete	numeric	How satisfied are you with your current income?
V2403	LS14	Is your life improved compared to previous year	discrete	numeric	Compared to this time last year, would you say that your life has improved, stayed more or less the same, or worsened, overall?

ID	Name	Label	Type	Format	Question
V2404	LS15	Do you expect better life in one year from now	discrete	numeric	And in one year from now, do you expect that your life will be better, will be more or less the same, or will be worse, overall?
V2405	HH6	Area	discrete	numeric	
V2406	HH7	Region	discrete	numeric	
V2407	WDOB	Date of birth of woman (CMC)	contin	numeric	
V2408	WDOM	Date of marriage (CMC)	contin	numeric	
V2409	WAGEM	Age at first marriage/union	contin	numeric	
V2410	WDOBFC	Date of birth of first child (CMC)	contin	numeric	
V2411	WDOBLC	Date of birth of last child (CMC)	contin	numeric	
V2412	MSTATUS	Marital/Union status	discrete	numeric	
V2413	CEB	Children ever born	discrete	numeric	
V2414	CSURV	Children surviving	discrete	numeric	
V2415	CDEAD	Children dead	discrete	numeric	
V2416	ethnicity	Ethnicity of household head	contin	numeric	
V2417	welevel	Education	contin	numeric	
V2418	wmweight	Women's sample weight	contin	numeric	
V2419	wscore	Wealth index score	contin	numeric	
V2420	windex5	Wealth index quintiles	discrete	numeric	
V2421	wscoreu	Urban wealth score	contin	numeric	
V2422	windex5u	Urban wealth index quintile	discrete	numeric	
V2423	wscorer	Rural wealth score	contin	numeric	
V2424	windex5r	Rural wealth index quintile	discrete	numeric	



## Cluster number (HH1)

File: ch

### Overview

Type: Continuous	Valid cases: 2773
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

### 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: 2773
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 82
Range: 1-23	

### 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: 2773
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 2-16	

### Source of information

Interview information fields completed by interviewer

## Cluster number (UF1)

File: ch

### Overview

Type: Continuous	Valid cases: 2773
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

### 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: 2773
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 82
Range: 1-23	

### 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: 2773
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 2-16	

### 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: 2773
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-15	

### 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: 2773
Format: numeric	Invalid: 0
Width: 3	Minimum: 13
Decimals: 0	Maximum: 88
Range: 11-188	

### 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: 2773
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: 2773
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
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: 2773
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: 2010-2010	

### 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: 2773
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: 2773
Format: numeric	Invalid: 0
Width: 3	Minimum: 12
Decimals: 0	Maximum: 82
Range: 11-181	

### 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: 2773
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 51-66	

### 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: 2720
Format: numeric	Invalid: 53
Width: 2	
Decimals: 0	
Range: 9-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Start of interview - Minutes (UF12M)

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
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: 2720
Format: numeric	Invalid: 53
Width: 2	
Decimals: 0	
Range: 9-99	

## 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: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
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: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
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 (name) health.  
In what day, 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: 2720  
Invalid: 53

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Now I would like to ask you some questions about (name) health.  
In what day, month and year was (name) born?

#### Interviewer instructions

Ask the mother or primary caretaker for the child's date of birth. Probe: "What is his/her birthday?" It is important to record the child's month and year of birth accurately.

If the mother/primary caretaker knows the exact birth date, including the day, enter the day of birth. Otherwise, circle '98' for 'DK day'. You do not need to probe further for day of birth.

Convert the month to a number as you have done before. Enter the number in the space provided. If the month or day contains only one digit, use a leading zero. For example, the month of March is coded as '03'. Note that you are not allowed to enter 'DK' for month or year of birth. You have to obtain month and year of birth of the child.

If the survey is conducted in 2012, the year of birth of the child cannot be earlier than 2007 and if the survey is conducted in 2013, the year of birth of the child cannot be earlier than 2008.

If the mother/primary caretaker is unable to provide the date of birth information, ask whether she/he has any documentation such as an identification card, health card, horoscope, or a birth or baptismal certificate that might give the date of birth of the child. However, confirm with the respondent that the date of birth recorded on such documents is indeed correct.

Ask AG1 and AG2 independently. Then, check for consistency between the date of birth and completed age.

## Year of birth of child (AG1Y)

File: ch

### Overview

Type: Discrete	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 4	
Decimals: 0	
Range: 2005-9999	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you some questions about (name) health.  
In what day, month and year was (name) born?

### Interviewer instructions

Ask the mother or primary caretaker for the child's date of birth. Probe: "What is his/her birthday?" It is important to record the child's month and year of birth accurately.

If the mother/primary caretaker knows the exact birth date, including the day, enter the day of birth. Otherwise, circle '98' for 'DK day'. You do not need to probe further for day of birth.

Convert the month to a number as you have done before. Enter the number in the space provided. If the month or day contains only one digit, use a leading zero. For example, the month of March is coded as '03'. Note that you are not allowed to enter 'DK' for month or year of birth. You have to obtain month and year of birth of the child.

If the survey is conducted in 2012, the year of birth of the child cannot be earlier than 2007 and if the survey is conducted in 2013, the year of birth of the child cannot be earlier than 2008.

If the mother/primary caretaker is unable to provide the date of birth information, ask whether she/he has any documentation such as an identification card, health card, horoscope, or a birth or baptismal certificate that might give the date of birth of the child. However, confirm with the respondent that the date of birth recorded on such documents is indeed correct.

Ask AG1 and AG2 independently. Then, check for consistency between the date of birth and completed age.

## Age of child (AG2)

File: ch

### Overview

Type: Discrete	Valid cases: 2720
Format: numeric	Invalid: 53
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	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) have a birth certificate?

### Interviewer instructions

This question aims to provide an estimate of the extent of birth registration in your country. Respondents must be assured that the information about individual families will never be given to authorities, and that they cannot be identified in any way.

If the answer is yes, ask "May I see it?" and circle the appropriate corresponding code, noting whether or not the certificate was seen. If the child has a birth certificate and it was seen, circle '1' and go to next module. If the child has a birth certificate but the mother/primary caretaker is unable to show you the certificate, circle '2' and go to next module. If the child does not have a birth certificate '3' or the respondent does not know '8' continue to the next question.

## Birth registered (BR2)

File: ch

### Overview

Type: Discrete	Valid cases: 42
Format: numeric	Invalid: 2731
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) 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	Valid cases: 15
Format: numeric	Invalid: 2758
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Do you know how to register your child's birth?

### 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.

## Health insurance card (BR3A)

### File: ch

#### Overview

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

Valid cases: 2720  
Invalid: 53

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Does (name) have a health insurance card?

#### Interviewer instructions

If "yes", ask:  
May I see it?

## Applied for birth grant (BG1)

### File: ch

#### Overview

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

Valid cases: 2720  
Invalid: 53

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Did you apply for the birth grant for (name) no later than six month after he/she was born?

Explain, if necessary:

When I say the birth grant I mean financial subsidy parent is entitled to after a child is born and the first four children in the family are entitled to it. One can apply within the first six months of the child's birth.

## Received the birth grant (BG2)

### File: ch

#### Overview

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

Valid cases: 2552  
Invalid: 221

#### Source of information

The mother or caretaker of the child under five.

## Received the birth grant (BG2)

File: ch

### Literal question

Did you receive the birth grant?

## Reasons for not applying for birth grant (BG3)

File: ch

### Overview

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

Valid cases: 168  
Invalid: 2605

### Source of information

The mother or caretaker of the child under five.

### Literal question

What is the main reason you did not apply for the birth grant?

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

File: ch

### Overview

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

Valid cases: 2720  
Invalid: 53

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many children's books or picture books (name) has?

### Interviewer instructions

This question asks specifically about children's books or picture books for the child. This excludes schoolbooks (appropriate for or belonging to older children), as well as other books for adults that are present in the household.

Record the number of books in the space provided. There is no need to make an actual count of books yourself. Rely on the respondent's answer, and avoid asking to see and count the books yourself, since this is likely to require extra time. If the respondent is unsure about the number of children's books or picture books and is not able to provide an answer the first time you ask the question, ask her/him if there are more than 10 such books. If yes, circle '10'. If she/he says that there are less than 10 such books, probe further to get an exact number. If there are no such books in the household, record '00'.

## Homemade toys (EC2A)

File: ch

### Overview

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

Valid cases: 2720  
Invalid: 53

### Source of information

## Homemade toys (EC2A)

### File: ch

The mother or caretaker of the child under five.

#### Literal question

I am interested in learning about the things that (name) plays with when he/she is at home.

Does he/she play with: homemade toys (such as dolls, cars or some other toys made at home)?

#### Interviewer instructions

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials.

Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer.

Do not pause after reading the first sentence and continue by saying "Does he/she play with" and start asking whether the child plays with playthings from each of the categories listed. For example, ask: "Does he/she play with homemade toys (such as dolls, cars, or other toys made at home)?" and so on.

If the respondent answers 'Yes' to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying "What does he/she specifically play with?" or "Can you please give an example?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle '1'. If the child doesn't play with items mentioned in a specific category, or the respondent doesn't know circle '2' or '8', for that specific category. Read each category aloud and circle the code corresponding to the response before proceeding to the next category.

## Toys from shops (EC2B)

### File: ch

#### Overview

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

Valid cases: 2720  
Invalid: 53

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

I am interested in learning about the things that (name) plays with when he/she is at home.

Does he/she play with: toys from a shop or manufactured toys?

#### Interviewer instructions

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials.

Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer.

Do not pause after reading the first sentence and continue by saying "Does he/she play with" and start asking whether the child plays with playthings from each of the categories listed. For example, ask: "Does he/she play with homemade toys (such as dolls, cars, or other toys made at home)?" and so on.

If the respondent answers 'Yes' to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying "What does he/she specifically play with?" or "Can you please give an example?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle '1'. If the child doesn't play with items mentioned in a specific category, or the respondent doesn't know circle '2' or '8', for that specific category. Read each category aloud and circle the code corresponding to the response before proceeding to the next category.

## Household objects or outside objects (EC2C)

File: ch

### Overview

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

Valid cases: 2720  
Invalid: 53

### Source of information

The mother or caretaker of the child under five.

### Literal question

I am interested in learning about the things that (name) plays with when he/she is at home.  
Does he/she play with: household objects (such as bowls or pots) or objects found outside (such as sticks, rocks, leaves etc.)?

### Interviewer instructions

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials.

Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer.

Do not pause after reading the first sentence and continue by saying "Does he/she play with" and start asking whether the child plays with playthings from each of the categories listed. For example, ask: "Does he/she play with homemade toys (such as dolls, cars, or other toys made at home)?" and so on.

If the respondent answers 'Yes' to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying "What does he/she specifically play with?" or "Can you please give an example?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle '1'. If the child doesn't play with items mentioned in a specific category, or the respondent doesn't know circle '2' or '8', for that specific category. Read each category aloud and circle the code corresponding to the response before proceeding to the next category.

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

File: ch

### Overview

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

Valid cases: 2720  
Invalid: 53

### Source of information

The mother or caretaker of the child under five.

### Literal question

Adults who care for a child sometimes have to go out shopping, to visit doctor or have to leave young children for any other reason.

Last week, how many days was (name): left alone longer than an hour?

### Interviewer instructions

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

File: ch

This question is used to assess whether children are at increased risk, either because they are left alone or are left with a child as caregiver. These situations have been shown to be associated with higher risk for children.

The question sets up a hypothetical situation, one in which the mother/primary caretaker would be gone for more than just a moment - situations in which the child could be left alone for an hour or more. The question specifies that we want to know about situations in which the respondent actually leaves the premises, not simply going out of sight of the child, such as to another part or another room of the house.

Enter the response in the spaces provided. If the child was not left in the care of another child during this period, enter '0' for 'None'. If the answer is "don't know", enter "8". Note that 'another child' is defined as a child less than 10 years old.

## In past week, days left with other child for more than 1 hour (EC3B)

File: ch

### Overview

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

Valid cases: 2720  
Invalid: 53

### Source of information

The mother or caretaker of the child under five.

### Literal question

Adults who care for a child sometimes have to go out shopping, to visit doctor or have to leave young children for any other reason.

Last week, how many days was (name): left in care of another child, i.e. someone under 10, longer than an hour?

### Interviewer instructions

This question is used to assess whether children are at increased risk, either because they are left alone or are left with a child as caregiver. These situations have been shown to be associated with higher risk for children.

The question sets up a hypothetical situation, one in which the mother/primary caretaker would be gone for more than just a moment - situations in which the child could be left alone for an hour or more. The question specifies that we want to know about situations in which the respondent actually leaves the premises, not simply going out of sight of the child, such as to another part or another room of the house.

Enter the response in the spaces provided. If the child was not left in the care of another child during this period, enter '0' for 'None'. If the answer is "don't know", enter "8". Note that 'another child' is defined as a child less than 10 years old.

## Attends early childhood education programme (EC5)

File: ch

### Overview

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

Valid cases: 1191  
Invalid: 1582

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) attend kindergarten or any organized learning or early childhood education programme?  
These can be private, government or NGO programmes.

### Interviewer instructions

## Attends early childhood education programme (EC5)

File: ch

This question aims to find out if the child is participating in early learning activities. Baby-sitting or child-minding, even if done in a special place such as a day-care centre, does not qualify as such a programme unless it includes organized learning activities. You must ensure that the mother or primary caretaker understands the meaning of 'Early Childhood Education Programme', explaining it as instructed.

Circle the appropriate code. Skip to EC7 if the answer to this question is 'No' or 'DK'.

## What kind of facility child attends (EC6A)

File: ch

### Overview

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

Valid cases: 604  
Invalid: 2169

### Source of information

The mother or caretaker of the child under five.

### Literal question

What type of facility does the child attend?

## Reasons for not attending kindergarten: child will not learn too much (EC6B\_A)

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 are the main reasons that (name) does not go to a kindergarten or any other early learning facility?

### Interviewer instructions

Probe:  
Anything else?

## Reasons for not attending kindergarten: child is disabled (EC6B\_B)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 8  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?

### Interviewer instructions

## Reasons for not attending kindergarten: child is disabled (EC6B\_B)

File: ch

Probe:  
Anything else?

## Reasons for not attending kindergarten: low level of services (EC6B\_C)

File: ch

**Overview**Type: Discrete  
Format: character  
Width: 1Valid cases: 4  
Invalid: 0**Source of information**

The mother or caretaker of the child under five.

**Literal question**

What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?

**Interviewer instructions**Probe:  
Anything else?

## Reasons for not attending kindergarten: poor treatment (EC6B\_D)

File: ch

**Overview**Type: Discrete  
Format: character  
Width: 1Valid cases: 1  
Invalid: 0**Source of information**

The mother or caretaker of the child under five.

**Literal question**

What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?

**Interviewer instructions**Probe:  
Anything else?

## Reasons for not attending kindergarten: child is taken care at home (EC6B\_E)

File: ch

**Overview**Type: Discrete  
Format: character  
Width: 1Valid cases: 368  
Invalid: 0**Source of information**

The mother or caretaker of the child under five.

**Literal question**

What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?

**Interviewer instructions**

## Reasons for not attending kindergarten: child is taken care at home (EC6B\_E)

File: ch

Probe:  
Anything else?

## Reasons for not attending kindergarten: both parents are unemployed (EC6B\_F)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 32  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?

### Interviewer instructions

Probe:  
Anything else?

## Reasons for not attending kindergarten: overcrowded facility (EC6B\_G)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 51  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?

### Interviewer instructions

Probe:  
Anything else?

## Reasons for not attending kindergarten: costly services (EC6B\_H)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 67  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?

## Reasons for not attending kindergarten: costly services (EC6B\_H)

File: ch

**Interviewer instructions**

Probe:  
Anything else?

## Reasons for not attending kindergarten: other expences too high (EC6B\_I)

File: ch

**Overview**

Type: Discrete	Valid cases: 17
Format: character	Invalid: 0
Width: 1	

**Source of information**

The mother or caretaker of the child under five.

**Literal question**

What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?

**Interviewer instructions**

Probe:  
Anything else?

## Reasons for not attending kindergarten: the facility is too far (EC6B\_J)

File: ch

**Overview**

Type: Discrete	Valid cases: 66
Format: character	Invalid: 0
Width: 1	

**Source of information**

The mother or caretaker of the child under five.

**Literal question**

What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?

**Interviewer instructions**

Probe:  
Anything else?

## Reasons for not attending kindergarten: other (EC6B\_X)

File: ch

**Overview**

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

**Source of information**

The mother or caretaker of the child under five.

**Literal question**

What are the main reasons that (name) does not go to a kindergarten or any other early learning facility?

## Reasons for not attending kindergarten: other (EC6B\_X)

File: ch

### Interviewer instructions

Probe:  
Anything else?

## Books-Mother (EC7AA)

File: ch

### Overview

Type: Discrete	Valid cases: 1752
Format: character	Invalid: 0
Width: 1	

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Read books to (name) or looked at picture books with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Books-Father (EC7AB)

File: ch

### Overview

Type: Discrete	Valid cases: 825
Format: character	Invalid: 0
Width: 1	

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Read books to (name) or looked at picture books with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Books-Other (EC7AX)

File: ch

### Overview

Type: Discrete

Valid cases: 397

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Read books to (name) or looked at picture books with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Books-No one (EC7AY)

File: ch

### Overview

Type: Discrete

Valid cases: 414

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Read books to (name) or looked at picture books with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Tell stories-Mother (EC7BA)

File: ch

### Overview

Type: Discrete

Valid cases: 1850

Format: character

Invalid: 0

Width: 1

### Source of information

## Tell stories-Mother (EC7BA)

### File: ch

The mother or caretaker of the child under five.

#### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Told stories to (name)?

#### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Tell stories-Father (EC7BB)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 911

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Told stories to (name)?

#### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Tell stories-Other (EC7BX)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 449

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Told stories to (name)?

#### Interviewer instructions

## Tell stories-Other (EC7BX)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Tell stories-No one (EC7BY)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 272

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Told stories to (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Sang songs-Mother (EC7CA)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1959

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Sang songs to or with (name), including lullabies?

### Interviewer instructions

## Sang songs-Mother (EC7CA)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Sang songs-Father (EC7CB)

File: ch

### Overview

Type: Discrete

Valid cases: 842

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Sang songs to or with (name), including lullabies?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Sang songs-Other (EC7CX)

File: ch

### Overview

Type: Discrete

Valid cases: 434

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Sang songs to or with (name), including lullabies?

### Interviewer instructions

## Sang songs-Other (EC7CX)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Sang songs-No one (EC7CY)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 206

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Sang songs to or with (name), including lullabies?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Took outside-Mother (EC7DA)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2038

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Took (name) outside the home, to park, yard or enclosure?

### Interviewer instructions

## Took outside-Mother (EC7DA)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Took outside-Father (EC7DB)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1629

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Took (name) outside the home, to park, yard or enclosure?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Took outside-Other (EC7DX)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 627

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Took (name) outside the home, to park, yard or enclosure?

### Interviewer instructions

## Took outside-Other (EC7DX)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Took outside-No one (EC7DY)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 61

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Took (name) outside the home, to park, yard or enclosure?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Played with-Mother (EC7EA)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2148

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Played with (name)?

### Interviewer instructions

## Played with-Mother (EC7EA)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Played with-Father (EC7EB)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1722

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Played with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Played with-Other (EC7EX)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 786

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Played with (name)?

### Interviewer instructions

## Played with-Other (EC7EX)

### File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Played with-No one (EC7EY)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 25

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Played with (name)?

#### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Named/counted-Mother (EC7FA)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1733

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Named, counted, or drew things to or with (name)?

#### Interviewer instructions

## Named/counted-Mother (EC7FA)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Named/counted-Father (EC7FB)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 867

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Named, counted, or drew things to or with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Named/counted-Other (EC7FX)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 344

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Named, counted, or drew things to or with (name)?

