Yemen

Ministry of Health

# Yemen Multiple Indicator Cluster Survey 2006

## Study Documentation

May 27, 2009

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Yemen (2006)

# Yemen Multiple Indicator Cluster Survey 2006 (MICS 2006)

Yemen Multiple Indicator Cluster Survey (MICS) 2006

## Overview

| | |
|---|---|
| Type | Multiple Indicator Cluster Survey - Round 3 [hh/mics-3] |
| Version | Production Date: 2009-01-12<br>Version 1.0: edited data used for final report |
| Series | The Multiple Indicator Cluster Survey, Round 3 (MICS3) is the third round of MICS surveys, previously conducted around 1995 (MICS1) and 2000 (MICS2). Many questions and indicators are consistent and compatible with the prior round of MICS (MICS2) but less so with MICS1, although there have been a number of changes in definition of indicators between rounds. Details can be found by reviewing the indicator definitions. |

Abstract

The Multiple Indicator Cluster Survey (MICS) is a household survey programme developed by UNICEF to assist countries in filling data gaps for monitoring human development in general and the situation of children and women in particular. MICS is capable of producing statistically sound, internationally comparable estimates of social indicators. The current round of MICS is focused on providing a monitoring tool for the Millennium Development Goals (MDGs), the World Fit for Children (WFFC), as well as for other major international commitments, such as the United Nations General Assembly Special Session (UNGASS) on HIV/AIDS and declarations issued by the League of Arab States and related institutions and organizations concerned about child rights in Arab countries, and the Cairo Declaration “Towards an Arab World Fit for Children”, and the Second Arab Work Plan for Children (2004-2015) that was adopted at the Arab Summits.

The 2006 Yemen Multiple Indicator Cluster Survey has as its primary objectives:

To provide up-to-date information for assessing the situation of children and women in Yemen;

To furnish data needed for monitoring progress toward goals established in the Millennium Declaration, the goals of A World Fit For Children (WFFC), and other internationally agreed upon goals, as a basis for future action;

To contribute to the improvement of data and monitoring systems in Yemen and to strengthen technical expertise in the design, implementation, and analysis of such systems.

Survey Content

MICS questionnaires are designed in a modular fashion that can be easily customized to the needs of a country. They consist of a household questionnaire, a questionnaire for women aged 15-49 and a questionnaire for children under the age of five (to be administered to the mother or caretaker). Other than a set of core modules, countries can select which modules they want to include in each questionnaire.

Survey Implementation

The survey was implemented by the Ministry of Health and Population, with the support and assistance of UNICEF and PAPFAM. Technical assistance and training for the surveys was provided through a series of regional workshops, covering questionnaire content, sampling and survey implementation; data processing; data quality and data analysis; report writing and dissemination.

| | |
|---|---|
| Kind of Data | Sample survey data [ssd] |
| Unit of Analysis | Households (defined as a group of persons who usually live and eat together)<br><br>De jure household members (defined as memers of the household who usually live in the household, which may include people who did not sleep in the household the previous night, but does not include visitors who slept in the household the previous night but do not usually live in the household)<br><br>Ever-married women aged 15-49<br><br>Children aged 0-4 |

## Scope & Coverage

Scope

The Yemen Multiple Indicator Cluster Survey included the following modules in the questionnaires:

HOUSEHOLD QUESTIONNAIRE : Household listing, Education, Water and Sanitation, Housing characteristics, Child labor, Child discipline, and Disability.

WOMEN'S QUESTIONNAIRE: Women's characteristics, Marriage, Child mortality, Birth history, Tetanus Toxid, Maternal and newborn health, Contraception and unmet need, and HIV and AIDS.

CHILDREN'S QUESTIONNAIRE: Children's characteristics, Birth registration and early education, Child development, Care for illness, and Immunization.

| | |
|---|---|
| Topics | Household members, Education, Water and sanitation, Household characteristics, Child labour, Child discipline, Disability, Women's background, Marriage, Child mortality, Birth history, Tetanus toxoid, Maternal and newborn health, Contraception and unmet need, HIV/AIDS, Children's background, Birth registration, Early education, Child development, Care of illness, Immunization |

Geographic Coverage

The survey is nationally representative and covers the whole of Yemen, excluding islands and the nomadic population.