### Interviewer instructions

## Named/counted-Other (EC7FX)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Named/counted-No one (EC7FY)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 451

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Named, counted, or drew things to or with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Child recognize at least ten letters of the alphabet (EC8)

File: ch

### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 1191

Invalid: 1582

### Source of information

The mother or caretaker of the child under five.

### Literal question

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

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

### Interviewer instructions

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

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

File: ch

### Overview

Type: Discrete	Valid cases: 1191
Format: numeric	Invalid: 1582
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

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

### Interviewer instructions

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

## Child knows name and recognizes symbol of all numbers from 1-10 (EC10)

File: ch

### Overview

Type: Discrete	Valid cases: 1191
Format: numeric	Invalid: 1582
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) know and can recognize all numbers from 1 to 10?

### Interviewer instructions

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

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

File: ch

### Overview

Type: Discrete	Valid cases: 1191
Format: numeric	Invalid: 1582
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

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

### Interviewer instructions

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

## Child sometimes too sick to play (EC12)

File: ch

### Overview

Type: Discrete	Valid cases: 1191
Format: numeric	Invalid: 1582
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Is (name) sometimes too sick to play?

### Interviewer instructions

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

## Child follows simple directions (EC13)

File: ch

### Overview

Type: Discrete	Valid cases: 1191
Format: numeric	Invalid: 1582
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

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

### Interviewer instructions

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

## Child able to do something independently (EC14)

File: ch

### Overview

Type: Discrete	Valid cases: 1191
Format: numeric	Invalid: 1582
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

When told to do something, can (name) do it on his/her own?

### Interviewer instructions

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

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

File: ch

### Overview

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

Valid cases: 1191  
Invalid: 1582

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) get on well with other children?

### Interviewer instructions

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

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

File: ch

### Overview

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

Valid cases: 1191  
Invalid: 1582

### Source of information

The mother or caretaker of the child under five.

### Literal question

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

### Interviewer instructions

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

## Child gets distracted easily (EC17)

File: ch

### Overview

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

Valid cases: 1191  
Invalid: 1582

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) lose attention easily?

### Interviewer instructions

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

## Child ever been breastfed (BD2)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever been breastfed?

## Child still being breastfed (BD3)

File: ch

### Overview

Type: Discrete	Valid cases: 1391
Format: numeric	Invalid: 1382
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Is he/she still being breastfed?

## Child drank anything else from the bottle with a nipple yesterday (BD4)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
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?

## Child drank ORS yesterday (BD5)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 1	
Decimals: 0	
Range: 1-9	

## Child drank ORS yesterday (BD5)

File: ch

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink ORS (oral rehydration solution) yesterday, during the day or night?

## Child drank or ate vitamin or mineral supplements yesterday (BD6)

File: ch

### Overview

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

Valid cases: 1529  
Invalid: 1244

### 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?

## Child drank plain water yesterday (BD7A)

File: ch

### Overview

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

Valid cases: 1529  
Invalid: 1244

### Source of information

The mother or caretaker of the child under five.

### Literal question

I would like to ask you about (other) liquids that (name) may have had yesterday during the day or night. I am interested to know whether (name) took that liquid even if combined with other foods.

Did (name) drink (name of liquid) yesterday, during the day or night

Plain water

## Child drank juice or juice drinks yesterday (BD7B)

File: ch

### Overview

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

Valid cases: 1529  
Invalid: 1244

### Source of information

The mother or caretaker of the child under five.

### Literal question

## Child drank juice or juice drinks yesterday (BD7B)

File: ch

I would like to ask you about (other) liquids that (name) may have had yesterday during the day or nihgt. I am interested to know whether (name) took that liquid even if combined with other foods.

Did (name) drink (name of liquid) yesterday, during the day or night?

Juice or juice drinks

## Child drank soup yesterday (BD7C)

File: ch

### Overview

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

Valid cases: 1529  
Invalid: 1244

### Source of information

The mother or caretaker of the child under five.

### Literal question

I would like to ask you about (other) liquids that (name) may have had yesterday during the day or nihgt. I am interested to know whether (name) took that liquid even if combined with other foods.

Did (name) drink (name of liquid) yesterday, during the day or night?

Clear soup

## Child drank milk yesterday (BD7D)

File: ch

### Overview

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

Valid cases: 1529  
Invalid: 1244

### Source of information

The mother or caretaker of the child under five.

### Literal question

I would like to ask you about (other) liquids that (name) may have had yesterday during the day or nihgt. I am interested to know whether (name) took that liquid even if combined with other foods.

Did (name) drink (name of liquid) yesterday, during the day or night?

Milk such as powdered or fresh animal milk?

## Times child drank milk (BD7DN)

File: ch

### Overview

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

Valid cases: 977  
Invalid: 1796

### Source of information

The mother or caretaker of the child under five.

## Times child drank milk (BD7DN)

File: ch

### Literal question

I would like to ask you about (other) liquids that (name) may have had yesterday during the day or niht. I am interested to know whether (name) took that liquid even if combined with other foods.

Did (name) drink (name of liquid) yesterday, during the day or night?

Milk such as powdered or fresh animal milk?

If yes, ask: How many times did (name) drink milk?

If 7 or more times, record '7'.

## Child drank infant formula yesterday (BD7E)

File: ch

### Overview

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

Valid cases: 1529  
Invalid: 1244

### Source of information

The mother or caretaker of the child under five.

### Literal question

I would like to ask you about (other) liquids that (name) may have had yesterday during the day or niht. I am interested to know whether (name) took that liquid even if combined with other foods.

Did (name) drink (name of liquid) yesterday, during the day or night:

Infant formula (Bebelac, Aptamil, Impamil, Hipp, nestle and alike)?

## Times child drank infant formula (BD7EN)

File: ch

### Overview

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

Valid cases: 154  
Invalid: 2619

### Source of information

The mother or caretaker of the child under five.

### Literal question

I would like to ask you about (other) liquids that (name) may have had yesterday during the day or niht. I am interested to know whether (name) took that liquid even if combined with other foods.

Did (name) drink (name of liquid) yesterday, during the day or night:

Infant formula (Bebelac, Aptamil, Impamil, Hipp, nestle and alike)?

If yes, ask: How many times did(name) drink infant formula?

If 7 or more times, record '7'.

## Child drank any other liquid yesterday (BD7F)

File: ch

### Overview

## Child drank any other liquid yesterday (BD7F)

File: ch

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

Valid cases: 1529  
Invalid: 1244

### Source of information

The mother or caretaker of the child under five.

### Literal question

I would like to ask you about (other) liquids that (name) may have had yesterday during the day or niht. I am interested to know whether (name) took that liquid even if combined with other foods.

Did (name) drink (name of liquid) yesterday, during the day or night:

Any other liquids? Liquid (specify)

## Child drank or ate yogurt yesterday (BD8A)

File: ch

### Overview

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

Valid cases: 1529  
Invalid: 1244

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods.

Please include foods consumed outside of your home..

Did (name) eat (name of food) yesterday during the day or night:

Yogurt/sour milk

## Times drank or ate yogurt (BD8AN)

File: ch

### Overview

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

Valid cases: 854  
Invalid: 1919

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods.

Please include foods consumed outside of your home..

Did (name) eat (name of food) yesterday during the day or night:

Yogurt/sour milk

If yes, ask: How many times did (name) drink or eat yoghurt/ sour milk? if 7 or more

## Child ate fortified baby food (cerelac etc.) (BD8B)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods.

Please include foods consumed outside of your home..

Did (name) eat (name of food) yesterday during the day or night:

Baby cereals (Baby King, Milupa, HiPP, Nestle and alike)

## Child ate foods made from grains (BD8C)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods.

Please include foods consumed outside of your home..

Did (name) eat (name of food) yesterday during the day or night:

Bread, rice, noodles, porridge, farina or other foods made from grains?

## Child ate pumpkin or carrot (BD8D)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods.

Please include foods consumed outside of your home..

Did (name) eat (name of food) yesterday during the day or night:

Pumpkin or carrot?

## Child ate white potatoes or any food made from roots (BD8E)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods.

Please include foods consumed outside of your home..

Did (name) eat (name of food) yesterday during the day or night:

White potatoes or any other foods made from roots?

## Child ate green leafy vegetables (BD8F)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods.

Please include foods consumed outside of your home..

Did (name) eat (name of food) yesterday during the day or night:

Spinach, swiss chard, kale or any other dark green, leafy vegetables?

## Child ate apricot or cantaloupe (BD8G)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods.

Please include foods consumed outside of your home..

Did (name) eat (name of food) yesterday during the day or night:

Apricot or cantaloupe?

## Child ate other fruits or vegetables (BD8H)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods.

Please include foods consumed outside of your home..

Did (name) eat (name of food) yesterday during the day or night:

Other fruits or vegetables?

## Child ate liver, kidney, heart or other organ meat (BD8I)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods.

Please include foods consumed outside of your home..

Did (name) eat (name of food) yesterday during the day or night:

Liver, kidneys, heart or other offal?

## Child ate meat, such as veal/young beef, pork, lamb, goat, chicken or turkey (BD8J)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods.

Please include foods consumed outside of your home..

Did (name) eat (name of food) yesterday during the day or night:

Any meat such as veal/young beef, pork, lamb, goat, chicken or turkey?

## Child ate eggs (BD8K)

File: ch

### Overview

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

Valid cases: 1529  
Invalid: 1244

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods.

Please include foods consumed outside of your home..

Did (name) eat (name of food) yesterday during the day or night:  
Eggs?

## Child ate fish (BD8L)

File: ch

### Overview

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

Valid cases: 1529  
Invalid: 1244

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods.

Please include foods consumed outside of your home..

Did (name) eat (name of food) yesterday during the day or night:  
Fish?

## Child ate beans, peas or lentils (BD8M)

File: ch

### Overview

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

Valid cases: 1529  
Invalid: 1244

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods.

Please include foods consumed outside of your home..

Did (name) eat (name of food) yesterday during the day or night:  
Any foods made from beans, peas or lentils?

## Child ate cheese or other food made from milk (BD8N)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods.

Please include foods consumed outside of your home..

Did (name) eat (name of food) yesterday during the day or night:

Cheese or other food made from milk?

## Child ate other solid, semi-solid or soft food yesterday (BD8O)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you about (other) foods that (name) may have had yesterday during the day or the night. Again, I am interested to know whether (name) had that food even if combined with other foods.

Please include foods consumed outside of your home..

Did (name) eat (name of food) yesterday during the day or night:

Any other solid, semi-solid or soft food that I have not mentioned?

## Times child ate solid or semi-solid food (BD11)

File: ch

### Overview

Type: Discrete	Valid cases: 1399
Format: numeric	Invalid: 1374
Width: 1	
Decimals: 0	
Range: 1-8	
Invalid: 9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times did (name) eat any solid, semi-solid or soft foods yesterday, during the day or night?

## Vaccination card for child (IM1)

File: ch

## Vaccination card for child (IM1)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Do you have a card where (name)'s vaccinations are written down?  
If yes, ask: may I see it, please?

## Ever had vaccination card (IM2)

File: ch

### Overview

Type: Discrete	Valid cases: 123
Format: numeric	Invalid: 2650
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Did you ever have a vaccination card for (name)?

## Day of BCG immunization (IM3BD)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

## Month of BCG immunization (IM3BM)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of BCG immunization (IM3BY)

File: ch

### Overview

## Year of BCG immunization (IM3BY)

File: ch

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

Valid cases: 1126  
Invalid: 1647

## Day of Polio1 immunization (IM3P1D)

File: ch

### Overview

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

Valid cases: 1126  
Invalid: 1647  
Minimum: 0  
Maximum: 66

## Month of Polio1 immunization (IM3P1M)

File: ch

### Overview

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

Valid cases: 1126  
Invalid: 1647

## Year of Polio1 immunization (IM3P1Y)

File: ch

### Overview

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

Valid cases: 1126  
Invalid: 1647

## Pentavalent vaccine Polio 1 (IM3P1A)

File: ch

### Overview

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

Valid cases: 1126  
Invalid: 1647

## Day of Polio2 immunization (IM3P2D)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

## Month of Polio2 immunization (IM3P2M)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of Polio2 immunization (IM3P2Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 4	
Decimals: 0	
Range: 0-9999	

## Pentavalent vaccine Polio 2 (IM3P2A)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 1	
Decimals: 0	
Range: 0-9	

## Day of Polio3 immunization (IM3P3D)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-99	

## Month of Polio3 immunization (IM3P3M)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of Polio3 immunization (IM3P3Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 4	
Decimals: 0	
Range: 0-9999	

## Pentavalent vaccine Polio 3 (IM3P3A)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 1	
Decimals: 0	
Range: 0-9	

## Day of DPT1 immunization (IM3D1D)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

## Month of DPT1 immunization (IM3D1M)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of DPT1 immunization (IM3D1Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 4	
Decimals: 0	
Range: 0-9999	

## Pentavalent vaccine DPT1 (IM3D1A)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 1	
Decimals: 0	
Range: 0-9	

## Day of DPT2 immunization (IM3D2D)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	Minimum: 0
Decimals: 0	Maximum: 66
Range: 0-99	

## Month of DPT2 immunization (IM3D2M)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of DPT2 immunization (IM3D2Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 4	
Decimals: 0	
Range: 0-9999	

## Pentavalent vaccine DPT2 (IM3D2A)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 1	
Decimals: 0	
Range: 0-9	

## Day of DPT3 immunization (IM3D3D)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-99	

## Month of DPT3 immunization (IM3D3M)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of DPT3 immunization (IM3D3Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 4	
Decimals: 0	
Range: 0-9999	

## Pentavalent vaccine DPT3 (IM3D3A)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 1	
Decimals: 0	
Range: 0-9	

## Day of HepB1 immunization (IM3H1D)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-99	

## Month of HepB1 immunization (IM3H1M)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of HepB1 immunization (IM3H1Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 4	
Decimals: 0	
Range: 0-9999	

## Day of HepB2 immunization (IM3H2D)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-99	

## Month of HepB2 immunization (IM3H2M)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of HepB2 immunization (IM3H2Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 4	
Decimals: 0	
Range: 0-9999	

## Day of HepB3 immunization (IM3H3D)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-99	

## Month of HepB3 immunization (IM3H3M)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of HepB3 immunization (IM3H3Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 4	
Decimals: 0	
Range: 0-9999	

## Day of Hib1 immunization (IM3I1D)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-99	

## Month of Hib1 immunization (IM3I1M)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of Hib1 immunization (IM3I1Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 4	
Decimals: 0	
Range: 0-9999	

## Pentavalent vaccine Hib1 (IM3I1A)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 1	
Decimals: 0	
Range: 0-9	

## Day of Hib2 immunization (IM3I2D)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-99	

## Month of Hib2 immunization (IM3I2M)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of Hib2 immunization (IM3I2Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 4	
Decimals: 0	
Range: 0-9999	

## Pentavalent vaccine Hib2 (IM3I2A)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 1	
Decimals: 0	
Range: 0-9	

## Day of Hib3 immunization (IM3I3D)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-99	

## Month of Hib3 immunization (IM3I3M)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of Hib3 immunization (IM3I3Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 4	
Decimals: 0	
Range: 0-9999	

## Pentavalent vaccine Hib3 (IM3I3A)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 1	
Decimals: 0	
Range: 0-9	

## Day measles or MMR immunization (IM3MD)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

## Month Measles or MMR immunization (IM3MM)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of Measles or MMR immunization (IM3MY)

File: ch

### Overview

Type: Discrete	Valid cases: 1126
Format: numeric	Invalid: 1647
Width: 4	
Decimals: 0	
Range: 0-9999	

## Child received any other vaccinations (IM5)

File: ch

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 2773
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

In addition to what is recorded on this card, did (name) receive any other vaccinations?

## Child ever received any vaccinations (IM6)

File: ch

### Overview

Type: Discrete	Valid cases: 403
Format: numeric	Invalid: 2370
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Has (name) ever received any vaccinations to prevent him/her from getting diseases?

## Child ever given BCG vaccination (IM7)

File: ch

### Overview

Type: Discrete	Valid cases: 385
Format: numeric	Invalid: 2388
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Has (name) ever received a BCG vaccination against tuberculosis. That is, an injection in the left arm or shoulder that usually causes a scar?

## Child ever given pentavalent vaccination (IM7A)

File: ch

### Overview

Type: Discrete	Valid cases: 385
Format: numeric	Invalid: 2388
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Has (name) ever received combined pentavalent vaccine (pentaxim or infanrix)?

## Times child given pentavalent vaccination (IM7B)

File: ch

### Overview

Type: Discrete	Valid cases: 155
Format: numeric	Invalid: 2618
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

How many times (name) received the combined pentavalent vaccine?

## Child ever given Polio vaccination (IM8)

File: ch

## Child ever given Polio vaccination (IM8)

File: ch

### Overview

Type: Discrete	Valid cases: 257
Format: numeric	Invalid: 2516
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Has (name) ever received any vaccination drops in the mouth to protect him/her from polio (polio vaccine)?

## Times child given Polio vaccination (IM10)

File: ch

### Overview

Type: Discrete	Valid cases: 188
Format: numeric	Invalid: 2585
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

How many times (name) received polio vaccine as vaccination drops in the mouth?

## Child ever given DPT vaccination (IM11)

File: ch

### Overview

Type: Discrete	Valid cases: 257
Format: numeric	Invalid: 2516
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Has (name) ever received a DTP vaccination, that is, an injection in the thigh or the upper arm to prevent him/her from getting tetanus, whooping cough, or diphtheria?

## Times child given DPT vaccination (IM12)

File: ch

### Overview

Type: Discrete	Valid cases: 181
Format: numeric	Invalid: 2592
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

How many times (name) received the DTP vaccine?

## Child ever given Hib vaccination (IM12A)

File: ch

## Child ever given Hib vaccination (IM12A)

File: ch

### Overview

Type: Discrete	Valid cases: 257
Format: numeric	Invalid: 2516
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Has (name) ever received a Hib vaccination-that is, an injection in the thigh to prevent him/her from getting meningitis/pneumonia or any other disease caused by bacteria haemophilus influenzae type B?

## Times child given Hib vaccination (IM12B)

File: ch

### Overview

Type: Discrete	Valid cases: 176
Format: numeric	Invalid: 2597
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

How many times (name) received the Hib vaccine?

## Child ever given Hepatitis B vaccination (IM13)

File: ch

### Overview

Type: Discrete	Valid cases: 385
Format: numeric	Invalid: 2388
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Has (name) ever received a Hepatitis B vaccination. that is, an injection in the thigh or the upper arm to prevent him/her from getting Hepatitis B (infectious Hepatitis B)?

## Hepatitis B first given within 24 h after birth or later (IM14)

File: ch

### Overview

Type: Discrete	Valid cases: 318
Format: numeric	Invalid: 2455
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Was the first Hepatitis B vaccine received within 24 hours after birth?

## Times child given Hepatitis B vaccination (IM15)

File: ch

### Overview

Type: Discrete	Valid cases: 318
Format: numeric	Invalid: 2455
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

How many times (name) received the Hepatitis B vaccine?

## Child ever given Measles or MMR vaccination (IM16)

File: ch

### Overview

Type: Discrete	Valid cases: 385
Format: numeric	Invalid: 2388
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Has (name) ever received a MMR vaccine, that is, a shot in the upper arm(at the age of 12 months or older) to prevent him/her from getting measles, mumps and rubella?