Universe

The survey covered all de jure household members (usual residents), ever-married women aged 15-49 years resident in the household, and all children aged 0-4 years (under age 5) resident in the household.

## Producers & Sponsors

| | |
|---|---|
| Primary Investigator(s) | Ministry of Health, MoPH & P |
| Other Producer(s) | Pan Arab Project for Family Health (PAPFAM) , League of Arab States , Technical assistance<br>Strategic Information Section, Division of Policy and Planning, UNICEF NYHQ (UNICEF/SIS/DPP/NYHQ) , UNICEF , International technical assistance<br>UNICEF, Yemen Country Office (UNICEF CO) , UNICEF , Technical assistance |
| Funding Agency/ies | UNICEF (UNICEF) , Funding of survey implementation and analyses |

## Sampling

Sampling Procedure

The Yemen MICS sample design was a two-stage stratified cluster sample. The following parameters were accounted for in designing the sample:

1 - The sample is to provide estimates with reasonable precision at national and urban/rural levels.
2 - The residents of the Yemeni islands and the nomadic population are excluded from survey coverage.
3 - The size of ultimate cluster is 20 households
4 - It is approximately self-weighted design.

Sample allocation

The sample is allocated proportionally between urban and rural strata; the percentage of households that should be allocated to urban and rural areas was obtained from the 2004 Census. As the ultimate cluster is determined to be 20 households, the number of sample clusters is therefore 200. The proportional allocation of the sample is such that 142 for rural stratum and 58 for urban stratum.

Sample Selection

The sample is to be selected in two stages. The Primary Sampling Unit (PSU) is a village (or a group of villages) in rural areas and a lane (hara) in urban. The micro data of the 2004 Census at these administrative levels has been relied upon to create frames for the first stage sample. The following provides a description of the sample selection in both stages:

First Stage Sample

The 2004 Census data (numbers of households and population) for all urban and rural agglomerations have been utilized to create appropriate frames for the first stage sample of urban and rural strata. It was taken into account that the PSU size would be in the range 150-300 households approximately. The creation of a rural frame has entailed grouping neighboring small villages so as to create PSUs in the range of 150-300 households each. Hence, a rural PSU is in most cases a group of small villages. The whole village is considered a PSU as long as its size is in the range 150-300 households.

The situation in urban areas is quite different from rural areas since most lanes (Haras) are much larger than the indicated range of the desired PSU size. For this reason, a second (dummy) sampling stage is necessary to reduce the burden of field listing whenever the lane size is above 300 households. The first urban stage sample included 41 PSU's that required division into equally sized parts. Whereas only 4 PSU's in the rural sample needed to be divided into equal parts.

An implicit stratification has been introduced in both rural and urban frames of the PSUs. Governorates were ordered geographically in a serpentine fashion starting from the northwest corner moving to the northeast corner and back to the west, then to the east and so on till the last governorate. Moreover, as governorate are further divided into a number of directorates (modyriate), another process of implicit stratification within each governorate was implemented by geographically ordering directorates following the same way as for governorates. Undoubtedly, implicit stratification will contribute to more precise sample estimates at both national and urban/rural levels.

The selection of rural and urban first stage samples was made following the Probability Proportionate to Size (PPS) selection method. The employed measure of size (MOS) is the number of Households in each PSU as measured in the 2004 Census.

Second stage sample

The selected PSU from the first sample stage, whether it was the whole PSU or a part of one, was updated in the field. A field operation was carried out in each PSU (or a part of it), which has been selected in the first stage sample so as to create an updated list of households for each sample PSU. These lists were used as sample frames for selecting the second stage sample.

The proposed selection method was determined in such a way so as to create compact ultimate clusters of 20 households in the rural sample, and non-compact ultimate cluster of the same size in the urban sample. The reason for selecting compact clusters for rural sample is that most of the rural sample PSU's are composed of several small villages which are, in most cases, located at the tops of adjacent mountains. The spread of the household sample over several small villages, within the same PSU, that would result from the systematic selection, would impose much difficulty in the main survey fieldwork. Hence it has been deemed operationally efficient to deal with the household list for each rural sample PSU as forming a circle. The selection of a single random number in the range of 1 - the total number of households in the list, will determine the entire household sample to be selected from the sample PSU. The household indicated by the selected random number and the subsequent 19 households in the list constitute the household sample to be selected from rural sample PSU's (keeping in mind the circular nature of the list).