## Result of request for consent to collect vaccination record from the health facility (HF0)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 2	
Decimals: 0	
Range: 1-96	

## Cluster number (HF1)

File: ch

### Overview

Type: Continuous	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

## Household number (HF2)

File: ch

### Overview

## Household number (HF2)

File: ch

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-82

Valid cases: 1529  
Invalid: 1244  
Minimum: 1  
Maximum: 82

## Child's line number (HF4)

File: ch

### Overview

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

Valid cases: 1529  
Invalid: 1244

## Mother / Caretaker's line number (HF6)

File: ch

### Overview

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

Valid cases: 1529  
Invalid: 1244

## Interviewer number (HF7)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 13-88

Valid cases: 1529  
Invalid: 1244  
Minimum: 13  
Maximum: 88

## Day of interview (HF8D)

File: ch

### Overview

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

Valid cases: 1212  
Invalid: 1561  
Minimum: 1  
Maximum: 99

## Month of interview (HF8M)

File: ch

### Overview

Type: Discrete	Valid cases: 1212
Format: numeric	Invalid: 1561
Width: 2	
Decimals: 0	
Range: 2-99	

## Year of interview (HF8Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1212
Format: numeric	Invalid: 1561
Width: 4	
Decimals: 0	
Range: 2014-9999	

## Day of birth (HF9D)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

## Month of birth (HF9M)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 2	
Decimals: 0	
Range: 1-99	

## Year of birth (HF9Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 4	
Decimals: 0	
Range: 2011-9999	

## Team member number visited health facility (HF10A)

File: ch

### Overview

Type: Continuous	Valid cases: 1212
Format: numeric	Invalid: 1561
Width: 2	Minimum: 11
Decimals: 0	Maximum: 88
Range: 11-88	

## Result of health facility visit (HF11)

File: ch

### Overview

Type: Discrete	Valid cases: 1529
Format: numeric	Invalid: 1244
Width: 2	
Decimals: 0	
Range: 1-96	

## Field editor (HF11A)

File: ch

### Overview

Type: Continuous	Valid cases: 1523
Format: numeric	Invalid: 1250
Width: 2	Minimum: 12
Decimals: 0	Maximum: 82
Range: 12-82	

## Main data entry clerk number (HF11B)

File: ch

### Overview

Type: Discrete	Valid cases: 1523
Format: numeric	Invalid: 1250
Width: 1	
Decimals: 0	
Range: 1-8	

## Day of birth as written on vaccination record (HF12D)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-99	

## Month of birth as written on vaccination record (HF12M)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	
Decimals: 0	
Range: 1-99	

## Year of birth as written on vaccination record (HF12Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 4	
Decimals: 0	
Range: 2011-9999	

## Day of BCG immunization (HF13BD)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	Minimum: 0
Decimals: 0	Maximum: 44
Range: 0-99	

## Month of BCG immunization (HF13BM)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of BCG immunization (HF13BY)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 4	
Decimals: 0	
Range: 0-9999	

## Day of Polio1 immunization (HF13P1D)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-99	

## Month of Polio1 immunization (HF13P1M)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of Polio1 immunization (HF13P1Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 4	
Decimals: 0	
Range: 0-9999	

## Pentavalent vaccine Polio1 (HF13P1A)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 1	
Decimals: 0	
Range: 0-9	

## Day of Polio2 immunization (HF13P2D)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-99	

## Month of Polio2 immunization (HF13P2M)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of Polio2 immunization (HF13P2Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 4	
Decimals: 0	
Range: 0-9999	

## Pentavalent vaccine Polio2 (HF13P2A)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 1	
Decimals: 0	
Range: 0-9	

## Day of Polio3 immunization (HF13P3D)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

## Month of Polio3 immunization (HF13P3M)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of Polio3 immunization (HF13P3Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 4	
Decimals: 0	
Range: 0-9999	

## Pentavalent vaccine Polio3 (HF13P3A)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 1	
Decimals: 0	
Range: 0-9	

## Day of DPT1 immunization (HF13D1D)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-99	

## Month of DPT1 immunization (HF13D1M)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of DPT1 immunization (HF13D1Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 4	
Decimals: 0	
Range: 0-9999	

## Pentavalent vaccine DPT1 (HF13D1A)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 1	
Decimals: 0	
Range: 0-9	

## Day of DPT2 immunization (HF13D2D)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-99	

## Month of DPT2 immunization (HF13D2M)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of DPT2 immunization (HF13D2Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 4	
Decimals: 0	
Range: 0-9999	

## Pentavalent vaccine DPT2 (HF13D2A)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 1	
Decimals: 0	
Range: 0-9	

## Day of DPT3 immunization (HF13D3D)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

## Month of DPT3 immunization (HF13D3M)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of DPT3 immunization (HF13D3Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 4	
Decimals: 0	
Range: 0-9999	

## Pentavalent vaccine DPT3 (HF13D3A)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 1	
Decimals: 0	
Range: 0-9	

## Day of HepB1 immunization (HF13H1D)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

## Month of HepB1 immunization (HF13H1M)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of HepB1 immunization (HF13H1Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 4	
Decimals: 0	
Range: 0-9999	

## Day of HepB2 immunization (HF13H2D)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	Minimum: 0
Decimals: 0	Maximum: 31
Range: 0-99	

## Month of HepB2 immunization (HF13H2M)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of HepB2 immunization (HF13H2Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 4	
Decimals: 0	
Range: 0-9999	

## Day of HepB3 immunization (HF13H3D)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-99	

## Month of HepB3 immunization (HF13H3M)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of HepB3 immunization (HF13H3Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 4	
Decimals: 0	
Range: 0-9999	

## Day of Hib1 immunization (HF13I1D)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-99	

## Month of Hib1 immunization (HF13I1M)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of Hib1 immunization (HF13I1Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 4	
Decimals: 0	
Range: 0-9999	

## Pentavalent vaccine Hib1 (HF13I1A)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 1	
Decimals: 0	
Range: 0-9	

## Day of Hib2 immunization (HF13I2D)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-99	

## Month of Hib2 immunization (HF13I2M)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of Hib2 immunization (HF13I2Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 4	
Decimals: 0	
Range: 0-9999	

## Pentavalent vaccine Hib2 (HF13I2A)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 1	
Decimals: 0	
Range: 0-9	

## Day of Hib3 immunization (HF13I3D)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-99	

## Month of Hib3 immunization (HF13I3M)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of Hib3 immunization (HF13I3Y)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 4	
Decimals: 0	
Range: 0-9999	

## Pentavalent vaccine Hib3 (HF13I3A)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 1	
Decimals: 0	
Range: 0-9	

## Day measles or MMR immunization (HF13MD)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	Minimum: 0
Decimals: 0	Maximum: 44
Range: 0-99	

## Month Measles or MMR immunization (HF13MM)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 2	
Decimals: 0	
Range: 0-99	

## Year of Measles or MMR immunization (HF13MY)

File: ch

### Overview

Type: Discrete	Valid cases: 1180
Format: numeric	Invalid: 1593
Width: 4	
Decimals: 0	
Range: 0-9999	

## Measurer's identification code (AN1)

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 3	Minimum: 17
Decimals: 0	Maximum: 87
Range: 11-188	

### Source of information

Interview information fields completed by interviewer

### Pre question

Measurer's name and identification code:

### Interviewer instructions

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

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

File: ch

### Overview

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

### File: ch

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

Valid cases: 2720  
 Invalid: 53

#### Source of information

Interview information fields completed by interviewer

#### Interviewer instructions

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

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

### File: ch

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 1  
 Range: 2.7-99.9

Valid cases: 2429  
 Invalid: 344  
 Minimum: 2.9  
 Maximum: 32.5

#### Source of information

Interview information fields completed by interviewer

#### Interviewer instructions

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

## Child undressed to the minimum (AN3A)

### File: ch

#### Overview

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

Valid cases: 2429  
 Invalid: 344

#### Literal question

Was the child undressed to the minimum?

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

### File: ch

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 5  
 Decimals: 1  
 Range: 44.8-999.9

Valid cases: 2429  
 Invalid: 344  
 Minimum: 47.8  
 Maximum: 999.9

#### Source of information

Interview information fields completed by interviewer

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

File: ch

### Interviewer instructions

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

## Child measured lying or standing (AN4A)

File: ch

### Overview

Type: Discrete	Valid cases: 2424
Format: numeric	Invalid: 349
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Height for age percentile NCHS (HAP)

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 4	Minimum: 0
Decimals: 1	Maximum: 99.9
Range: 0-99.9	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

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

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 5	Minimum: -8.9
Decimals: 2	Maximum: 10
Range: -9.11-9.99	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

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

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 5	Minimum: 66.3
Decimals: 1	Maximum: 999.9
Range: 63.8-999.9	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for age percentile NCHS (WAP)

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 4	Minimum: 0
Decimals: 1	Maximum: 99.9
Range: 0-99.9	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

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

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 5	Minimum: -3.4
Decimals: 2	Maximum: 10
Range: -4.35-9.99	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

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

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 5	Minimum: 63.5
Decimals: 1	Maximum: 999.9
Range: 50.1-999.9	

### Source of information

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

File: ch

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for height percentile NCHS (WHP)

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 4	Minimum: 0
Decimals: 1	Maximum: 99.9
Range: 0-99.9	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

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

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 5	Minimum: -5.1
Decimals: 2	Maximum: 10
Range: -5.17-9.99	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

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

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 5	Minimum: 53.6
Decimals: 1	Maximum: 999.9
Range: 55-999.9	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Flag for anthropometric indicators (FLAG)

File: ch

### Overview

Type: Discrete	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 1	
Decimals: 0	
Range: 0-7	

## Body Mass Index WHO (BMI)

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 5	Minimum: 8.7
Decimals: 2	Maximum: 100
Range: 8.57-99.99	

### Source of information

Constructed variables used for analysis

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

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 5	Minimum: -4.9
Decimals: 2	Maximum: 100
Range: -5-99.99	

### Source of information

Constructed variables used for analysis

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

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 5	Minimum: -6
Decimals: 2	Maximum: 100
Range: -5.95-99.99	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

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

File: ch

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

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 5	Minimum: -3.4
Decimals: 2	Maximum: 100
Range: -5.13-99.99	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

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

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 5	Minimum: -5
Decimals: 2	Maximum: 100
Range: -4.89-99.99	

### Pre question

Recoded variable

## Height for age flag WHO (HAZFLAG)

File: ch

### Overview

Type: Discrete	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 1	
Decimals: 0	
Range: 0-1	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for age flag WHO (WAZFLAG)

File: ch

### Overview

Type: Discrete	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 1	
Decimals: 0	
Range: 0-1	

### Source of information

Constructed variables used for analysis

### Pre question

## Weight for age flag WHO (WAZFLAG)

File: ch

Recoded variable

## Weight for height flag WHO (WHZFLAG)

File: ch

### Overview

Type: Discrete	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 1	
Decimals: 0	
Range: 0-1	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## BMI flag WHO (BMIFLAG)

File: ch

### Overview

Type: Discrete	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 1	
Decimals: 0	
Range: 0-1	

### Source of information

Constructed variables used for analysis

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

File: ch

### Overview

Type: Discrete	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 1	
Decimals: 0	
Range: 0-1	

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Area (HH6)

File: ch

### Overview

## Area (HH6)

File: ch

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

Valid cases: 2773  
Invalid: 0

### Pre question

Type of settlement:

### Interviewer instructions

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

## Region (HH7)

File: ch

### Overview

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

Valid cases: 2773  
Invalid: 0

### Interviewer instructions

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

## Sex (HL4)

File: ch

### Overview

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

Valid cases: 2773  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

Is (name) male or female?

### Interviewer instructions

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

## Highest level of education attended (ED4A)

File: ch

### Overview

## Highest level of education attended (ED4A)

File: ch

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

Valid cases: 2741  
Invalid: 32

### 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: 2  
Decimals: 0  
Range: 0-99

Valid cases: 2741  
Invalid: 32

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

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

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

## Date of interview child (CMC) (CDOI)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1330-1332

Valid cases: 2773  
Invalid: 0

## Date of interview child (CMC) (CDOI)

File: ch

### Source of information

Interview information fields completed by interviewer

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

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 4	Minimum: 1311
Decimals: 0	Maximum: 1371
Range: 1271-1332	

### Source of information

The mother or caretaker of the child under five.

## Age (months) (CAGE)

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
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: 2720
Format: numeric	Invalid: 53
Width: 1	
Decimals: 0	
Range: 1-6	

## Age (CAGE\_11)

File: ch

### Overview

Type: Discrete	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 1	
Decimals: 0	
Range: 1-5	

## Age in days (CAGED)

File: ch

### Overview

Type: Continuous	Valid cases: 2720
Format: numeric	Invalid: 53
Width: 4	Minimum: 6
Decimals: 0	Maximum: 9999
Range: 3-9999	

## Mother's education (melevel)

File: ch

### Overview

Type: Continuous	Valid cases: 2773
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-9	

### Source of information

Head of household or other responsible household member

## Ethnicity of household head (ethnicity)

File: ch

### Overview

Type: Continuous	Valid cases: 2773
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

## Children's sample weight (chweight)

File: ch

### Overview

Type: Continuous	Valid cases: 2773
Format: numeric	Invalid: 0
Width: 9	Minimum: 0
Decimals: 6	Maximum: 25.1
Range: 0-9.25931671599449	

## Wealth index score (wscore)

File: ch

### Overview

## Wealth index score (wscore)

File: ch

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 5  
 Range: -9.44553836100438-1.36871111511679

Valid cases: 2773  
 Invalid: 0  
 Minimum: -7.4  
 Maximum: 1.4

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: ch

### Overview

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

Valid cases: 2773  
 Invalid: 0

### Source of information

Constructed variables used for analysis

## Urban wealth score (wscoreu)

File: ch

### Overview

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 5  
 Range: -10.1291083799347-1.09053602556499

Valid cases: 1763  
 Invalid: 1010  
 Minimum: -10.1  
 Maximum: 1.1

## Urban wealth index quintile (windex5u)

File: ch

### Overview

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

Valid cases: 1763  
 Invalid: 1010

## Rural wealth score (wscorer)

File: ch

### Overview

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 5  
 Range: -4.73546986782958-1.64709018569974

Valid cases: 1063  
 Invalid: 1710  
 Minimum: -4.7  
 Maximum: 1.6

# Rural wealth index quintile (windex5r)

File: ch

## Overview

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

Valid cases: 1063  
Invalid: 1710

## Cluster number (HH1)

File: hh

### Overview

Type: Continuous	Valid cases: 7351
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	

### 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: 7351
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 85
Range: 1-24	

### 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: 7351
Format: numeric	Invalid: 0
Width: 2	Minimum: 13
Decimals: 0	Maximum: 88
Range: 13-88	

## Supervisor number (HH4)

File: hh

### Overview

Type: Discrete	Valid cases: 7351
Format: numeric	Invalid: 0
Width: 3	
Decimals: 0	
Range: 19-189	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Day of interview (HH5D)

File: hh

### Overview

Type: Continuous	Valid cases: 7351
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: 7351
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
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: 7351
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: 2010-2010	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Area (HH6)

File: hh

## Area (HH6)

File: hh

### Overview

Type: Discrete	Valid cases: 7351
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.

## Region (HH7)

File: hh

### Overview

Type: Discrete	Valid cases: 7351
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

### Interviewer instructions

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

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

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

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

## Result of HH interview (HH9)

File: hh

### Overview

Type: Discrete	Valid cases: 7351
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-96	

### Source of information

Interview information fields completed by interviewer

### Post question

## Result of HH interview (HH9)

### File: hh

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

#### Interviewer instructions

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

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

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

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

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

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

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

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

## Respondent to HH questionnaire (HH10)

### File: hh

#### Overview

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

Valid cases: 6191  
Invalid: 1160

#### Source of information

Interview information fields completed by interviewer

#### Post question

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

#### Interviewer instructions

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

## Total number of HH members (HH11)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Source of information

Interview information fields completed by interviewer

### Post question

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

### Interviewer instructions

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

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

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Source of information

Interview information fields completed by interviewer

### Post question

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

### Interviewer instructions

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

## Number of woman' questionnaires completed (HH13)

File: hh

### Overview

## Number of woman' questionnaires completed (HH13)

File: hh

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

Valid cases: 6191  
Invalid: 1160

### Source of information

Interview information fields completed by interviewer

### Post question

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

### Interviewer instructions

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

## Number of children under age 5 (HH14)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Source of information

Interview information fields completed by interviewer

### Post question

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

### Interviewer instructions

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

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

File: hh

### Overview

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

File: hh

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

Valid cases: 6191  
Invalid: 1160

### Source of information

Interview information fields completed by interviewer

### Post question

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

### Interviewer instructions

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

## Field editor (HH16)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 11-181

Valid cases: 7351  
Invalid: 0

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Data entry clerk (HH17)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 51-66

Valid cases: 7351  
Invalid: 0

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Start of interview - Hour (HH18H)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 2	
Decimals: 0	
Range: 8-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Record the time of the day you start the 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: Continuous	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

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

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

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

## End of interview - Hour (HH19H)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 2	
Decimals: 0	
Range: 8-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

## End of interview - Hour (HH19H)

File: hh

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

## End of interview - Minutes (HH19M)

File: hh

### Overview

Type: Continuous	Valid cases: 6191
Format: numeric	Invalid: 1160
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: 6191
Format: numeric	Invalid: 1160
Width: 2	
Decimals: 0	
Range: 11-99	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

File: hh

### Overview

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

File: hh

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

Valid cases: 742  
Invalid: 6609

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

## Location of the water source (WS3)

File: hh

### Overview

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

Valid cases: 490  
Invalid: 6861

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

Valid cases: 254  
Invalid: 7097  
Minimum: 2  
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

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

File: hh

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

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

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

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

## Person collecting water (WS5)

File: hh

### Overview

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

Valid cases: 254  
Invalid: 7097

### 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: 6191  
Invalid: 1160

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

File: hh

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

## Water treatment: Boil (WS7A)

File: hh

### Overview

Type: Discrete

Valid cases: 61

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

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

File: hh

### Overview

Type: Discrete

Valid cases: 55

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

File: hh

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

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

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 11

Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

## Water treatment: Use water filter (WS7D)

File: hh

## Water treatment: Use water filter (WS7D)

File: hh

### Overview

Type: Discrete

Valid cases: 327

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

## Water treatment: Solar disinfection (WS7E)

File: hh

### Overview

Type: Discrete

Valid cases: 8

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

## Water treatment: Solar disinfection (WS7E)

File: hh

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

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

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 17

Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

## Water treatment: Other (WS7X)

File: hh

## Water treatment: Other (WS7X)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 57

Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

## Water treatment: DK (WS7Z)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 10

Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

## Water treatment: DK (WS7Z)

File: hh

Record all items mentioned.

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

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

Definitions of various methods of water treatment are as follows:

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

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

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

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

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

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

## Type of toilet facility (WS8)

File: hh

### Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: 11-99

Valid cases: 6191

Invalid: 1160

### 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: 6180  
Invalid: 1171

### 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: 81  
Invalid: 7270

### 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: 75  
Invalid: 7276

### 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').

## Total children aged 1-17 years (SL1)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 0-8	

## Rank number of the selected child (SL9A)

File: hh

### Overview

Type: Discrete	Valid cases: 3079
Format: numeric	Invalid: 4272
Width: 1	
Decimals: 0	
Range: 1-7	

## Child line number (SL9B)

File: hh

### Overview

Type: Discrete	Valid cases: 3079
Format: numeric	Invalid: 4272
Width: 2	
Decimals: 0	
Range: 2-97	

## Child's age (SL9C)

File: hh

### Overview

Type: Discrete	Valid cases: 3079
Format: numeric	Invalid: 4272
Width: 2	
Decimals: 0	
Range: 1-17	

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

File: hh

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

File: hh

### Overview

Type: Discrete	Valid cases: 3079
Format: numeric	Invalid: 4272
Width: 1	
Decimals: 0	
Range: 1-2	

## Worked or helped on garden (CL2A)

File: hh

### Overview

Type: Discrete	Valid cases: 1629
Format: numeric	Invalid: 5722
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Now I would like to ask about any work children in this household may do. Since last (day of the week). did (name) do any of the following activities. Even for only one hour?

[a] Did (name) do any work or help on household's plot/farm/food garden or looked after animals? for example. growing farm produce, harvesting, or feeding, grazing, milking animals?

## Helped in family business (CL2B)

File: hh

### Overview

Type: Discrete	Valid cases: 1629
Format: numeric	Invalid: 5722
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Now I would like to ask about any work children in this household may do. Since last (day of the week). did (name) do any of the following activities. Even for only one hour?

[b] Did (name) help in family business or relative's business with or without pay or run his/her own business?

## Produced or sold articles (CL2C)

File: hh

### Overview

Type: Discrete	Valid cases: 1629
Format: numeric	Invalid: 5722
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Now I would like to ask about any work children in this household may do. Since last (day of the week). did (name) do any of the following activities. Even for only one hour?

[c] Did (name) produce or sell articles, handicrafts, clothes, food or agricultural products?

## Engaged in any other activity for income (CL2D)

File: hh

### Overview

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

Valid cases: 1629  
Invalid: 5722

### Literal question

Now I would like to ask about any work children in this household may do. Since last (day of the week), did (name) do any of the following activities. Even for only one hour?

[d] Since last (day of week), did (name) engage in any other activity in return for income in cash or in kind, even for only one hour?

If no, probe:

Please include any activity (name) performed as a regular or casual employee, self-employed or employer; or as an unpaid family worker helping out in household business or farm.

## Hours worked in past week (CL4)

File: hh

### Overview

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

Valid cases: 273  
Invalid: 7078

### Literal question

Since last (day of the week), about how many hours did (name) engage in this activity/these activities, in total?

## Activities required carrying heavy loads (CL5)

File: hh

### Overview

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

Valid cases: 273  
Invalid: 7078

### Literal question

Does the activity/do these activities require carrying heavy loads?

## Activities required working with dangerous tools or heavy machinery (CL6)

File: hh

### Overview

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

Valid cases: 256  
Invalid: 7095

### Literal question

## Activities required working with dangerous tools or heavy machinery (CL6)

File: hh

Does the activity/do these activities require working with dangerous tools (knives etc.) or operating heavy machinery?

## Description of work: exposed to dust, fumes, or gas (CL7A)

File: hh

### Overview

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

Valid cases: 249  
Invalid: 7102

### Literal question

How would you describe the work environment of (name)?  
[a] Is (name) exposed to dust, fumes or gas?

## Description of work: exposed to extreme temperatures or humidity (CL7B)

File: hh

### Overview

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

Valid cases: 231  
Invalid: 7120

### Literal question

How would you describe the work environment of (name)?  
[b] Is (name) exposed to extreme cold heat or humidity?

## Description of work: exposed to loud noise or vibration (CL7C)

File: hh

### Overview

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

Valid cases: 229  
Invalid: 7122

### Literal question

How would you describe the work environment of (name)?  
[c] Is (name) exposed to loud noise or vibration?

## Description of work: required to work at heights (CL7D)

File: hh

### Overview

## Description of work: required to work at heights (CL7D)

File: hh

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

Valid cases: 229  
Invalid: 7122

### Literal question

How would you describe the work environment of (name)?  
[d] Is (name) required to work at heights?

## Description of work: required to work with chemicals (CL7E)

File: hh

### Overview

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

Valid cases: 229  
Invalid: 7122

### Literal question

How would you describe the work environment of (name)?  
[e] Is (name) required to work with chemicals (pesticides, glues, etc.) or explosives?

## Description of work: exposed to other (CL7F)

File: hh

### Overview

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

Valid cases: 229  
Invalid: 7122

### Literal question

How would you describe the work environment of (name)?  
[f] Is (name) exposed to other things, processes or conditions bad for (name)'s health or safety?

## Fetch water or collected firewood (CL8)

File: hh

### Overview

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

Valid cases: 1629  
Invalid: 5722

### Literal question

Since last (day of the week), did (name) fetch water or collect firewood for household use?

## Hours spent fetching water or collecting firewood (CL9)

File: hh

### Overview

Type: Discrete	Valid cases: 40
Format: numeric	Invalid: 7311
Width: 2	
Decimals: 0	
Range: 0-99	

### Literal question

In total, how many hours did (name) spend on fetching water or collecting firewood for household use, since last (day of the week)?

## Household chores: shopping (CL10A)

File: hh

### Overview

Type: Discrete	Valid cases: 1629
Format: numeric	Invalid: 5722
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Since last (day of the week), did (name) do any of the following for this household:  
Shopping for household?

## Household chores: repairing equipment (CL10B)

File: hh

### Overview

Type: Discrete	Valid cases: 1629
Format: numeric	Invalid: 5722
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Since last (day of the week), did (name) do any of the following for this household:  
Repair any household equipment?

## Household chores: cooking or cleaning (CL10C)

File: hh

### Overview

Type: Discrete	Valid cases: 1629
Format: numeric	Invalid: 5722
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Since last (day of the week), did (name) do any of the following for this household:  
Cooking or cleaning utensils or the house?

## Household chores: washing clothes (CL10D)

File: hh

### Overview

Type: Discrete	Valid cases: 1629
Format: numeric	Invalid: 5722
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Since last (day of the week), did (name) do any of the following for this household:  
Washing clothes

## Household chores: caring for children (CL10E)

File: hh

### Overview

Type: Discrete	Valid cases: 1629
Format: numeric	Invalid: 5722
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Since last (day of the week), did (name) do any of the following for this household:  
Caring for children

## Household chores: caring for old or sick (CL10F)

File: hh

### Overview

Type: Discrete	Valid cases: 1629
Format: numeric	Invalid: 5722
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Since last (day of the week), did (name) do any of the following for this household:  
Caring for the old or sick

## Household chores: other (CL10G)

File: hh

### Overview

Type: Discrete	Valid cases: 1629
Format: numeric	Invalid: 5722
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Since last (day of the week), did (name) do any of the following for this household:  
Other household tasks?

## Number of hours (CL12)

File: hh

### Overview

Type: Continuous	Valid cases: 1030
Format: numeric	Invalid: 6321
Width: 2	Minimum: 0
Decimals: 0	Maximum: 56
Range: 0-99	

### Literal question

Since last (day of the week), about how many hours did (name) engage in this activity/these activities, in total?

## Religion of household head (HC1A)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

What is the religion of the head of this household?

### Interviewer instructions

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

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

## Ethnic group of household head (HC1C)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### 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

## Ethnic group of household head (HC1C)

File: hh

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

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

## Number of rooms used for sleeping (HC2)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### 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: 6191  
Invalid: 1160

### Source of information

Interviewer's visual observation

### Interviewer instructions

Record observation.

Survey Coordinators: Adapt the response categories to include locally relevant floor materials.

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

## Main material of roof (HC4)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Source of information

Interviewer's visual observation

### Interviewer instructions

Record observation.

Survey Coordinators: Adapt the response categories to include locally relevant roof materials.

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: 6191  
Invalid: 1160

### Source of information

Interviewer's visual observation

### Interviewer instructions

Record observation.

Survey Coordinators: Adapt the response categories to include locally relevant wall materials.

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

## Type of fuel using for cooking (HC6)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### 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

## Type of fuel using for cooking (HC6)

File: hh

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

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

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

## Cooking location (HC7)

File: hh

### Overview

Type: Discrete	Valid cases: 1975
Format: numeric	Invalid: 5376
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

## Electricity (HC8A)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Electricity?

### Interviewer instructions

## Electricity (HC8A)

### File: hh

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

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

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

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

## Radio (HC8B)

### File: hh

#### Overview

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

Valid cases: 6191  
Invalid: 1160

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

Valid cases: 6191  
Invalid: 1160

#### Source of information

## Television (HC8C)

File: hh

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

Valid cases: 6191  
Invalid: 1160

### 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

## Refrigerator (HC8E)

File: hh

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

Valid cases: 6191  
Invalid: 1160

### 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.

## Electric stove (HC8F)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: An electric stove?

### Interviewer instructions

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

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

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

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

## Bed (HC8G)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
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 bed?

### Interviewer instructions

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

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

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

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

## Table and chairs (HC8H)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
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 table with chairs?

### Interviewer instructions

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

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

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

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

## Vacuum cleaner (HC8I)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
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 vacuum cleaner?

### Interviewer instructions

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

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

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

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

## PC/Laptop (HC8J)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
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 PC/Laptop?

### Interviewer instructions

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

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

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

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

## Closet (HC8K)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
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 closet?

### Interviewer instructions

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

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

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

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

## Washing machine (HC8L)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
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 washing machine?

### Interviewer instructions

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

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

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

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

## Dry machine (HC8M)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
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 drying machine?

### Interviewer instructions

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

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

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

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

## Air conditioner (HC8N)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: An air conditioner?

### 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.

## Jaccuzi tub (HC8O)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Jacuzzi tub?

### Interviewer instructions

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

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

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

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

## Video monitoring system (HC8P)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Video monitoring system?

### Interviewer instructions

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

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

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

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

## Dishwasher (HC8Q)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Literal question

Does your household have: A dishwasher?

### Interviewer instructions

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

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

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

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

## Microwave (HC8R)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Literal question

Does your household have: A microwave?

### 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 / Total TV (HC8S)

File: hh

## Cable TV / Total TV (HC8S)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Does your household have: A Cable TV / Total 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.

## PC/Laptop (HC8T)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Does your household have: A PC/Laptop?

### Interviewer instructions

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

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

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

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

## Internet (HC8U)

File: hh

## Internet (HC8U)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Does your household have: An internet?

### Interviewer instructions

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

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

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

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

## Air conditioner (HC8V)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Does your household have: An air conditioner?

### 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

## Watch (HC9A)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own:A watch?

### Interviewer instructions

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

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

## Mobile telephone (HC9B)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

## Bicycle (HC9C)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

## Bicycle (HC9C)

File: hh

Head of household or other responsible household member

### Literal question

Does any member of your household own:A bicycle?

### Interviewer instructions

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

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

## Motorcycle or scooter (HC9D)

File: hh

### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 6191

Invalid: 1160

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

## Animal-drawn cart (HC9E)

File: hh

### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 6191

Invalid: 1160

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

## Animal-drawn cart (HC9E)

File: hh

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

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

## Car (HC9I)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Literal question

Does any member of your household own:A Car?

### 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.

## Truck (HC9J)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Literal question

Does any member of your household own:A Truck?

### Interviewer instructions

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

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

## Tractor (HC9K)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Does any member of your household own:A Tractor?

### Interviewer instructions

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

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

## Household owns the dwelling (HC10)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### 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: 6191
Format: numeric	Invalid: 1160
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?

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

File: hh

### Interviewer instructions

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

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

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

File: hh

### Overview

Type: Continuous	Valid cases: 2537
Format: numeric	Invalid: 4814
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 hectares of agricultural land do members of this household own?

### Interviewer instructions

Survey Coordinators: If a measurement unit other than hectares is commonly used, adapt the question to allow for the recording of commonly used units.

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 '98'.

## Household own any animals (HC13)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
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, other farm animals or poultry?

### Interviewer instructions

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

## Milk cows or bulls (HC14A)

File: hh

### Overview

## Milk cows or bulls (HC14A)

File: hh

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

Valid cases: 1676  
Invalid: 5675  
Minimum: 0  
Maximum: 95

### Source of information

Head of household or other responsible household member

### Literal question

How many of the following animals does this household have?  
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: 1676  
Invalid: 5675

### 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

### Overview

## Goats (HC14C)

File: hh

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

Valid cases: 1676  
Invalid: 5675

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

Valid cases: 1676  
Invalid: 5675  
Minimum: 0  
Maximum: 95

### 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

### Overview

## Chickens (HC14E)

File: hh

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

Valid cases: 1676  
Invalid: 5675  
Minimum: 0  
Maximum: 99

### Source of information

Head of household or other responsible household member

### Literal question

How many of the following animals does this household 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: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 1676  
Invalid: 5675  
Minimum: 0  
Maximum: 95

### 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.

## Other poultry (HC14G)

File: hh

### Overview

## Other poultry (HC14G)

File: hh

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

Valid cases: 1676  
Invalid: 5675  
Minimum: 0  
Maximum: 99

### Source of information

Head of household or other responsible household member

### Literal question

How many of the following animals does this household have?  
Other poultry?

### 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.

## Beehives (HC14H)

File: hh

### Overview

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

Valid cases: 1676  
Invalid: 5675  
Minimum: 0  
Maximum: 99

### Literal question

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

### Interviewer instructions

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

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

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

## Any household member own bank account (HC15)

File: hh

### Overview

## Any household member own bank account (HC15)

File: hh

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

Valid cases: 6191  
Invalid: 1160

### 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.

## It is better to live in family - physical and sensory (AC1A)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Literal question

Now I will read a few statements related to children with disabilities:

If necessary. Explain to the respondent that the persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which is interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

The following statements refer only to children with physical and sensory disabilities.

After I read the statement, please answer to what extent you agree with the statement. There are five possible answers: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree. Now I will read statements.

[a] For children with physical and sensory disabilities it is better to live in family than in specialized child care institutions.

## Have negative impact on everyday life of other children - physical and sensory (AC1B)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Literal question

Now I will read a few statements related to children with disabilities:

If necessary. Explain to the respondent that the persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which is interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

The following statements refer only to children with physical and sensory disabilities.

After I read the statement, please answer to what extent you agree with the statement. There are five possible answers: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree. Now I will read statements.

[b] Children with physical and sensory disabilities have negative impact on everyday life of other children in the family.

## Better to attend mainstream schools than special schools - physical and sensory (AC1C)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Literal question

Now I will read a few statements related to children with disabilities:

If necessary. Explain to the respondent that the persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which is interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

The following statements refer only to children with physical and sensory disabilities.

After I read the statement, please answer to what extent you agree with the statement. There are five possible answers: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree. Now I will read statements.

[c] for children with physical and sensory disabilities it is better to attend mainstream schools than special schools.

## Have negative impact on the work of other students - physical and sensory (AC1D)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Literal question

Now I will read a few statements related to children with disabilities:

If necessary. Explain to the respondent that the persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which is interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

The following statements refer only to children with physical and sensory disabilities.

After I read the statement, please answer to what extent you agree with the statement. There are five possible answers: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree. Now I will read statements.

[d] children with physical and sensory disabilities attending mainstream schools have negative impact on the work of other students.

## Are expected to achieve a lot in life - physical and sensory (AC1E)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Literal question

## Are expected to achieve a lot in life - physical and sensory (AC1E)

File: hh

Now I will read a few statements related to children with disabilities:

If necessary. Explain to the respondent that the persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which is interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

The following statements refer only to children with physical and sensory disabilities.

After I read the statement, please answer to what extend you agree with the statement. There are five possible answers: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree. Now I will read statements.

[e] children with physical and sensory disabilities can achive a lot in lffe if they are adequately supported.

## It is better to live in family - intellectual (AC2A)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Literal question

The following statements refer only to children with intellectual disabilities.

[a] for children with intellectual disabilities, it is better to live in family than in specialized child care institutons.

## Have negative impact on everyday life of other children - intellectual (AC2B)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Literal question

The following statements refer only to children with intellectual disabilities.

[b] children with intellectual disabilities have negative impact on everyday life of other children in the family.

## Better to attend mainstream schools than special schools - intellectual (AC2C)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Literal question

The following statements refer only to children with intellectual disabilities.

[c] for children with intellectual disabilities it is better to attend mainstream schools than special schools.

## Have negative impact on the work of other students - intellectual (AC2D)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

The following statements refer only to children with intellectual disabilities.  
[d] children with intellectual disabilities attending mainstream schools have negative impact on the work of other students.

## Are expected to achieve a lot in life - intellectual (AC2E)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

The following statements refer only to children with intellectual disabilities.  
[e] children with intellectual disabilities can achieve a lot in life if they are adequately supported

## Knows about: Financial cash allowance (CB1A)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

I would like to ask you about cash benefit programs.  
Did you know that there are various cash benefit programs provided by government/city/municipal institution:  
(a) financial social assistance - FSA?

## Knows about: Child allowance (CB1B)

File: hh

### Overview

Type: Discrete	Valid cases: 6191
Format: numeric	Invalid: 1160
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

## Knows about: Child allowance (CB1B)

File: hh

I would like to ask you about cash benefit programs.

Did you know that there are various cash benefit programs provided by government/city/municipal institution:  
(b) child allowance?

## Knows about: One-off social assistance (CB1C)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Literal question

I would like to ask you about cash benefit programs.

Did you know that there are various cash benefit programs provided by government/city/municipal institution:  
(c) one-off social assistance?

## Knows about: Disability allowance (CB1D)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Literal question

I would like to ask you about cash benefit programs.

Did you know that there are various cash benefit programs provided by government/city/municipal institution:  
(d) disability allowance?

## Applied for the financial cash allowance (CB2)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Literal question

Have you applied or renewed application for the financial social assistance during the past 12 months?

## Approved the financial cash allowance (CB3)

File: hh

### Overview

## Approved the financial cash allowance (CB3)

File: hh

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

Valid cases: 402  
Invalid: 6949

### Literal question

Were you approved the financial social assistance based on this request?

## How long receiving this allowance (CB4)

File: hh

### Overview

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

Valid cases: 326  
Invalid: 7025

### Literal question

Whether and for how long have you been receiving this allowance even if there were break periods?

## Main reasons for not apply for financial cash allowance (CB5)

File: hh

### Overview

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

Valid cases: 5789  
Invalid: 1562

### Literal question

What is the main reason you did not apply for the financial social assistance?

## Child line number (CD2)

File: hh

### Overview

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

Valid cases: 2754  
Invalid: 4597

## Took away privileges (CD3A)

File: hh

### Overview

## Took away privileges (CD3A)

File: hh

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

Valid cases: 2754  
Invalid: 4597

### Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used.

Please tell me if you or anyone else in your household has used this method with (name) in the past month:  
Took away privileges, forbade something (name) liked or did not allow him/her to leave the house?

## Explained why behaviour was wrong (CD3B)

File: hh

### Overview

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

Valid cases: 2754  
Invalid: 4597

### Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used.

Please tell me if you or anyone else in your household has used this method with (name) in the past month:  
Explained why (name)'s behaviour was wrong?

## Shook child (CD3C)

File: hh

### Overview

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

Valid cases: 2754  
Invalid: 4597

### Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used.

Please tell me if you or anyone else in your household has used this method with (name) in the past month:  
Shook him/her?

## Shouted, yelled or screamed at child (CD3D)

File: hh

### Overview

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

Valid cases: 2754  
Invalid: 4597

### Literal question

## Shouted, yelled or screamed at child (CD3D)

File: hh

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used.

Please tell me if you or anyone else in your household has used this method with (name) in the past month:

Shouted, yelled at or screamed at him/her?

## Gave child something else to do (CD3E)

File: hh

### Overview

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

Valid cases: 2754  
Invalid: 4597

### Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used.

Please tell me if you or anyone else in your household has used this method with (name) in the past month:

Gave him/her something else to do?

## Spanked, hit or slapped child on bottom with bare hand (CD3F)

File: hh

### Overview

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

Valid cases: 2754  
Invalid: 4597

### Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used.

Please tell me if you or anyone else in your household has used this method with (name) in the past month:

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

## Hit child on the bottom or elsewhere with belt, brush, stick, etc. (CD3G)

File: hh

### Overview

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

Valid cases: 2754  
Invalid: 4597

### Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used.

Please tell me if you or anyone else in your household has used this method with (name) in the past month:

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

## Called child dumb, lazy or another name (CD3H)

File: hh

### Overview

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

Valid cases: 2754  
Invalid: 4597

### Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used.

Please tell me if you or anyone else in your household has used this method with (name) in the past month:  
Called him/her dumb, lazy, or another name like that?

## Hit or slapped child on the face, head or ears (CD3I)

File: hh

### Overview

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

Valid cases: 2754  
Invalid: 4597

### Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used.

Please tell me if you or anyone else in your household has used this method with (name) in the past month:  
Hit or slapped him/her on the face, head or ears?

## Hit or slapped child on the hand, arm or leg (CD3J)

File: hh

### Overview

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

Valid cases: 2754  
Invalid: 4597

### Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used.

Please tell me if you or anyone else in your household has used this method with (name) in the past month:  
Hit or slapped him/her on the hand, arm, or leg?