In the case of the urban sample, however, an ordinary random systematic selection is suggested, so as to produce a non-compact cluster of 20 households. The households forming urban PSU (or a part of it) are not dispersed over a large area; hence the compact cluster is not justifiable.

Deviations from Sample Design

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

Response Rate

Of the 3979 households selected for the sample, 3972 were found to be occupied. Of these, 3586 were successfully interviewed for a household response rate of 90.3 percent. In the interviewed households, 3912 ever-married women (age 15-49) were identified. Of these, 3742 were successfully interviewed, yielding a response rate of 95.7 percent. In addition, 3918 children under age five were listed in the household questionnaire. Questionnaires were completed for 3783 of these children, which corresponds to a response rate of 96.6 percent. Overall response rates of 86.4 and 87.2 are calculated for the women’s and under-5’s interviews respectively. Response rates were similar across urban and rural areas.

Weighting

Sample weights were calculated for each of the datafiles.

Weights were used in deriving survey estimates to account for the expected differences between the updated household lists of the sample PSU and the Measure of Size (the 2004 number of households) as well as non-response which is inevitable in surveys of this nature. If non-response varies substantially over the sample PSU’s weights are needed for data tuning. The final weight is the product of design weight and non-response weight, where the design weight is the inverse of the overall selection probability and the non-response weight is the inverse of response rate.

## Data Collection

| | |
|---|---|
| Data Collection Dates | start 2006-08-01<br>end 2006-09-30 |
| Data Collection Mode | Face-to-face [f2f] |

Data Collection Notes

Training for the fieldwork was conducted for 2 weeks in August 2006. Training included lectures on interviewing techniques and the contents of the questionnaires, and mock interviews between trainees to gain practice in asking questions.

The data were collected by 16 teams; each team was comprised of 4 female interviewers, one driver, one male editor and a male supervisor. Fieldwork took place over one month in September 2006.

Interviews averaged 35 minutes for the household questionnaire, 23 minutes for the women's questionnaire, and 27 for the under five children's questionnaire. Interviews were conducted in Arabic.

Questionnaires

The questionnaires for the Yemen MICS were structured questionnaires based on the MICS3 Model Questionnaire with some modifications and additions. A household questionnaire was administered in each household, which collected various information on household members including sex, age, relationship, and orphanhood status. The household questionnaire includes household listing, education, water and sanitation, housing characteristics, child labor, child discipline and disability.

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

The women's questionnaire include women's characteristics, marriage, child mortality, birth history, tetanus toxid, maternal and newborn health, contraception and unmet need, and HIV and AIDS modules.

The children's questionnaire includes children's characteristics, birth registration and early education, child development, care for illness, and immunization.

From the MICS3 model Arabic version, the questionnaires were pre-tested and based on the results of the pre-test, modifications were made to the wording and translation of the questionnaires. A copy of the Yemen MICS questionnaires is provided in Appendix F of the final report.

| Data Collector(s) | Ministry of Public Health & Population (MoPH & P) |
|---|---|

Supervision

Interviewing was conducted by teams of interviewers. Each interviewing team comprised of 3-4 female interviewers, a field editor and a supervisor, and a driver. Each team used a 4 wheel drive vehicle to travel from cluster to cluster (and where necessary within cluster).

The role of the supervisor was to coordinator field data collection activities, including management of the field teams, supplies and equipment, finances, maps and listings, coordinate with local authorities concerning the survey plan and make arrangements for accomodation and travel. Additionally, the field supervisor assigned the work to the interviewers, spot checked work, maintained field control documents, and sent completed questionnaires and progress reports to the central office

The field editor was responsible for reviewing each questionnaire at the end of the day, checking for missed questions, skip errors, fields incorrectly completed, and checking for inconsistencies in the data. The field editor also observed interviews and conducted review sessions with interviewers.

Responsibilities of the supervisors and field editors are described in the Instructions for Supervisors and Field Editors, together with the different field controls that were in place to control the quality of the fieldwork.