## Beat child up as hard as one could (CD3K)

File: hh

### Overview

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

Valid cases: 2754  
Invalid: 4597

## Beat child up as hard as one could (CD3K)

File: hh

### Literal question

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used.

Please tell me if you or anyone else in your household has used this method with (name) in the past month:  
Beat him/her up, that is hit him/her over and over as hard as one could?

## Child needs to be physically punished to be brought up properly (CD4)

File: hh

### Overview

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

Valid cases: 2754  
Invalid: 4597

### Literal question

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

## Sex of household head (HHSEX)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160

### Source of information

Head of household or other responsible household member

## Ethnicity of household head (ethnicity)

File: hh

### Overview

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

Valid cases: 6191  
Invalid: 1160  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

## Education of household head (helevel)

File: hh

### Overview

## Education of household head (helevel)

File: hh

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

Valid cases: 6191  
Invalid: 1160  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

## Area (area)

File: hh

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-24

Valid cases: 7351  
Invalid: 0  
Minimum: 0  
Maximum: 24

## Household sample weight (hhweight)

File: hh

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 6  
Range: 0-3.68122594375646

Valid cases: 7351  
Invalid: 0  
Minimum: 0  
Maximum: 7.9

## Wealth index score (wscore)

File: hh

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 5  
Range: -9.44553836100438-1.54995127898426

Valid cases: 7351  
Invalid: 0  
Minimum: -7.7  
Maximum: 1.4

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: hh

### Overview

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

Valid cases: 7351  
Invalid: 0

## Wealth index quintiles (windex5)

File: hh

### Source of information

Constructed variables used for analysis

## Urban wealth score (wscoreu)

File: hh

### Overview

Type: Continuous

Format: numeric

Width: 9

Decimals: 5

Range: -10.440138405051-1.10879416419342

Valid cases: 4862

Invalid: 2489

Minimum: -10.4

Maximum: 1.1

## Urban wealth index quintile (windex5u)

File: hh

### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-5

Valid cases: 4862

Invalid: 2489

## Rural wealth score (wscorer)

File: hh

### Overview

Type: Continuous

Format: numeric

Width: 8

Decimals: 5

Range: -5.38979702806021-1.64709018569974

Valid cases: 3649

Invalid: 3702

Minimum: -5.4

Maximum: 1.6

## Rural wealth index quintile (windex5r)

File: hh

### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-5

Valid cases: 3649

Invalid: 3702

## Primary sampling unit (PSU)

File: hh

### Overview

## Primary sampling unit (PSU)

File: hh

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 1-400

Valid cases: 7351  
Invalid: 0  
Minimum: 1  
Maximum: 400

## Stratum (strata)

File: hh

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-49

Valid cases: 7351  
Invalid: 0  
Minimum: 0  
Maximum: 49

## Cluster number (HH1)

File: hl

### Overview

Type: Continuous	Valid cases: 22194
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	Mean: 209.6
	Standard deviation: 117.3

### 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: 22194
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 85
Range: 1-24	Mean: 10.4
	Standard deviation: 8.4

### 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: 22194
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 13
Range: 1-16	Mean: 2.8
	Standard deviation: 1.7

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

Probe for additional household members.

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

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

## Relationship to the head (HL3)

File: hl

### Overview

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

Valid cases: 22194  
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: 22194  
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: 22194  
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: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1911-9999

Valid cases: 22194  
Invalid: 0  
Minimum: 1912  
Maximum: 9998

#### Source of information

## Year of birth (HL5Y)

File: hl

Head of household or other responsible household member

### Literal question

What is (name)'s 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: Continuous	Valid cases: 22194
Format: numeric	Invalid: 0
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 old is (name)?

### Interviewer instructions

Enter each person's age in completed years, that is, his/her age at his/her last birthday. Completed age is also defined as 'the number of completed years since birth'. With this definition, since a 6-month-old baby has not completed a full year, his/her age will be entered as '00'. Note that you will be obtaining more accurate estimates of children's ages later.

This column should never be left blank.

Even after you have probed and asked all the necessary information from the respondent and you still have difficulty obtaining the ages of elderly members of the household, you may enter the code '98', meaning 'Doesn't know/over age 50'. For household members younger than 50, completed ages must be entered. However, you should still indicate, with a note, what age range the person in question might be, so that your editor or supervisor can have an idea of the eligibility of the person to administer the individual questionnaires.

If the age of the member of the household is 95 or higher enter the code '95' for all such cases.

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

File: hl

### Overview

Type: Discrete	Valid cases: 22194
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-15	

## 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 for children age 0-4 (HL7B)

File: hl

### Overview

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

Valid cases: 22194  
Invalid: 0

## Is natural mother alive (HL11)

File: hl

### Overview

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

Valid cases: 5811  
Invalid: 16383

### 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

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

### File: hl

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

Valid cases: 5744  
 Invalid: 16450

#### Source of information

Head of household or other responsible household member

#### 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'.

## Where does natural mother live (HL12A)

### File: hl

#### Overview

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

Valid cases: 146  
 Invalid: 22048

#### Literal question

Where does (name)'s natural mother live?

## Is natural father alive (HL13)

### File: hl

#### Overview

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

Valid cases: 5811  
 Invalid: 16383

#### 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: 5717
Format: numeric	Invalid: 16477
Width: 2	
Decimals: 0	
Range: 0-99	

### Source of information

Head of household or other responsible household member

### 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.

## Where does natural father live (HL14A)

File: hl

### Overview

Type: Discrete	Valid cases: 413
Format: numeric	Invalid: 21781
Width: 1	
Decimals: 0	
Range: 1-8	

### Literal question

Where does (name)'s natural father live?

## Line number of mother or primary caretaker for children 0-14 years of age (HL15)

File: hl

### Overview

Type: Discrete	Valid cases: 5274
Format: numeric	Invalid: 16920
Width: 2	
Decimals: 0	
Range: 0-13	
Invalid: 99	

### Pre question

Record line no. of mother from HL12 if indicated. If H12 is blank, or "00 ", ask:

### Literal question

Who is the primary caretaker of (name)?

## Line number (ED1)

File: hl

### Overview

Type: Discrete	Valid cases: 22194
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 13
Range: 1-16	Mean: 2.8
	Standard deviation: 1.7

### Interviewer instructions

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

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

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

File: hl

### Overview

Type: Discrete	Valid cases: 19421
Format: numeric	Invalid: 2773
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Does (name) attend school or preschool?

### Interviewer instructions

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

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

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

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

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

## Highest level of education attended (ED4A)

File: hl

### Overview

Type: Discrete	Valid cases: 18891
Format: numeric	Invalid: 3303
Width: 1	
Decimals: 0	
Range: 0-9	

## Highest level of education attended (ED4A)

File: hl

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

## Highest grade completed at that level (ED4B)

File: hl

### Overview

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

Valid cases: 18382  
Invalid: 3812

### 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).

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

File: hl

### Overview

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

Valid cases: 4209  
Invalid: 17985

### Source of information

Head of household or other responsible household member

### Literal question

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

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

File: hl

### Interviewer instructions

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

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

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

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

## Level of education attended current school year (ED6A)

File: hl

### Overview

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

Valid cases: 3403  
Invalid: 18791

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

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

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

## Grade of education attended current school year (ED6B)

File: hl

### Overview

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

Valid cases: 2903  
Invalid: 19291

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

## Grade of education attended current school year (ED6B)

File: hl

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

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

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

## Attended school previous school year (2009-2010) (ED7)

File: hl

### Overview

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

Valid cases: 4209  
Invalid: 17985

### Source of information

Head of household or other responsible household member

### Literal question

During the previous school year (2009–2010), did (name) attend school or preschool at any time?

### Interviewer instructions

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

If the child attended school at any time during the last school year, circle '1'. If the answer is 'No' or 'DK', circle the appropriate code and go to the household member on the next line.

## Level of education attended previous school year (ED8A)

File: hl

### Overview

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

Valid cases: 3334  
Invalid: 18860

### 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.

## Grade of education attended previous school year (ED8B)

File: hl

### Overview

Type: Discrete	Valid cases: 2677
Format: numeric	Invalid: 19517
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/year:

### Interviewer instructions

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

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

## Age started the first grade of primary school (ED8C)

File: hl

### Overview

Type: Discrete	Valid cases: 3704
Format: numeric	Invalid: 18490
Width: 2	
Decimals: 0	
Range: 6-99	

### Pre question

Check ED6. If level 0 or 1 go to next line. For all other levels ask:

### Literal question

At what age did (name) start the first grade of primary school?  
Record in completed years.

## Line number (ED9)

File: hl

### Overview

Type: Discrete	Valid cases: 22194
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 13
Range: 1-13	Mean: 2.8
	Standard deviation: 1.7

## Does the child attend PPP (ED11)

File: hl

### Overview

## Does the child attend PPP (ED11)

File: hl

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

Valid cases: 1034  
Invalid: 21160

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Does the child attend/ed to the PPP?

## Type of institution (ED12)

File: hl

### Overview

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

Valid cases: 655  
Invalid: 21539

### Source of information

Mother or primary caretaker of the selected child

### Literal question

What type of facility the child attends or attended during the previous school year?

## How does the child get to preschool (ED13)

File: hl

### Overview

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

Valid cases: 655  
Invalid: 21539

### Source of information

Mother or primary caretaker of the selected child

### Literal question

How does the child usually goes/went to PPP?

## Distance in kilometres (ED14A)

File: hl

### Overview

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

Valid cases: 655  
Invalid: 21539

### Source of information

Mother or primary caretaker of the selected child

### Literal question

## Distance in kilometres (ED14A)

File: hl

What is the distance (in km) and how much time (in minutes) does it take from your household to the facility with PPP, when using the usual way/mean of transportation to get there?

## Distance in minutes (ED14B)

File: hl

### Overview

Type: Continuous	Valid cases: 655
Format: numeric	Invalid: 21539
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

Mother or primary caretaker of the selected child

### Literal question

What is the distance (in km) and how much time (in minutes) does it take from your household to the facility with PPP, when using the usual way/mean of transportation to get there?

## Not much to learn in PPP reason (ED15A)

File: hl

### Overview

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

### Source of information

Mother or primary caretaker of the selected child

### Literal question

What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else?  
The child will not learn anything important in PPP

## Disabled reason (ED15B)

File: hl

### Overview

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

### Source of information

Mother or primary caretaker of the selected child

### Literal question

What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else?  
Disabled

## Groups overcrowded reason (ED15C)

File: hl

## Groups overcrowded reason (ED15C)

File: hl

### Overview

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

### Source of information

Mother or primary caretaker of the selected child

### Literal question

What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else?  
Groups overcrowded, lack of attention

## Inadequate treatment reason (ED15D)

File: hl

### Overview

Type: Discrete	Valid cases: 12
Format: character	Invalid: 0
Width: 1	

### Source of information

Mother or primary caretaker of the selected child

### Literal question

What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else?  
Inadequate treatment

## DK it is compulsory reason (ED15E)

File: hl

### Overview

Type: Discrete	Valid cases: 14
Format: character	Invalid: 0
Width: 1	

### Source of information

Mother or primary caretaker of the selected child

### Literal question

What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else?  
Ddin't know it is compulsory

## Overcrowded facility reason (ED15F)

File: hl

### Overview

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

### Source of information

Mother or primary caretaker of the selected child

### Literal question

What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else?  
Overcrowded facility

## Too far reason (ED15G)

File: hl

### Overview

Type: Discrete

Valid cases: 11

Format: character

Invalid: 0

Width: 1

### Source of information

Mother or primary caretaker of the selected child

### Literal question

What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else?

Too far

## No documents reason (ED15H)

File: hl

### Overview

Type: Discrete

Valid cases: 12

Format: character

Invalid: 0

Width: 1

### Source of information

Mother or primary caretaker of the selected child

### Literal question

What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else?

The child does not have necessary documents

## No one can take child reason (ED15I)

File: hl

### Overview

Type: Discrete

Valid cases: 11

Format: character

Invalid: 0

Width: 1

### Source of information

Mother or primary caretaker of the selected child

### Literal question

What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else?

No one can take child to PPP

## Costs of transport reason (ED15J)

File: hl

### Overview

Type: Discrete

Valid cases: 12

Format: character

Invalid: 0

Width: 1

### Source of information

Mother or primary caretaker of the selected child

### Literal question

What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else?

Costs of transportation

## School material reason (ED15K)

File: hl

### Overview

Type: Discrete

Valid cases: 12

Format: character

Invalid: 0

Width: 1

### Source of information

Mother or primary caretaker of the selected child

### Literal question

What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else?

Textbooks/school supplies/pens

## Clothes reason (ED15L)

File: hl

### Overview

Type: Discrete

Valid cases: 16

Format: character

Invalid: 0

Width: 1

### Source of information

Mother or primary caretaker of the selected child

### Literal question

What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else?

Clothes

## Food reason (ED15M)

File: hl

### Overview

Type: Discrete

Valid cases: 15

Format: character

Invalid: 0

Width: 1

### Source of information

Mother or primary caretaker of the selected child

### Literal question

What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else?

Food

## Hygiene expenses reason (ED15N)

File: hl

### Overview

Type: Discrete

Valid cases: 16

Format: character

Invalid: 0

Width: 1

### Source of information

Mother or primary caretaker of the selected child

### Literal question

What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else?

Hygiene expenses

## Other reason (ED15X)

File: hl

### Overview

Type: Discrete	Valid cases: 19
Format: character	Invalid: 0
Width: 1	

### Source of information

Mother or primary caretaker of the selected child

### Literal question

What are the main reasons of non-attendance of preschool preparation programme? Probe: Anything else?  
Other

## Line number (CB7)

File: hl

### Overview

Type: Discrete	Valid cases: 15768
Format: numeric	Invalid: 6426
Width: 2	Minimum: 1
Decimals: 0	Maximum: 13
Range: 1-13	Mean: 3.1
	Standard deviation: 1.8

## Applied for child allowance in the past 12 months (CB9)

File: hl

### Overview

Type: Discrete	Valid cases: 6008
Format: numeric	Invalid: 16186
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Have you applied or renewed application for child allowance in the past 12 months for (name)?

## Was child allowance approved (CB10)

File: hl

### Overview

Type: Discrete	Valid cases: 2032
Format: numeric	Invalid: 20162
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Were you approved the child allowance for (name) based on this request?

## How long receive child allowance (CB11)

File: hl

## How long receive child allowance (CB11)

File: hl

### Overview

Type: Discrete	Valid cases: 1879
Format: numeric	Invalid: 20315
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

Whether and for how long have you been receiving this allowance for (name)?

## Main reason not to apply for child allowance (CB12)

File: hl

### Overview

Type: Discrete	Valid cases: 3976
Format: numeric	Invalid: 18218
Width: 2	
Decimals: 0	
Range: 1-99	

### Literal question

Please tell me what is the main reason you did not to apply for child benefit for (name)?

## Day of interview (HH5D)

File: hl

### Overview

Type: Continuous	Valid cases: 22194
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	Mean: 13.9
	Standard deviation: 8.8

### Source of information

Interview information fields completed by interviewer

### Literal question

Day/month/year of interview:

### Interviewer instructions

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

## Month of interview (HH5M)

File: hl

### Overview

Type: Discrete	Valid cases: 22194
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 10-12	

## Month of interview (HH5M)

File: hl

### Source of information

Interview information fields completed by interviewer

### Literal question

Day/month/year of interview:

### Interviewer instructions

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

## Year of interview (HH5Y)

File: hl

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2010-2010

Valid cases: 22194  
Invalid: 0

### Source of information

Interview information fields completed by interviewer

### Literal question

Day/month/year of interview:

### Interviewer instructions

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

## Area (HH6)

File: hl

### Overview

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

Valid cases: 22194  
Invalid: 0

### Pre question

Type of settlement:

### Interviewer instructions

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

## Region (HH7)

File: hl

### Overview

## Region (HH7)

File: hl

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

Valid cases: 22194  
Invalid: 0

### Interviewer instructions

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

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

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

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

## Mother's line number (MLINE)

File: hl

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-15

Valid cases: 5811  
Invalid: 16383

### Source of information

Interview information fields completed by interviewer

## Father's line number (FLINE)

File: hl

### Overview

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

Valid cases: 5811  
Invalid: 16383

### Source of information

Interview information fields completed by interviewer

## Ethnicity of household head (ethnicity)

File: hl

### Overview

## Ethnicity of household head (ethnicity)

File: hl

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

Valid cases: 22194  
Invalid: 0  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

## Education of household head (helevel)

File: hl

### Overview

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

Valid cases: 22194  
Invalid: 0  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

## Mother's education (melevel)

File: hl

### Overview

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

Valid cases: 5811  
Invalid: 16383  
Minimum: 1  
Maximum: 5

### Source of information

Head of household or other responsible household member

## Father's education (felevel)

File: hl

### Overview

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

Valid cases: 5811  
Invalid: 16383  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

## Reached age in year 2010 (schage)

File: hl

### Overview

## Reached age in year 2010 (schage)

File: hl

Type: Continuous  
Format: numeric  
Width: 6  
Decimals: 2  
Range: 0-998

Valid cases: 22194  
Invalid: 0  
Minimum: 0  
Maximum: 998

## Household sample weight (hhweight)

File: hl

### Overview

Type: Continuous  
Format: numeric  
Width: 9  
Decimals: 6  
Range: 0.0983261622764074-3.68122594375646

Valid cases: 22194  
Invalid: 0  
Minimum: 0.1  
Maximum: 7.9  
Mean: 0.9  
Standard deviation: 0.8

## Wealth index score (wscore)

File: hl

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 5  
Range: -9.44553836100438-1.54995127898426

Valid cases: 22194  
Invalid: 0  
Minimum: -7.7  
Maximum: 1.4  
Mean: 0.1  
Standard deviation: 0.9

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: hl

### Overview

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

Valid cases: 22194  
Invalid: 0

### Source of information

Constructed variables used for analysis

## Urban wealth score (wscoreu)

File: hl

### Overview

## Urban wealth score (wscoreu)

File: hl

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 5  
 Range: -10.440138405051-1.10879416419342

Valid cases: 12671  
 Invalid: 9523  
 Minimum: -10.4  
 Maximum: 1.1  
 Mean: 0.1  
 Standard deviation: 1

## Urban wealth index quintile (windex5u)

File: hl

### Overview

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

Valid cases: 12671  
 Invalid: 9523

## Rural wealth score (wscorer)

File: hl

### Overview

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 5  
 Range: -5.38979702806021-1.64709018569974

Valid cases: 9523  
 Invalid: 12671  
 Minimum: -5.4  
 Maximum: 1.6  
 Mean: 0.2  
 Standard deviation: 0.9

## Rural wealth index quintile (windex5r)

File: hl

### Overview

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

Valid cases: 9523  
 Invalid: 12671

## Cluster number (HH1)

File: wm

### Overview

Type: Continuous	Valid cases: 4997
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	Mean: 207.4
	Standard deviation: 117.7

### 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: 4997
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 85
Range: 1-24	Mean: 10.4
	Standard deviation: 8.6

### 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: 4997
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: 4997
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 400
Range: 1-400	Mean: 207.4
	Standard deviation: 117.7

### Source of information

## Cluster number (WM1)

### File: wm

Interview information fields completed by interviewer

#### Interviewer instructions

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

## Household number (WM2)

### File: wm

#### Overview

Type: Continuous	Valid cases: 4997
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 85
Range: 1-24	Mean: 10.4
	Standard deviation: 8.6

#### 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: 4997
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: 4997
Format: numeric	Invalid: 0
Width: 3	Minimum: 13
Decimals: 0	Maximum: 88
Range: 11-184	Mean: 50.5
	Standard deviation: 23.9

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Interviewer's name and number:

## Interviewer number (WM5)

File: wm

### 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: 4997
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	Mean: 14.1
	Standard deviation: 8.8

### 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: 4997
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
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: 4997
Format: numeric	Invalid: 0
Width: 4	
Decimals: 0	
Range: 2010-2010	

### Source of information

## Year of interview (WM6Y)

File: wm

Interview information fields completed by interviewer

### Interviewer instructions

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

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

## Result of woman's interview (WM7)

File: wm

### Overview

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

Valid cases: 4997  
Invalid: 0

### 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  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 11-181

Valid cases: 4997  
Invalid: 0

### 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

## Data entry clerk (WM9)

### File: wm

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 50-66

Valid cases: 4997  
 Invalid: 0

#### Source of information

Interview information fields completed by interviewer

#### Interviewer instructions

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

## Start of interview - Hour (WM10H)

### File: wm

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 8-99  
 Invalid: 99

Valid cases: 4707  
 Invalid: 290

#### Source of information

Interview information fields completed by interviewer

#### Interviewer instructions

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

## Start of interview - Minutes (WM10M)

### File: wm

#### Overview

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

Valid cases: 4707  
 Invalid: 290  
 Minimum: 0  
 Maximum: 59  
 Mean: 28.9  
 Standard deviation: 16.9

#### Source of information

Interview information fields completed by interviewer

#### Interviewer instructions

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

## End of interview - Hour (WM11H)

### File: wm

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 8-99

Valid cases: 4713  
 Invalid: 284

## End of interview - Hour (WM11H)

File: wm

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## End of interview - Minutes (WM11M)

File: wm

### Overview

Type: Continuous	Valid cases: 4713
Format: numeric	Invalid: 284
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 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	Valid cases: 4712
Format: numeric	Invalid: 285
Width: 2	
Decimals: 0	
Range: 1-99	
Invalid: 99	

### Source of information

The eligible woman selected for interview

### Literal question

In what month and year were you born?