Field visits were also made by a team of central staff on a periodic basis during fieldwork. The senior staff of

Ministry of Public Health & Population also made 3 visits to field teams to provide support and to review progress.

## Data Processing & Appraisal

Data Editing

Data editing took place at a number of stages throughout the processing (see Other processing), including:
a) Office editing and coding
b) During data entry
c) Structure checking and completeness
d) Secondary editing
e) Structural checking of SPSS data files

Detailed documentation of the editing of data can be found in the data processing guidelines

Other Processing

Data were processed in clusters, with each cluster being processed as a complete unit through each stage of data processing. Each cluster goes through the following steps:
1) Questionnaire reception
2) Office editing and coding
3) Data entry
4) Structure and completeness checking
5) Verification entry
6) Comparison of verification data
7) Back up of raw data
8) Secondary editing
9) Edited data back up
After all clusters are processed, all data is concatenated together and then the following steps are completed for all data files:
10) Export to SPSS in 5 files (hh - household, hl - household members, wm - women, bh - birth history, ch - children under 5)
11) Recoding of variables needed for analysis
12) Adding of sample weights
13) Calculation of wealth quintiles and merging into data
14) Structural checking of SPSS files
15) Data quality tabulations
16) Production of analysis tabulations

Details of each of these steps can be found in the data processing documentation, data editing guidelines, data processing programs in CSPro and SPSS, and tabulation guidelines.

The data was carried out by 11 data entry operators and 1 data entry supervisor. In order to ensure quality control, and internal consistency checks were performed. Procedures and standard programs developed under the global MICS3 project and adapted to the Yemen questionnaire were used throughout. Data processing began after data collection had been conducted in October 2006 and was completed in December 2006. All range checks and skips were controlled by the program and operators could not override these. A limited set of consistency checks were also included inthe data entry program. Open-ended responses ("Other" answers) were not entered or coded, except in rare circumstances where the response matched an existing code in the questionnaire.

Structure and completeness checking ensured that all questionnaires for the cluster had been entered, were structurally sound, and that women's and children's questionnaires existed for each eligible woman and child.

100% verification of all variables was performed using independent verification, i.e. double entry of data, with separate comparison of data followed by modification of one or both datasets to correct keying errors by original operators who first keyed the files.

After completion of all processing in CSPro, all individual cluster files were backed up before concatenating data together using the CSPro file concatenate utility.

For tabulation and analysis SPSS versions 10.0 and 14.0 were used. Version 10.0 was originally used for all tabulation programs, except for child mortality. Later version 14.0 was used for child mortality, data quality tabulations and other analysis activities.

After transferring all files to SPSS, certain variables were recoded for use as background characteristics in the tabulation of the data, including grouping age, education, geographic areas as needed for analysis. In the process of recoding ages and dates some random imputation of dates (within calculated constraints) was performed to handle missing or "don't know" ages or dates. Additionally, a wealth (asset) index of household members was calculated using principal components analysis, based on household assets, and both the score and quintiles were included in the datasets for use in tabulations.

Estimates of Sampling Error

Estimates from a sample survey are affected by two types of errors: 1) non-sampling errors and 2) sampling errors. Non-sampling errors are the results of mistakes made in the implementation of data collection and data processing. Numerous efforts were made during implementation of the 2006 MICS to minimize this type of error, however, non-sampling errors are impossible to avoid and difficult to evaluate statistically.

Sampling errors can be evaluated statistically. The sample of respondents to the 2006 MICS is only one of many possible samples that could have been selected from the same population, using the same design and expected size. Each of these samples would yield results that differe somewhat from the results of the actual sample selected. Sampling errors are a measure of the variability in the results of the survey between all possible samples, and, although, the degree of variability is not known exactly, it can be estimated from the survey results. The sampling erros are measured in terms of the standard error for a particular statistic (mean or percentage), which is the square root of the variance. Confidence intervals are calculated for each statistic within which the true value for the population can be assumed to fall. Plus or minus two standard errors of the statistic is used for key statistics presented in MICS, equivalent to a 95 percent confidence interval.