### Interviewer instructions

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

## Year of birth of woman (WB1Y)

File: wm

### Overview

Type: Continuous	Valid cases: 4713
Format: numeric	Invalid: 284
Width: 4	Minimum: 1964
Decimals: 0	Maximum: 9998
Range: 1960-9999	
Invalid: 9999	

### Source of information

The eligible woman selected for interview

### Literal question

In what month and year were you born?

### Interviewer instructions

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

## Age of woman (WB2)

File: wm

### Overview

Type: Continuous	Valid cases: 4713
Format: numeric	Invalid: 284
Width: 2	Minimum: 15
Decimals: 0	Maximum: 49
Range: 15-49	Mean: 32.6
	Standard deviation: 8.7

### Source of information

The eligible woman selected for interview

### Literal question

How old are you?

### Interviewer instructions

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

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

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

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

## Ever attended school (WB3)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### Source of information

The eligible woman selected for interview

### Literal question

Have you ever attended school or preschool?

### Interviewer instructions

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

Circle the code corresponding to the response given. If 'No', skip to WB7. Otherwise, continue on to the next question.

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

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

## Highest level of school you attended (WB4)

File: wm

### Overview

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

Valid cases: 4681  
Invalid: 316

### Source of information

The eligible woman selected for interview

### Literal question

What is the highest level of school you attended or now attend?

### 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

## Highest grade completed at that level (WB5)

File: wm

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

Valid cases: 4681  
Invalid: 316

### Source of information

The eligible woman selected for interview

### Literal question

What is the highest grade/year you completed at that level?

### Interviewer instructions

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

For this question, record the number of years that the respondent successfully completed at that level recorded in WB4. For example, if a woman was attending grade 3 of secondary school and left school before completing that year, record '02'. Although grade 3 was the highest year she attended, she completed 2 years of secondary school. If less than 1 year, record '00' for completed years. For example, if she attended only 2 weeks of grade 1 of secondary school, record '00' for completed years.

## Can read part of the sentence (WB7)

File: wm

### Overview

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

Valid cases: 554  
Invalid: 4443

### Source of information

The eligible woman selected for interview

### Literal question

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

### Interviewer instructions

## Can read part of the sentence (WB7)

### File: wm

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

To ascertain whether women are literate or not, you will be showing women you interview cards with pre-printed sentences on them, and asking women to read them. Note that this question will be asked only to women who have not attended school, or did not attend school beyond the primary level. We assume that women who have attended secondary school or higher are literate. However, it is also known that some women who have attended or even completed primary school may be functionally illiterate. Therefore, we need to ask this question to such women.

Based on your knowledge of the respondent, choose the card with the language in which the respondent is likely to be able to read if she is literate. Show the first sentence on the card to the respondent. Give the respondent enough time to read the sentence; do not rush her. If the respondent cannot read the whole sentence, probe: "Can you read part of the sentence to me?"

Record whether the respondent was not able to read the sentence at all, was able to read only parts of the sentence, or was able to read the whole sentence. If the respondent asks for the sentences in another language and you were provided a card with sentences in that language, show the respondent the appropriate card. If there is no card with sentences in the language required, circle '4', and specify the language. If the respondent is blind or visually impaired, circle '5'.

It is important to avoid the problem of having other respondents in the household overhear the sentence being read. Subsequent respondents in the household might be able to repeat the sentence when they are interviewed, even if they are unable to read. If there is a second eligible woman in the household, show her the second sentence on the card. Show the third respondent the third sentence on the card, and the fourth respondent the fourth sentence. If there are more than five respondents, start again with the first sentence on the card.

## Date of interview women (CMC) (WDOI)

### File: wm

#### Overview

Type: Discrete	Valid cases: 4713
Format: numeric	Invalid: 284
Width: 4	
Decimals: 0	
Range: 1330-1332	

#### Source of information

Interview information fields completed by interviewer

## Date of birth of woman (CMC) (WB1C)

### File: wm

#### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4997
Width: 1	
Decimals: 0	

## Date flag for WB1 (WB1F)

### File: wm

#### Overview

## Date flag for WB1 (WB1F)

File: wm

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

Valid cases: 0  
Invalid: 4997

## Age of respondent (calculated) (WB2C)

File: wm

### Overview

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

Valid cases: 0  
Invalid: 4997

## Age (WAGE)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### Source of information

The eligible woman selected for interview

## Ever given birth (CM1)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### Source of information

The eligible woman selected for interview

### Literal question

Now I would like to ask you about 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.

## Month of first birth (CM2M)

File: wm

### Overview

## Month of first birth (CM2M)

File: wm

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

Valid cases: 3577  
Invalid: 1420

### 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: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1977-9999

Valid cases: 3577  
Invalid: 1420  
Minimum: 1977  
Maximum: 9998

### 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

## Year of first birth (CM2Y)

### 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.

## Years since first birth (CM3)

### File: wm

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 25-99

Valid cases: 3  
Invalid: 4994

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

Valid cases: 3577  
Invalid: 1420

#### 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

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

File: wm

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

Valid cases: 3512  
Invalid: 1485

### 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  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-5

Valid cases: 3512  
Invalid: 1485

### Source of information

The eligible woman selected for interview

### Literal question

How many daughters live with you?

### Interviewer instructions

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

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

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

File: wm

### Overview

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

Valid cases: 3577  
Invalid: 1420

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

Valid cases: 283  
Invalid: 4714

### 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  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-5

Valid cases: 283  
Invalid: 4714

### Source of information

The eligible woman selected for interview

### Literal question

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

## Daughters living elsewhere (CM7B)

File: wm

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

Valid cases: 4713  
Invalid: 284

### Source of information

The eligible woman selected for interview

### Literal question

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

### Interviewer instructions

This question is extremely important.

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

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

## Boys dead (CM9A)

File: wm

### Overview

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

Valid cases: 76  
Invalid: 4921

### Source of information

The eligible woman selected for interview

### Literal question

How many boys 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	Valid cases: 76
Format: numeric	Invalid: 4921
Width: 1	
Decimals: 0	
Range: 0-2	

### Source of information

The eligible woman selected for interview

### Literal question

How many girls 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	Valid cases: 4713
Format: numeric	Invalid: 284
Width: 2	
Decimals: 0	
Range: 0-9	

### 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.

## Check total number of children ever born (CTOT)

File: wm

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4997
Width: 1	
Decimals: 0	
Range: 1-2	

## Month of last birth (CM12M)

File: wm

### Overview

Type: Discrete	Valid cases: 3577
Format: numeric	Invalid: 1420
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The eligible woman selected for interview

## Month of last birth (CM12M)

File: wm

### Literal question

Of these (total number in CM10) births you have had, when did you deliver the last one (even if the baby 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: Continuous	Valid cases: 3577
Format: numeric	Invalid: 1420
Width: 4	Minimum: 1979
Decimals: 0	Maximum: 9999
Range: 1978-9999	

### 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 the baby 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.

## Miscarried, ended in stillbirth or aborted (CM12B)

File: wm

### Overview

Type: Discrete	Valid cases: 4713
Format: numeric	Invalid: 284
Width: 1	
Decimals: 0	
Range: 1-2	

### Literal question

Sometimes pregnancies do not end with live births.

Have you ever had any pregnancy that was miscarried, ended in stillbirth or that was aborted?

## Spontaneous miscarriages (CM12C)

File: wm

### Overview

## Spontaneous miscarriages (CM12C)

### File: wm

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

Valid cases: 1258  
Invalid: 3739

#### Literal question

How many miscarriages did you have during your lifetime?  
By miscarriage, i mean early and involuntary end of pregnancy within the first 5 months of pregnancy.

## Abortions (CM12E)

### File: wm

#### Overview

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

Valid cases: 1258  
Invalid: 3739

#### Literal question

How many abortions did you have during your lifetime?  
By abortion, i mean a pregnancy that was willingly terminated in the first 5 months of pregnancy.

## Day of last birth (CM12D)

### File: wm

#### Overview

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

Valid cases: 1258  
Invalid: 3739  
Minimum: 0  
Maximum: 99

#### Source of information

The eligible woman selected for interview

#### Literal question

Of these (total number in CM10) births you have had, when did you deliver the last one (even if the baby 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.

## Last birth in last two years (CM13)

### File: wm

#### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 4713  
Invalid: 0

## Last birth in last two years (CM13)

File: wm

### 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.

## Name of the last born child (CM13N)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Literal question

Name of the last born child

## Wanted last child then (DB1)

File: wm

### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 959

Invalid: 4038

### Source of information

The eligible woman selected for interview

### Literal question

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

### Interviewer instructions

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

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

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

File: wm

### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 104

Invalid: 4893

### Source of information

The eligible woman selected for interview

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

File: wm

### 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: 70  
Invalid: 4927

### 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: 70  
Invalid: 4927

### Source of information

The eligible woman selected for interview

### Literal question

How much longer did you want to wait?

### Interviewer instructions

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

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

## Received antenatal care (MN1)

File: wm

### Overview

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

Valid cases: 959  
Invalid: 4038

### Source of information

The eligible woman selected for interview

### Literal question

Did anyone conduct a check and/or control you during your 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: 949  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Who checked you/controlled you?

### Interviewer instructions

## Antenatal care: Doctor (MN2A)

### File: wm

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

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

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

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

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

## Antenatal care: Nurse / Midwife (MN2B)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 18

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Who checked you/controlled you?

#### Interviewer instructions

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

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

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

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

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

## Antenatal care: Traditional birth attendant (MN2F)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

Invalid: 0

#### Source of information

## Antenatal care: Traditional birth attendant (MN2F)

File: wm

The eligible woman selected for interview

### Literal question

Who checked you/controlled you?

### 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: 1

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Who checked you/controlled you?

### 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.

## Weeks or months pregnant at first ANC - unit (MN2AU)

File: wm

## Weeks or months pregnant at first ANC - unit (MN2AU)

File: wm

### Overview

Type: Discrete	Valid cases: 949
Format: numeric	Invalid: 4048
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

How many weeks or months pregnant were you when you had your first check-up?

## Weeks or months pregnant at first ANC - number (MN2AN)

File: wm

### Overview

Type: Discrete	Valid cases: 949
Format: numeric	Invalid: 4048
Width: 2	
Decimals: 0	
Range: 0-98	
Invalid: 99	

### Literal question

How many weeks or months pregnant were you when you had your first check-up?

## Times received antenatal care (MN3)

File: wm

### Overview

Type: Continuous	Valid cases: 949
Format: numeric	Invalid: 4048
Width: 2	Minimum: 1
Decimals: 0	Maximum: 98
Range: 1-99	

### Source of information

The eligible woman selected for interview

### Literal question

How many times where you checked 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: 949
Format: numeric	Invalid: 4048
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

## Blood pressure (MN4A)

### File: wm

The eligible woman selected for interview

#### Literal question

As part of your check-ups 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  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 949  
Invalid: 4048

#### Source of information

The eligible woman selected for interview

#### Literal question

As part of your check-ups 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: 949  
Invalid: 4048

#### Source of information

The eligible woman selected for interview

#### Literal question

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

#### Interviewer instructions

## Blood sample (MN4C)

### File: wm

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

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.

## Main reason for non-attendance of childbirth PP (MN4D)

### File: wm

#### Overview

Type: Discrete	Valid cases: 949
Format: numeric	Invalid: 4048
Width: 1	
Decimals: 0	
Range: 1-9	

#### Source of information

The eligible woman selected for interview

#### Literal question

What was the main reason that you didn't attend childbirth preparation programme (parenting and pregnancy education with health care institution)?

#### 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.

## Did auxiliary nurse visit you at home (MN4AB)

### File: wm

#### Overview

Type: Discrete	Valid cases: 959
Format: numeric	Invalid: 4038
Width: 1	
Decimals: 0	
Range: 1-9	

#### Literal question

During this pregnancy, did auxiliary nurse (patronage nurse) visit you at your home?

## Did you attend birth preparation programme (MN4BB)

### File: wm

#### Overview

Type: Discrete	Valid cases: 959
Format: numeric	Invalid: 4038
Width: 1	
Decimals: 0	
Range: 1-9	

#### Source of information

The eligible woman selected for interview

## Did you attend birth preparation programme (MN4BB)

File: wm

### Literal question

During this pregnancy, did you attend any child birth preparation programme (parenting and pregnancy education with health care institution)?

### 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.

## Did you get info of woman health (MN4CCA)

File: wm

### Overview

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

Valid cases: 117  
Invalid: 4880

### Source of information

The eligible woman selected for interview

### Literal question

While you attend preparation programme did you receive information about the following topics: Health during pregnancy?

### 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.

## Did you get info of breastfeeding (MN4CCB)

File: wm

### Overview

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

Valid cases: 117  
Invalid: 4880

### Source of information

The eligible woman selected for interview

### Literal question

While you attend preparation programme did you receive information about the following topics: Breastfeeding?

### 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.

## Did you get info of newborn care (MN4CCC)

File: wm

## Did you get info of newborn care (MN4CCC)

File: wm

### Overview

Type: Discrete	Valid cases: 117
Format: numeric	Invalid: 4880
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

While you attend preparation programme did you receive information about the following topics: Newborn' care?

### 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.

## Did you get info of parental skills (MN4CCD)

File: wm

### Overview

Type: Discrete	Valid cases: 117
Format: numeric	Invalid: 4880
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

While you attend preparation programme did you receive information about the following topics: Parenting skills?

### 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.

## Main reason for non-attendance of childbirth PP (MN4DD)

File: wm

### Overview

Type: Discrete	Valid cases: 842
Format: numeric	Invalid: 4155
Width: 1	
Decimals: 0	
Range: 1-9	

### Literal question

What was the main reason that you did not attend childbirth preparation programme (parenting and pregnancy education with health care institution)?

## Assistance at delivery: Doctor (MN17A)

File: wm

### Overview

Type: Discrete

Valid cases: 874

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 / Midwife (MN17B)

File: wm

### Overview

Type: Discrete

Valid cases: 846

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: Traditional birth attendant (MN17F)

File: wm

### Overview

Type: Discrete

Valid cases: 3

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

## Assistance at delivery: Traditional birth attendant (MN17F)

File: wm

### Literal question

Who assisted with the delivery of (name)?

### Interviewer instructions

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

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

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

## Assistance at delivery: Relative / Friend (MN17H)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 8

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

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: Husband (MN17I)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 11

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Who assisted with the delivery of (name)?

### Interviewer instructions

## Assistance at delivery: Husband (MN17I)

### 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: Other (MN17X)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 9

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Who assisted with the delivery of (name)?

#### Interviewer instructions

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

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

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

## Assistance at delivery: No one (MN17Y)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 4

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Who assisted with the delivery of (name)?

#### Interviewer instructions

## Assistance at delivery: No one (MN17Y)

### File: wm

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

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

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

## Place of delivery (MN18)

### File: wm

#### Overview

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

Valid cases: 959  
Invalid: 4038

#### Source of information

The eligible woman selected for interview

#### Literal question

Where did you give birth to (name)?

#### Interviewer instructions

The intent of this question is to identify births delivered in a health facility. If the woman gave birth in a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the place is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle '26'. Similarly, if the place is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle '36'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that she delivered in another place not listed, write the description of the place in the space provided for 'Other' and circle '96'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Delivery by caesarean section (MN19)

### File: wm

#### Overview

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

Valid cases: 953  
Invalid: 4044

#### Source of information

The eligible woman selected for interview

#### Literal question

Was (name) delivered by caesarean section, i.e. did they cut your belly open to take the baby out?

#### Interviewer instructions

## Delivery by caesarean section (MN19)

File: wm

A caesarean section is a delivery of a baby through an incision in the woman's abdomen and womb, rather than through the birth canal. Such a delivery is necessary for some women due to pregnancy complications. Find out whether the baby was delivered by an operation and not through the birth canal.

## Decision for caesarean made before the onset of labour or after (MN19A)

File: wm

### Overview

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

Valid cases: 276  
Invalid: 4721

### Literal question

When was the decision made to have the caesarean section?  
Was it before or after labor pains started?

## Size of child at birth (MN20)

File: wm

### Overview

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

Valid cases: 959  
Invalid: 4038

### Source of information

The eligible woman selected for interview

### Literal question

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

### Interviewer instructions

Low-birthweight babies are at higher risk of serious illness or death than other babies. Mothers are asked to give the baby's birthweight, but since some babies are not weighed at birth, a mother's subjective assessment of the baby's size at birth is important. When the information from women who answer these questions is analysed, we can obtain an indication of what women mean by these subjective categories. This information can provide an estimate of the average birthweight. Read the entire question exactly as written before accepting an answer. This is the woman's own opinion about the size of her baby. Even if she knows the child's birthweight, tell her that you want to know her own idea of whether the baby was very large, larger than average, average, smaller than average or very small. If the respondent is unable to tell you, do not try to guess the answer based on the birthweight information or the appearance of the baby; circle '8' for 'DK'. In cases when the woman knows the birthweight of the baby and tells you the exact weight, do not use your judgement to influence her response in MN20. In other words, even if the woman tells you that her baby was smaller than average while the birthweight she is stating is quite large in your opinion, do not probe further to 'correct' the woman's perception of the size of the baby.

## Child weighed at birth (MN21)

File: wm

### Overview

## Child weighed at birth (MN21)

File: wm

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

Valid cases: 959  
Invalid: 4038

### 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: 954  
Invalid: 4043

### Source of information

The eligible woman selected for interview

### Literal question

How much did (name) weigh?

### Interviewer instructions

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

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

## Weight at birth (Kilograms) (MN22)

File: wm

### Overview

Type: Continuous  
Format: numeric  
Width: 5  
Decimals: 3  
Range: 1.05-9.999

Valid cases: 954  
Invalid: 4043  
Minimum: 1  
Maximum: 10

### Source of information

The eligible woman selected for interview

### Literal question

How much did (name) weigh?

### Interviewer instructions

## Weight at birth (Kilograms) (MN22)

File: wm

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

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

## Menstrual period returned since the birth of child (MN23)

File: wm

### Overview

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

Valid cases: 959  
Invalid: 4038

### Source of information

The eligible woman selected for interview

### Literal question

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

### Interviewer instructions

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

## Ever breastfeed (MN24)

File: wm

### Overview

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

Valid cases: 959  
Invalid: 4038

### Source of information

The eligible woman selected for interview

### Literal question

Did you ever breastfed (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

## Time baby put to breast (unit) (MN25U)

File: wm

### Overview

Type: Discrete	Valid cases: 873
Format: numeric	Invalid: 4124
Width: 1	
Decimals: 0	
Range: 0-9	

### Source of information

The eligible woman selected for interview

### Literal question

How long after birth did you first put (name) to the breast?