If the sample of respondents had been a simple random sample, it would have been possible to use straightforward formulae for calculating sampling errors. However, the 2006 MICS sample is the result of a multi-stage stratified design, and consequently needs to use more complex formulae. The SPSS complex samples module has been used to calculate sampling errors for the 2006 MICS. This module uses the Taylor linearization method of variance estimation for survey estimates that are means or proportions. This method is documented in the SPSS file CSDescriptives.pdf found under the Help, Algorithms options in SPSS.

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

Other Forms of Data Appraisal

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

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

The results of each of these data quality tables is shown in the appendix of the final report and is also given in the external resources section.

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

## Accessibility

| | |
|---|---|
| Access Authority | Ministry of Public Health & Population (MoPH & P)<br>Hancioglu, Attila (UNICEF) , www.childinfo.org , ahancioglu@unicef.org |
| Contact(s) | Hancioglu, Attila (UNICEF) , www.childinfo.org , ahancioglu@unicef.org<br>Ahmed Abdel Monem (PAPFAM) , ahmonem@papfam.org |

Confidentiality
Users of the data agree to keep confidential all data contained in these datasets and to make no attempt to identify, trace or contact any individual whose data is included in these datasets.

Access Conditions
Survey datasets are distributed at no cost for legitimate research, with the condition that we receive a description of the research objectives that will be using the data prior to authorizing their distribution.

Copies of all reports and publications based on the requested data must be sent to:

1. Dr. Mutahar Al-Abbasi, Deputy Minister of Planning and International Organization, Yemen
E-mail: asabri1973@gmail.com
2. Dr. Nafisa Al-Jaifi, Secretary General of High Council of Motherhood and Childhood HCMC,Yemen
E-mail: <HCMC1@y.net.ye>

Requests for access to the datasets may be made through the website www.childinfo.org.

Citation Requirements
Ministry of Public Health & Population, Yemen. Multiple Indicator Cluster Survey: Household , household listing, women and children's files, 2006 [Computer file]. Yemen: Ministry of Public Health & Population [producer], 2006. Yemen: Ministry of Public Health & Population and New York: Strategic Information Section, Division of Policy and Planning, UNICEF [distributors], 2006.

| Rights & Disclaimer | |
|---|---|
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| Copyright | 2006, Ministry of Public Health & Population |

# Files Description

Dataset contains 5 file(s)

| hh | |
|---|---|
| # Cases | 3979 |
| # Variable(s) | 76 |
| File Structure | Type: relational<br>Key(s): HH1 (Cluster number) , HH2 (Household number) |

File Content
Data collected at the household level (MICS Household questionnaire: modules Household information panel, Water and Sanitation, Housing characteristics, Child discipline)

Producer
Dataset produced by Ministry of Public Health & Population, PAPFAM and UNICEF

Version
Dataset version 1.0 (June 8, 2006) - used for preparation of final report tabulations

Missing Data
Various codes are used to describe missing data and special values. The general strategy is as follows:
Any question that is skipped due to the flow of the questionnaire (not applicable) is coded as a blank in the dataset.
Any question that should have been answered according to the flow of the questionnaire, but no response was recorded on the questionnaire (missing) is coded with a field full of 9s for a numeric field, or with a field full of question marks for an alphabetic field.
Other special codes are used in a standard manner throughout the file. The codes used are recorded with a field full of 9s, but with the final digit being one of the following below:
Don't know 8
Inconsistent 7
Other 6
For example, if the month of birth was unknown, as the field requires two digits, the value would be 98.

For alphabetic fields, the following codes were used:
Don't know Z
None/no one Y
Other X

In summary

| | 1 digit | 2 digits | 3 digits | 4 digits | Alpha fields |
|---|---|---|---|---|---|
| Not applicable | b | b | b | b | b |
| Missing | 9 | 99 | 999 | 9999 | ? |
| Don't know | 8 | 98 | 998 | 9998 | Z |
| Inconsistent | 7 | 97 | 997 | 9997 | |
| None/no one | 0 | 00 | 000 | 0000 | Y |
| Other | 6 | 96 | 996 | 9996 | X |
| Special responses | | 95,94... | 995,994... | 9995,9994... | W |

where b indicates a blank space.

Fields requiring more than 5 values (excluding special values above) and less than 96 values are given at two digits with leading zeros for codes below 10. All fields requiring more than 95 values and less than 995 values are given 3 digits with leading zeros for codes below 100.

| hl | |
|---|---|
| # Cases | 26082 |
| # Variable(s) | 104 |
| File Structure | Type: relational<br>Key(s): HH1 (Cluster number) , HH2 (Household number) , LN (Line number) |

File Content
Data collected at the household member's level (MICS Household questionnaire: modules Household listing, Child labour, Child Disability)

Producer
Dataset produced by Ministry of Public Health & Population, PAPFAM and UNICEF

Version
Dataset version 1.0 (June 8, 2006) - used for preparation of final report tabulations

Missing Data
Various codes are used to describe missing data and special values. The general strategy is as follows:
Any question that is skipped due to the flow of the questionnaire (not applicable) is coded as a blank in the dataset.
Any question that should have been answered according to the flow of the questionnaire, but no response was recorded on the questionnaire (missing) is coded with a field full of 9s for a numeric field, or with a field full of question marks for an alphabetic field.
Other special codes are used in a standard manner throughout the file. The codes used are recorded with a field full of 9s, but with the final digit being one of the following below:
Don't know 8
Inconsistent 7
Other 6
For example, if the month of birth was unknown, as the field requires two digits, the value would be 98.

For alphabetic fields, the following codes were used:
Don't know Z
None/no one Y
Other X

In summary

| | 1 digit | 2 digits | 3 digits | 4 digits | Alpha fields |
|---|---|---|---|---|---|
| Not applicable | b | b | b | b | b |
| Missing | 9 | 99 | 999 | 9999 | ? |
| Don't know | 8 | 98 | 998 | 9998 | Z |
| Inconsistent | 7 | 97 | 997 | 9997 | |
| None/no one | 0 | 00 | 000 | 0000 | Y |
| Other | 6 | 96 | 996 | 9996 | X |
| Special responses | | 95,94... | 995,994... | 9995,9994... | W |

where b indicates a blank space.

Fields requiring more than 5 values (excluding special values above) and less than 96 values are given at two digits with leading zeros for codes below 10. All fields requiring more than 95 values and less than 995 values are given 3 digits with leading zeros for codes below 100.

| ch | |
|---|---|
| # Cases | 3918 |
| # Variable(s) | 212 |
| File Structure | Type: relational<br>Key(s): HH1 (Cluster number) , HH2 (Household number) , LN (Line number) |

File Content
Data collected at the children's level (MICS Under Five Children's questionnaire: modules Under Five Child Information Panel, Birth registration and early learning, Child development, Care of Illness, Immunization)

Producer
Dataset produced by Ministry of Public Health & Population, PAPFAM and UNICEF

Version
Dataset version 1.0 (June 8, 2006) - used for preparation of final report tabulations

Missing Data
Various codes are used to describe missing data and special values. The general strategy is as follows:
Any question that is skipped due to the flow of the questionnaire (not applicable) is coded as a blank in the dataset.
Any question that should have been answered according to the flow of the questionnaire, but no response was recorded on the questionnaire (missing) is coded with a field full of 9s for a numeric field, or with a field full of question marks for an alphabetic field.
Other special codes are used in a standard manner throughout the file. The codes used are recorded with a field full of 9s, but with the final digit being one of the following below:
Don't know 8
Inconsistent 7
Other 6
For example, if the month of birth was unknown, as the field requires two digits, the value would be 98.

For alphabetic fields, the following codes were used:
Don't know Z
None/no one Y
Other X

In summary

| | 1 digit | 2 digits | 3 digits | 4 digits | Alpha fields |
|---|---|---|---|---|---|
| Not applicable | b | b | b | b | b |
| Missing | 9 | 99 | 999 | 9999 | ? |
| Don't know | 8 | 98 | 998 | 9998 | Z |
| Inconsistent | 7 | 97 | 997 | 9997 | |
| None/no one | 0 | 00 | 000 | 0000 | Y |
| Other | 6 | 96 | 996 | 9996 | X |
| Special responses | | 95,94... | 995,994... | 9995,9994... | W |

where b indicates a blank space.