### Interviewer instructions

If the mother reports that the baby was put to the breast immediately after birth, circle '000'. Otherwise, record the time in completed hours or days.

If less than 1 hour, circle '1' for 'Hours' and record '00' in the space provided. For example, if the woman said she began breastfeeding within 10 minutes of the birth, circle '1' and record '00' hours.

If the mother began breastfeeding within 24 hours of the birth, circle '1' and record the number of hours that passed before the baby was put to the breast.

If she began breastfeeding 24 hours or more after the birth, circle '2' and record the number of days. Record in completed number of days. For example, if the baby was first breastfed 30 hours after delivery, circle '2' and record '01' days.

If the woman does not know or does not remember how long after birth she put the baby to the breast, circle '998'.

## Time baby put to breast (number) (MN25N)

File: wm

### Overview

Type: Continuous	Valid cases: 873
Format: numeric	Invalid: 4124
Width: 2	Minimum: 0
Decimals: 0	Maximum: 98
Range: 0-99	

### Source of information

The eligible woman selected for interview

### Literal question

How long after birth did you first put (name) to the breast?

### Interviewer instructions

If the mother reports that the baby was put to the breast immediately after birth, circle '000'. Otherwise, record the time in completed hours or days.

If less than 1 hour, circle '1' for 'Hours' and record '00' in the space provided. For example, if the woman said she began breastfeeding within 10 minutes of the birth, circle '1' and record '00' hours.

If the mother began breastfeeding within 24 hours of the birth, circle '1' and record the number of hours that passed before the baby was put to the breast.

If she began breastfeeding 24 hours or more after the birth, circle '2' and record the number of days. Record in completed number of days. For example, if the baby was first breastfed 30 hours after delivery, circle '2' and record '01' days.

If the woman does not know or does not remember how long after birth she put the baby to the breast, circle '998'.

## Within first 3 days after delivery, child given anything to drink other than breast milk (MN26)

File: wm

### Overview

Type: Discrete	Valid cases: 873
Format: numeric	Invalid: 4124
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

In the first three days after delivery, was (name) given anything to drink other than breast milk?

### Interviewer instructions

If the child was given anything to drink other than breast milk, then circle code '1' for 'Yes' and otherwise '2' for 'No' and go to next module.

## Child given to drink - Milk (other than breast milk) (MN27A)

File: wm

### Overview

Type: Discrete	Valid cases: 49
Format: character	Invalid: 0
Width: 1	

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

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

## Child given to drink - Plain water (MN27B)

File: wm

### Overview

Type: Discrete	Valid cases: 20
Format: character	Invalid: 0
Width: 1	

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

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

## Child given to drink - Sugar or glucose water (MN27C)

File: wm

### Overview

Type: Discrete

Valid cases: 18

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

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

## Child given to drink - Anti-colic (cramps medicine) (MN27D)

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 was (name) given to drink?

### Interviewer instructions

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

## Child given to drink - Sugar, salt and water solution (MN27E)

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 was (name) given to drink?

### Interviewer instructions

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

## Child given to drink - Fruit juice (MN27F)

File: wm

## Child given to drink - Fruit juice (MN27F)

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 was (name) given to drink?

### Interviewer instructions

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

## Child given to drink - Infant formula (MN27G)

File: wm

### Overview

Type: Discrete

Valid cases: 495

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

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

## Child given to drink - Tea / Infusions (MN27H)

File: wm

### Overview

Type: Discrete

Valid cases: 1

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

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

## Child given to drink - Other (MN27X)

File: wm

## Child given to drink - Other (MN27X)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

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

## Child given to drink - DK (MN27Z)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 17  
Invalid: 0

### Literal question

What was (name) given to drink?

### Interviewer instructions

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

## Did auxiliary nurse visit you after coming home (MN27AA)

File: wm

### Overview

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

Valid cases: 959  
Invalid: 4038

### Source of information

The eligible woman selected for interview

### Literal question

Did auxiliary nurse visit you after coming home, within one week of giving birth?

## Patronage nurse visit at your home (MN27BB)

File: wm

### Overview

## Patronage nurse visit at your home (MN27BB)

File: wm

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

Valid cases: 959  
Invalid: 4038

### Literal question

Did patronage nurse visit you at your home in the week you returned home after delivery?

## Number of times patronage nurse visit (MN27CC)

File: wm

### Overview

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

Valid cases: 903  
Invalid: 4094

### Literal question

How many times did patronage nurse visit you after birth?

## Symptoms: Cannot drink or breastfed (IS2A)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 110  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes children have severe illness and should be taken immediately to a doctor. In case of what symptoms of illness would you take the child to the doctor right away?

### Interviewer instructions

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

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

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

## Symptoms: Condition getting worse (IS2B)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 296  
Invalid: 0

### Source of information

## Symptoms: Condition getting worse (IS2B)

### File: wm

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illness and should be taken immediately to a doctor. in case of what symptoms of illness would you take the child to the doctor right away?

#### Interviewer instructions

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

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

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

## Symptoms: Child develops a fever (IS2C)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1994

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illness and should be taken immediately to a doctor. in case of what symptoms of illness would you take the child to the doctor right away?

#### Interviewer instructions

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

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

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

## Symptoms: Child has difficult breathing (IS2E)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 530

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illness and should be taken immediately to a doctor. in case of what symptoms of illness would you take the child to the doctor right away?

#### Interviewer instructions

## Symptoms: Child has difficult breathing (IS2E)

### File: wm

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

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

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

## Symptoms: Child has blood in stools (IS2F)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 107

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illness and should be taken immediately to a doctor. in case of what symptoms of illness would you take the child to the doctor right away?

#### Interviewer instructions

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

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

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

## Symptoms: Child has difficulty in drinking (IS2G)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 60

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illness and should be taken immediately to a doctor. in case of what symptoms of illness would you take the child to the doctor right away?

#### Interviewer instructions

## Symptoms: Child has difficulty in drinking (IS2G)

### File: wm

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

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

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

## Symptoms: Other (IS2X)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1300

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illness and should be taken immediately to a doctor. In case of what symptoms of illness would you take the child to the doctor right away?

#### Interviewer instructions

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

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

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

## Symptoms: Child has fast breathing (IS2D)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 215

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illness and should be taken immediately to a doctor. In case of what symptoms of illness would you take the child to the doctor right away?

#### Interviewer instructions

## Symptoms: Child has fast breathing (IS2D)

### File: wm

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

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

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

## Symptoms: Other (IS2Y)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 476

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illness and should be taken immediately to a doctor. In case of what symptoms of illness would you take the child to the doctor right away?

#### Interviewer instructions

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

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

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

## Symptoms: Other (IS2Z)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 113

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illness and should be taken immediately to a doctor. In case of what symptoms of illness would you take the child to the doctor right away?

#### Interviewer instructions

## Symptoms: Other (IS2Z)

### File: wm

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

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

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

## Heard of: Female sterilization (CP0A)

### File: wm

#### Overview

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

Valid cases: 4713  
Invalid: 284

#### Literal question

I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy.

Have you heard of: Female sterilization

## Heard of: Male sterilization (CP0B)

### File: wm

#### Overview

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

Valid cases: 4713  
Invalid: 284

#### Literal question

I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy.

Have you heard of: Male sterilization

## Heard of: IUD (CP0C)

### File: wm

#### Overview

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

Valid cases: 4713  
Invalid: 284

#### Literal question

I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy.

Have you heard of: IUD

## Heard of: Injectables (CP0D)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### Literal question

I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy.

Have you heard of: Injectables

## Heard of: Implants (CP0E)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### Literal question

I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy.

Have you heard of: Implants

## Heard of: Pill (CP0F)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### Literal question

I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy.

Have you heard of: Pill

## Heard of: Male condom (CP0G)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### Literal question

## Heard of: Male condom (CP0G)

File: wm

I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy.

Have you heard of: Condom

## Heard of: Female condom (CP0H)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### Literal question

I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy.

Have you heard of: Female condom

## Heard of: Diaphragm (CP0I)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### Literal question

I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy.

Have you heard of: Diaphragm

## Heard of: Foam / Jelly (CP0J)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### Literal question

I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy.

Have you heard of: Foam / Jelly

## Heard of: Periodic abstinence / Rhythm (CP0L)

File: wm

## Heard of: Periodic abstinence / Rhythm (CP0L)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### Literal question

I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy.

Have you heard of: Periodic abstinence / Rhythm method

## Heard of: Withdrawal (CP0M)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### Literal question

I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy.

Have you heard of: Withdrawal

## Heard of: Emergency contraception (CP0N)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### Literal question

I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy.

Have you heard of: Emergency contraception

## Heard of: Any other method (CP0X)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### Literal question

## Heard of: Any other method (CP0X)

File: wm

I would like to talk with you about another subject - family planning couples use various ways or methods to delay or avoid pregnancy.

Have you heard of: Any other ways or method

## Currently pregnant (CP1)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### Source of information

The eligible woman selected for interview

### Literal question

Are you pregnant now?

### Interviewer instructions

This question is important because later questions in this module will not need to be asked of pregnant women. A woman who is pregnant does not need to use contraception!

Circle the code corresponding to the response given. If she is pregnant, circle '1' and go to the next module. If the woman is unsure or does not know for certain if she is pregnant, circle '8' for 'Unsure or DK'.

## Currently using a method to avoid pregnancy (CP2)

File: wm

### Overview

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

Valid cases: 4554  
Invalid: 443

### Literal question

Are you currently doing something or using any method to delay or avoid getting pregnant?

## Ever used a method to avoid pregnancy (CP2A)

File: wm

### Overview

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

Valid cases: 2257  
Invalid: 2740

### Literal question

Have you ever done something or used any method to delay or avoid getting pregnant?

## Reasons for never using any method (CP2B)

File: wm

### Overview

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

Valid cases: 1016  
Invalid: 3981

### Literal question

Why have you never done something or used my method to avoid or delay getting pregnant?

## Current method: Female sterilization (CP3A)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 22  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Couples use various ways or methods to delay or avoid pregnancy.

What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods:  
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: 1  
Invalid: 0

### Source of information

The eligible woman selected for interview

## Current method: Male sterilization (CP3B)

File: wm

### Literal question

Couples use various ways or methods to delay or avoid pregnancy.

What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods:

Male Sterilization: Men 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: IUD (CP3C)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 69

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Couples use various ways or methods to delay or avoid pregnancy.

What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods:

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

### Interviewer instructions

## Current method: IUD (CP3C)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Injectables (CP3D)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Couples use various ways or methods to delay or avoid pregnancy.

What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods: 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

Format: character

Width: 1

Valid cases: 1

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Couples use various ways or methods to delay or avoid pregnancy.

What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods: 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

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: 178

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Couples use various ways or methods to delay or avoid pregnancy.

What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods: Pill: Women have to take a pill every day to avoid becoming pregnant.

### Interviewer instructions

## Current method: Pill (CP3F)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Male condom (CP3G)

### File: wm

#### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 741  
Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Couples use various ways or methods to delay or avoid pregnancy.

What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods:  
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

Format: character

Width: 1

Valid cases: 7

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Couples use various ways or methods to delay or avoid pregnancy.

What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods:

Female Condom: Women can place a sheath in their vagina before 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: Diaphragm (CP3I)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Couples use various ways or methods to delay or avoid pregnancy.

What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods:

Diaphragm: Women can place a soft rubber cup in their vagina to block sperm from entering uterus or tubes.

### Interviewer instructions

## Current method: Diaphragm (CP3I)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Foam / Jelly (CP3J)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 4

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Couples use various ways or methods to delay or avoid pregnancy.

What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods: 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: Periodic abstinence / Rhythm (CP3L)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 221

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Couples use various ways or methods to delay or avoid pregnancy.

What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods:  
Rhythm Method: 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

Format: character

Width: 1

Valid cases: 1566

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Couples use various ways or methods to delay or avoid pregnancy.

What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods:  
Withdrawal: Men can be careful and pull out before climax.

### Interviewer instructions

## Current method: Withdrawal (CP3M)

### 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: Other (CP3X)

### 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

Couples use various ways or methods to delay or avoid pregnancy.

What are you or your partner doing to delay or avoid pregnancy? Do you use one or more of the following ways/methods:  
Other

#### 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.

## Wanted to get pregnant at the time (UN2)

File: wm

### Overview

Type: Discrete	Valid cases: 159
Format: numeric	Invalid: 4838
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Now, I would like to talk to you about your current pregnancy. When you got pregnant, did you want to get pregnant at that time?

### Interviewer instructions

Circle the code corresponding to the answer given. Skip to UN4 if 'Yes'. Otherwise, continue to the next question.

## Wanted baby later or did not want more children (UN3)

File: wm

### Overview

Type: Discrete	Valid cases: 16
Format: numeric	Invalid: 4981
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

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

### Interviewer instructions

Circle the code corresponding to the answer given.

## Would like to have another child (currently pregnant) (UN4)

File: wm

### Overview

Type: Discrete	Valid cases: 159
Format: numeric	Invalid: 4838
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Now I would like to ask some questions about the future.

After the child you are now expecting, would you like to have another child, or would you prefer not to have any more children?

### Interviewer instructions

Note that we want to make sure that pregnant women do not think that we are asking them if they want the child they are pregnant with now. Circle the code corresponding to the response given. If the woman wants to have another child, you should circle '1' and continue with UN7. If she wants no more children or does not want to have children at all, you should circle '2' and skip to UN13. If she is undecided or does not know, circle '8' and skip to UN13.

## Would like to have another child (not currently pregnant) (UN6)

File: wm

### Overview

Type: Discrete	Valid cases: 4533
Format: numeric	Invalid: 464
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Now I would like to ask you some questions about the future. Would you like to have (a/another) child, or would you prefer not to have any (more) children?

### Interviewer instructions

Circle the code corresponding to the response given. If the woman wants to have a/another child, you should circle '1'. If she wants no more children or does not want to have children at all, you should circle '2' and skip to UN9. If she says she cannot get pregnant, circle '3' and skip to UN11. If she is undecided or does not know, circle '8' and skip to UN9.

## Desired waiting time (unit) (UN7U)

File: wm

### Overview

Type: Discrete	Valid cases: 2036
Format: numeric	Invalid: 2961
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

How long would you like to wait before the birth of (a/another) child?

### Interviewer instructions

Here, you will also need to choose the appropriate phrasing for the question, based on what you already know about the respondent. This question should be asked of all women (pregnant or not pregnant) who say that they want to have another child.

Note that the answer can be given in months or years. Circle '1' if the response is in months or '2' if in years, and record the answer in the appropriate spaces. If she says she does not want to wait and would like to have a baby right away, record 993 for 'Soon/Now'. If the woman says she cannot get pregnant, circle '994'. If the woman tells you she would like to wait until after she is married to have a child, record '995' for 'After marriage'. If she gives a different answer, circle '996' for 'Other'. If she says she does not know, circle '998'. For women who say that they cannot get pregnant, you should skip to UN11.

## Desired waiting time (number) (UN7N)

File: wm

### Overview

Type: Discrete	Valid cases: 2036
Format: numeric	Invalid: 2961
Width: 2	
Decimals: 0	
Range: 1-99	

### Source of information

The eligible woman selected for interview

## Desired waiting time (number) (UN7N)

File: wm

### 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: 2051  
Invalid: 2946

### 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

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: Sporadic or no sexual activity (UN11A)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 115  
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: Menopause (UN11B)

File: wm

**Overview**

Type: Discrete

Valid cases: 83

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: Never menstruated (UN11C)

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**

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

Valid cases: 28

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: Tried to get pregnant for 2 years without result (UN11E)

File: wm

**Overview**

## Reason: Tried to get pregnant for 2 years without result (UN11E)

File: wm

Type: Discrete  
Format: character  
Width: 1

Valid cases: 20  
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 cessation (UN11F)

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: Breastfeeding (UN11G)

File: wm

**Overview**

Type: Discrete  
Format: character  
Width: 1

Valid cases: 20  
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: Overage (UN11H)

File: wm

**Overview**

Type: Discrete  
Format: character  
Width: 1

Valid cases: 102  
Invalid: 0

## Reason: Overage (UN11H)

File: wm

**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: Destiny (UN11I)

File: wm

**Overview**

Type: Discrete

Format: character

Width: 1

Valid cases: 8

Invalid: 0

**Source of information**

The eligible woman selected for interview

**Literal question**

Why do you think you are not physically able to get pregnant?

**Interviewer instructions**

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Other (UN11X)

File: wm

**Overview**

Type: Discrete

Format: character

Width: 1

Valid cases: 94

Invalid: 0

**Source of information**

The eligible woman selected for interview

**Literal question**

Why do you think you are not physically able to get pregnant?

**Interviewer instructions**

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Don't know (UN11Z)

File: wm

**Overview**

Type: Discrete

Format: character

Width: 1

Valid cases: 10

Invalid: 0

**Source of information**

The eligible woman selected for interview

**Literal question**

## Reason: Don't know (UN11Z)

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.

## Start of last menstrual period (unit) (UN13U)

File: wm

### Overview

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

Valid cases: 4713

Invalid: 284

### 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'.

## Start of last menstrual period (number) (UN13N)

File: wm

### Overview

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

Valid cases: 4713

Invalid: 284

Minimum: 0

Maximum: 99

### 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 (number) (UN13N)

### 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'.

## If she goes out without telling husband: wife beating justified (DV1A)

### File: wm

#### Overview

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

Valid cases: 4713  
Invalid: 284

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she goes out without telling him?

#### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## If she neglects the children: wife beating justified (DV1B)

### File: wm

#### Overview

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

Valid cases: 4713  
Invalid: 284

#### 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: 4713  
Invalid: 284

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she argues with him?

### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## If she refuses sex with husband: wife beating justified (DV1D)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### 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: 4713  
Invalid: 284

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she burns the food?

### Interviewer instructions

## If she burns the food: wife beating justified (DV1E)

File: wm

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## Currently married or living with a man (MA1)

File: wm

### Overview

Type: Discrete	Valid cases: 4713
Format: numeric	Invalid: 284
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.

## Age of husband/partner (MA2)

File: wm

### Overview

Type: Continuous	Valid cases: 3436
Format: numeric	Invalid: 1561
Width: 2	Minimum: 11
Decimals: 0	Maximum: 99
Range: 16-99	

### Source of information

The eligible woman selected for interview

### Literal question

How old is your husband/partner?

### Interviewer instructions

Probe: How old was your husband/partner on his last birthday? If she knows the age of her current partner on his last birthday, enter his age in the space provided. If she does not know his age, circle '98'.

## Ever married or lived with a man (MA5)

File: wm

### Overview

Type: Discrete	Valid cases: 1277
Format: numeric	Invalid: 3720
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

## Ever married or lived with a man (MA5)

File: wm

### 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: 302  
Invalid: 4695

### 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: 3738  
Invalid: 1259

### Source of information

The eligible woman selected for interview

### Literal question

Have you been married or lived with a man only once or more than once?

### Interviewer instructions

## Married or lived with a man once or more than once (MA7)

### File: wm

As with MA1, we are interested in formal marriages as well as informal arrangements. If a woman was married or lived with a man and then was widowed, divorced, or separated from her husband or partner and is now either married to or living with someone else, record 'More than once'. If a woman is not currently married or in an informal union but was previously married or living with someone else two or more times, record 'More than once' by circling '2'. If she has married or lived with someone else only once, circle '1.'

Note that the question refers to periods of marriage or informal unions, and not to numbers of husbands or partners. If a woman was married to a man and divorced him, and then married the same person again, she should be considered as having married 'More than once'. The same applies to informal unions with the same person.

## Month of first marriage (MA8M)

### File: wm

#### Overview

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

Valid cases: 3738  
Invalid: 1259

#### 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 marriage (MA8Y)

### File: wm

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1976-9999

Valid cases: 3738  
Invalid: 1259  
Minimum: 1976  
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

## Year of first marriage (MA8Y)

### File: wm

If the respondent knows the date that she first married or started living with a man as if married, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers, as instructed earlier. For example, January is '01,' February is '02,' March is '03,' etc.

If she does not recall the date that she first married or started living with a man as if married, ask whether she has any documentation that might give the date. If she does not know or have documentation of the month, circle '98' for 'DK month' and ask her the year that she first married or started living with a man as if married. Enter the year in the space provided 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 marriage (MA9)

### File: wm

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 13-99

Valid cases: 44  
Invalid: 4953

#### Source of information

The eligible woman selected for interview

#### Literal question

How old were you when you started living with your first husband/partner?

#### Interviewer instructions

As with other age questions, if she does not know, probe. For instance, ask how old she was when her first child was born and then ask how long before or after giving birth she began living with her first husband or partner. Do not leave this question blank.

## Date of first union (CMC) (MA8C)

### File: wm

#### Overview

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

Valid cases: 0  
Invalid: 4997

## Date flag for MA8C (MA8F)

### File: wm

#### Overview

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

Valid cases: 0  
Invalid: 4997

## Age at first union (calculated) (MA9C)

### File: wm

## Age at first union (calculated) (MA9C)

File: wm

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 4997
Width: 1	
Decimals: 0	

## How happy are you (LS2)

File: wm

### Overview

Type: Discrete	Valid cases: 877
Format: numeric	Invalid: 4120
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Now I would like to ask you some simple questions on happiness and satisfaction. First, taking all things together, would you say you are very happy, somewhat happy, neither happy nor unhappy, somewhat unhappy or very unhappy? You can also look at these pictures to help you with your response.

### Interviewer instructions

Show side 1 of response card and explain what each symbol represents. Circle the response code pointed by the respondent.

With this question, we will first try to learn whether the respondent is happy at the time of interview, before we go and talk about levels of satisfaction in various domains.

## How satisfied are you with your family life (LS3)

File: wm

### Overview

Type: Discrete	Valid cases: 877
Format: numeric	Invalid: 4120
Width: 1	
Decimals: 0	
Range: 0-9	

### Source of information

The eligible woman selected for interview

### Literal question

Now I will ask you questions about your level of satisfaction in different areas. In each case, we have five possible responses. Please tell me, for each question, whether you are very satisfied, somewhat satisfied, neither satisfied nor unsatisfied, somewhat unsatisfied or very unsatisfied. Again, you can look at these pictures to help you with your response. How satisfied are you with your family life?

### Interviewer instructions

## How satisfied are you with your family life (LS3)

### File: wm

Show side 2 of response card and explain what each symbol represents. Circle the response code shown by the respondent, for questions LS3 to LS13.

If the respondent says that she does not have a family, circle "0". Otherwise, circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

We have to leave it to the respondent's perception as to what she refers to as "family life". Note that the question is not about "family", but rather about "family life". In other words, we are not asking the respondent to think about family members individually. At hearing this question, some respondents will think of their immediate family, or members of family that she is living together with. Depending on the living arrangements or relationship patterns between immediate and extended family members, some respondents will automatically think of the extended family. Do not try to explain what is meant by the "family", unless the respondent asks you to. If that happens, tell the respondent that we are interested in their family experiences, immediate or extended family, whichever they spend more time with.

## How satisfied are you with your friendship (LS4)

### File: wm

#### Overview

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

Valid cases: 877  
Invalid: 4120

#### Source of information

The eligible woman selected for interview

#### Literal question

How satisfied are you with your friendships?

#### Interviewer instructions

Show side 2 of response card and explain what each symbol represents. Circle the response code shown by the respondent, for questions LS3 to LS13.

If the respondent says that she does not have any friends, circle "0". Otherwise, circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

## Have you attended school this year (LS5)

### File: wm

#### Overview

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

Valid cases: 877  
Invalid: 4120

#### Source of information

The eligible woman selected for interview

#### Literal question

During the current school year, did you attend school at any time?

#### Interviewer instructions

Show side 2 of response card and explain what each symbol represents. Circle the response code shown by the respondent, for questions LS3 to LS13.

With this question, we would like to establish whether the respondent has attended school at any time during the current school year.

## How satisfied are you with your school (LS6)

File: wm

### Overview

Type: Discrete	Valid cases: 507
Format: numeric	Invalid: 4490
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

How satisfied are/were you with your school?

### Interviewer instructions

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

## How satisfied are you with your current job (LS7)

File: wm

### Overview

Type: Discrete	Valid cases: 877
Format: numeric	Invalid: 4120
Width: 1	
Decimals: 0	
Range: 0-9	

### Source of information

The eligible woman selected for interview

### Literal question

How satisfied are you with your current job?

### Interviewer instructions

Note that you will be leaving the definition of "job" to the perception of the respondent. When answering this question, she might be referring to a full-time job, irregular or seasonal work, family business, paid work or unpaid work, and the like. It is important that you ask the question as it is and ask the respondent to answer. You are not expected to define what a "job" is.

If the respondent says that she does not have a job, circle "0" and continue with the next question. Do not probe to find out how she feels about not having a job, unless she tells you herself. For example, if she says that she does not have a job and she is very unsatisfied, circle "5" and continue with the next question.

## How satisfied are you with your health (LS8)

File: wm

### Overview

Type: Discrete	Valid cases: 877
Format: numeric	Invalid: 4120
Width: 1	
Decimals: 0	
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

How satisfied are you with your health?

### Interviewer instructions

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

## How satisfied are you with where you live (LS9)

File: wm

### Overview

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

Valid cases: 877  
Invalid: 4120

### Source of information

The eligible woman selected for interview

### Literal question

How satisfied are you with where you live?

If necessary, explain that the question refers to the living environment, including the neighbourhood and the dwelling.

### Interviewer instructions

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

“Where you live” might be understood in different ways by different respondents. The intention here is to get the respondent's satisfaction from the neighbourhood she is living in, her neighbours and the characteristics of the dwelling (if they like it or if they wish they lived in a different house etc.). We are not interested in the level of satisfaction of the respondent with the city or country they are living in.

## How satisfied are you with a way people behave to you (LS10)

File: wm

### Overview

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

Valid cases: 877  
Invalid: 4120

### Source of information

The eligible woman selected for interview

### Literal question

How satisfied are you with how people around you generally treat you?

### Interviewer instructions

Circle the code corresponding to the response given or to the smiling face pointed out by the respondent.

## How satisfied are you with appearance (LS11)

File: wm

### Overview

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

Valid cases: 877  
Invalid: 4120

### Source of information

The eligible woman selected for interview

### Literal question

How satisfied are you with the way you look?

### Interviewer instructions

Circle the code corresponding to the response given or to the smiling face pointed out by the respondent.

## How satisfied are you with your life, overall (LS12)

File: wm

### Overview

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

Valid cases: 877  
Invalid: 4120

### Source of information

The eligible woman selected for interview

### Literal question

How satisfied are you with your life, overall?

### Interviewer instructions

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

The question is intended to elicit the evaluation of positivity of a respondent's life as a whole, without making reference to a specific domain. This is the overall level of satisfaction of the respondent, considering all aspects of her life.

## How satisfied are you with your current income (LS13)

File: wm

### Overview

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

Valid cases: 877  
Invalid: 4120

### Source of information

The eligible woman selected for interview

### Literal question

How satisfied are you with your current income?

### Interviewer instructions

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

This question is asked after the general question on life satisfaction (LS12) deliberately, so as to avoid having the respondent to condition her other responses to her level of satisfaction in other non-income domains.

If the respondent says that she does not have any income, circle "0" and continue with the next question. Do not probe to find out how she feels about not having any income, unless she tells you herself. For example, if she says that she does not have any income and she is very unsatisfied with this situation, circle "5" and continue with the next question.

## Is your life improved compared to previous year (LS14)

File: wm

### Overview

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

Valid cases: 877  
Invalid: 4120

### Source of information

The eligible woman selected for interview

### Literal question

## Is your life improved compared to previous year (LS14)

File: wm

Compared to this time last year, would you say that your life has improved, stayed more or less the same, or worsened, overall?

### Interviewer instructions

Make sure that the respondent understands the reference to the last one year of her life, and that we are referring to the overall improvement or worsening.

## Do you expect better life in one year from now (LS15)

File: wm

### Overview

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

Valid cases: 877  
Invalid: 4120

### Source of information

The eligible woman selected for interview

### Literal question

And in one year from now, do you expect that your life will be better, will be more or less the same, or will be worse, overall?

### Interviewer instructions

Note that this question is about the respondent's expectations about her life course during the next one year, and that the sentence here is designed as a continuation of the previous question, by beginning with "And...". This question is also about overall improvement or worsening.

## Area (HH6)

File: wm

### Overview

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

Valid cases: 4997  
Invalid: 0

### Pre question

Type of settlement:

### Interviewer instructions

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

## Region (HH7)

File: wm

### Overview

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

Valid cases: 4997  
Invalid: 0

### Interviewer instructions

## Region (HH7)

### File: wm

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

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

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

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

## Date of birth of woman (CMC) (WDOB)

### File: wm

#### Overview

Type: Continuous	Valid cases: 4713
Format: numeric	Invalid: 284
Width: 4	Minimum: 771
Decimals: 0	Maximum: 1191
Range: 732-1152	Mean: 973.8
	Standard deviation: 104.4

#### Source of information

The eligible woman selected for interview

## Date of marriage (CMC) (WDOM)

### File: wm

#### Overview

Type: Continuous	Valid cases: 3738
Format: numeric	Invalid: 1259
Width: 4	Minimum: 917
Decimals: 0	Maximum: 1371
Range: 917-1331	Mean: 1230
	Standard deviation: 99.4

#### Source of information

The eligible woman selected for interview

## Age at first marriage/union (WAGEM)

### File: wm

#### Overview

Type: Continuous	Valid cases: 3738
Format: numeric	Invalid: 1259
Width: 2	Minimum: 9
Decimals: 0	Maximum: 45
Range: 12-47	Mean: 23.2
	Standard deviation: 5

## Age at first marriage/union (WAGEM)

File: wm

### Source of information

The eligible woman selected for interview

## Date of birth of first child (CMC) (WDOBFC)

File: wm

### Overview

Type: Continuous	Valid cases: 3577
Format: numeric	Invalid: 1420
Width: 4	Minimum: 936
Decimals: 0	Maximum: 1371
Range: 925-1332	Mean: 1243.5
	Standard deviation: 99.3

### Source of information

The eligible woman selected for interview

## Date of birth of last child (CMC) (WDOBLC)

File: wm

### Overview

Type: Continuous	Valid cases: 3577
Format: numeric	Invalid: 1420
Width: 4	Minimum: 950
Decimals: 0	Maximum: 1371
Range: 947-1332	Mean: 1285.8
	Standard deviation: 87.8

### Source of information

The eligible woman selected for interview

## Marital/Union status (MSTATUS)

File: wm

### Overview

Type: Discrete	Valid cases: 4713
Format: numeric	Invalid: 284
Width: 1	
Decimals: 0	
Range: 1-3	

### Source of information

The eligible woman selected for interview

## Children ever born (CEB)

File: wm

### Overview

## Children ever born (CEB)

File: wm

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

Valid cases: 4713  
Invalid: 284

### Source of information

The eligible woman selected for interview

## Children surviving (CSURV)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### Source of information

The eligible woman selected for interview

## Children dead (CDEAD)

File: wm

### Overview

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

Valid cases: 4713  
Invalid: 284

### Source of information

The eligible woman selected for interview

## Ethnicity of household head (ethnicity)

File: wm

### Overview

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

Valid cases: 4997  
Invalid: 0  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

## Education (welevel)

File: wm

### Overview

## Education (welevel)

### File: wm

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

Valid cases: 4713  
 Invalid: 284  
 Minimum: 1  
 Maximum: 9

#### Source of information

The eligible woman selected for interview

## Women's sample weight (wmweight)

### File: wm

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 6  
 Range: 0-4.55997219979146

Valid cases: 4997  
 Invalid: 0  
 Minimum: 0  
 Maximum: 9.1  
 Mean: 0.9  
 Standard deviation: 1

## Wealth index score (wscore)

### File: wm

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 5  
 Range: -9.44553836100438-1.48559530854455

Valid cases: 4997  
 Invalid: 0  
 Minimum: -7.4  
 Maximum: 1.4  
 Mean: 0.2  
 Standard deviation: 0.8

#### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

### File: wm

#### Overview

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

Valid cases: 4997  
 Invalid: 0

#### Source of information

Constructed variables used for analysis

## Urban wealth score (wscoreu)

### File: wm

#### Overview

## Urban wealth score (wscoreu)

### File: wm

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 5  
 Range: -10.1291083799347-1.09578785088902

Valid cases: 3115  
 Invalid: 1882  
 Minimum: -10.1  
 Maximum: 1.1  
 Mean: 0.1  
 Standard deviation: 0.9

## Urban wealth index quintile (windex5u)

### File: wm

#### Overview

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

Valid cases: 3115  
 Invalid: 1882

## Rural wealth score (wscorer)

### File: wm

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 5  
 Range: -4.73546986782958-1.64709018569974

Valid cases: 2166  
 Invalid: 2831  
 Minimum: -4.7  
 Maximum: 1.6  
 Mean: 0.3  
 Standard deviation: 0.7

## Rural wealth index quintile (windex5r)

### File: wm

#### Overview

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

Valid cases: 2166  
 Invalid: 2831

## Related Materials

### Questionnaires

#### Serbia Multiple Indicator Cluster Survey 2014 - Questionnaire

---

Title	Serbia Multiple Indicator Cluster Survey 2014 - Questionnaire
Date	2011-12-01
Country	Serbia
Language	English
Table of contents	Household questionnaire modules Household member questionnaire modules Women questionnaire modules Children questionnaire modules
Filename	Serbia (National and Roma Settlements) 2014 MICS_English Questionnaire.pdf

---

#### MICS 5 Changes to MICS5 Questionnaires since June 9, 2013

---

Title	MICS 5 Changes to MICS5 Questionnaires since June 9, 2013
Language	English
Filename	<a href="http://mics.unicef.org/tools">http://mics.unicef.org/tools</a>

---

### Reports

#### Multiple Indicator Cluster Survey 2014 - Final Report (English)

---

Title	Multiple Indicator Cluster Survey 2014 - Final Report (English)
Author(s)	Statistical Office of the Republic of Serbia United Nations Children's Fund (UNICEF)
Date	2014-12-01
Country	Serbia
Language	English
Filename	<a href="https://mics-surveys-prod.s3.amazonaws.com/MICS5/Central%20and%20Eastern%20Europe%20and%20the%20Commonwealth%20of%20Independent%20States/Serbia/2014/Final/Serbia%20%28National%20and%20Roma%20Settlements%29%202014%20MICS_English">https://mics-surveys-prod.s3.amazonaws.com/MICS5/Central%20and%20Eastern%20Europe%20and%20the%20Commonwealth%20of%20Independent%20States/Serbia/2014/Final/Serbia%20%28National%20and%20Roma%20Settlements%29%202014%20MICS_English</a>

---

#### Multiple Indicator Cluster Survey 2014 - Final Report (Istrazivanje visestrukih pokazatelja 2014)

---

Title	Multiple Indicator Cluster Survey 2014 - Final Report (Istrazivanje visestrukih pokazatelja 2014)
Author(s)	Statistical Office of the Republic of Serbia United Nations Children's Fund (UNICEF)
Date	2015-03-01
Country	Serbia
Language	Serbian
Filename	<a href="https://mics-surveys-prod.s3.amazonaws.com/MICS5/Central%20and%20Eastern%20Europe%20and%20the%20Commonwealth%20of%20Independent%20States/Serbia/2014/Final/Serbia%20%28National%20and%20Roma%20Settlements%29%202014%20MICS_Serbian.pdf">https://mics-surveys-prod.s3.amazonaws.com/MICS5/Central%20and%20Eastern%20Europe%20and%20the%20Commonwealth%20of%20Independent%20States/Serbia/2014/Final/Serbia%20%28National%20and%20Roma%20Settlements%29%202014%20MICS_Serbian.pdf</a>

---

#### Multiple Indicator Cluster Survey 2014 - Key Findings (English)

---

Title	Multiple Indicator Cluster Survey 2014 - Key Findings (English)
Author(s)	Statistical Office of the Republic of Serbia United Nations Children's Fund (UNICEF)
Date	2014-07-01
Country	Serbia
Language	English
Filename	<a href="https://mics-surveys-prod.s3.amazonaws.com/MICS5/Central%20and%20Eastern%20Europe%20and%20the%20Commonwealth%20of%20Independent%20States/Serbia/2014/Key%20findings/Serbia%20%28National%20and%20Roma%20Settlements%29%202014%20MICS%20KFR_English.pdf">https://mics-surveys-prod.s3.amazonaws.com/MICS5/Central%20and%20Eastern%20Europe%20and%20the%20Commonwealth%20of%20Independent%20States/Serbia/2014/Key%20findings/Serbia%20%28National%20and%20Roma%20Settlements%29%202014%20MICS%20KFR_English.pdf</a>

---

#### Multiple Indicator Cluster Survey 2014 - Key Findings (Serbian)

---

Title	Multiple Indicator Cluster Survey 2014 - Key Findings (Serbian)
Author(s)	Statistical Office of the Republic of Serbia United Nations Children's Fund (UNICEF)
Date	2014-07-01
Country	Serbia
Language	Serbian
Filename	<a href="https://mics-surveys-prod.s3.amazonaws.com/MICS5/Central%20and%20Eastern%20Europe%20and%20the%20Commonwealth%20of%20Independent%20States/Serbia/2014/Key%20findings/Serbia%20%28National%20and%20Roma%20Settlements%29%202014%20MICS%20KFR_Serbian.pdf">https://mics-surveys-prod.s3.amazonaws.com/MICS5/Central%20and%20Eastern%20Europe%20and%20the%20Commonwealth%20of%20Independent%20States/Serbia/2014/Key%20findings/Serbia%20%28National%20and%20Roma%20Settlements%29%202014%20MICS%20KFR_Serbian.pdf</a>

## Technical documents

### MICS 5 Survey Plan Template

---

Title MICS 5 Survey Plan Template  
 Language English  
 Filename <http://mics.unicef.org/tools>

---

### MICS 5 Supply Procurement Instructions

---

Title MICS 5 Supply Procurement Instructions  
 Language English  
 Filename <http://mics.unicef.org/tools>

---

### MICS 5 Fieldwork Duration, Staff, Data Processing and Supply Estimates Template

---

Title MICS 5 Fieldwork Duration, Staff, Data Processing and Supply Estimates Template  
 Language English  
 Filename <http://mics.unicef.org/tools>

---

### MICS 5 Indicator List

---

Title MICS 5 Indicator List  
 Language English  
 Filename <http://mics.unicef.org/tools>

---

### MICS 5 Changes to Indicator List since June 9, 2013

---

Title MICS 5 Changes to Indicator List since June 9, 2013  
 Language English  
 Filename <http://mics.unicef.org/tools>

---

### MICS 5 Sample Size Calculation

---

Title MICS 5 Sample Size Calculation  
 Language English  
 Filename <http://mics.unicef.org/tools>

---

### MICS 5 Household Selection Template

---

Title MICS 5 Household Selection Template  
 Language English  
 Filename <http://mics.unicef.org/tools>

---

### MICS 5 Manual for Mapping and Household Listing

---

Title MICS 5 Manual for Mapping and Household Listing  
 Language English  
 Filename <http://mics.unicef.org/tools>

---

## MICS 5 Sample Weight Calculation Template

---

Title MICS 5 Sample Weight Calculation Template  
Language English  
Filename <http://mics.unicef.org/tools>

---