Fields requiring more than 5 values (excluding special values above) and less than 96 values are given at two digits with leading zeros for codes below 10. All fields requiring more than 95 values and less than 995 values are given 3 digits with leading zeros for codes below 100.

| wm | |
|---|---|
| # Cases | 3912 |
| # Variable(s) | 187 |
| File Structure | Type: relational<br>Key(s): HH1 (Cluster number) , HH2 (Household number) , LN (Line number) |

File Content
Data collected at the women's level (MICS Women's questionnaire: modules Women's Information Panel, Marriage, Child mortality, Tetanus toxoid, Maternal and newborn health, Contraception and unmet need, HIV/AIDS).

Producer
Dataset produced by Ministry of Public Health & Population, PAPFAM and UNICEF

Version
Dataset version 1.0 (June 8, 2006) - used for preparation of final report tabulations

Missing Data
Various codes are used to describe missing data and special values. The general strategy is as follows:
Any question that is skipped due to the flow of the questionnaire (not applicable) is coded as a blank in the dataset.
Any question that should have been answered according to the flow of the questionnaire, but no response was recorded on the questionnaire (missing) is coded with a field full of 9s for a numeric field, or with a field full of question marks for an alphabetic field.
Other special codes are used in a standard manner throughout the file. The codes used are recorded with a field full of 9s, but with the final digit being one of the following below:
Don't know 8
Inconsistent 7
Other 6
For example, if the month of birth was unknown, as the field requires two digits, the value would be 98.

For alphabetic fields, the following codes were used:
Don't know Z
None/no one Y
Other X

In summary

| | 1 digit | 2 digits | 3 digits | 4 digits | Alpha fields |
|---|---|---|---|---|---|
| Not applicable | b | b | b | b | b |
| Missing | 9 | 99 | 999 | 9999 | ? |
| Don't know | 8 | 98 | 998 | 9998 | Z |
| Inconsistent | 7 | 97 | 997 | 9997 | |
| None/no one | 0 | 00 | 000 | 0000 | Y |
| Other | 6 | 96 | 996 | 9996 | X |

| | | | |
|---|---|---|---|
| Special responses | 95,94... | 995,994... 9995,9994... | W |

where b indicates a blank space.

Fields requiring more than 5 values (excluding special values above) and less than 96 values are given at two digits with leading zeros for codes below 10. All fields requiring more than 95 values and less than 995 values are given 3 digits with leading zeros for codes below 100.

## bh

| | |
|---|---|
| # Cases | 17213 |
| # Variable(s) | 68 |
| File Structure | Type: relational<br>Key(s): HH1 (Cluster number) , HH2 (Household number) , LN (Line number) , BH1 (Line number of live birth) |

File Content
Data collected at the women's level (MICS Women's questionnaire: modules Birth History)

Producer
Dataset produced by Ministry of Public Health & Population, PAPFAM and UNICEF

Version
Dataset version 1.0 (July , 2007) - used for preparation of final report tabulations

Missing Data
Various codes are used to describe missing data and special values. The general strategy is as follows:
Any question that is skipped due to the flow of the questionnaire (not applicable) is coded as a blank in the dataset.
Any question that should have been answered according to the flow of the questionnaire, but no response was recorded on the questionnaire (missing) is coded with a field full of 9s for a numeric field, or with a field full of question marks for an alphabetic field.
Other special codes are used in a standard manner throughout the file. The codes used are recorded with a field full of 9s, but with the final digit being one of the following below:
Don't know 8
Inconsistent 7
Other 6
For example, if the month of birth was unknown, as the field requires two digits, the value would be 98.

For alphabetic fields, the following codes were used:
Don't know Z
None/no one Y
Other X

In summary

| | 1 digit | 2 digits | 3 digits | 4 digits | Alpha fields |
|---|---|---|---|---|---|
| Not applicable | b | b | b | b | b |
| Missing | 9 | 99 | 999 | 9999 | ? |
| Don't know | 8 | 98 | 998 | 9998 | Z |
| Inconsistent | 7 | 97 | 997 | 9997 | |
| None/no one | 0 | 00 | 000 | 0000 | Y |

| | | | | | | |
|---|---|---|---|---|---|---|
| Other | 6 | 96 | 996 | 9996 | X | |
| Special responses | | 95,94... | 995,994... | 9995,9994... | W | |

where b indicates a blank space.

Fields requiring more than 5 values (excluding special values above) and less than 96 values are given at two digits with leading zeros for codes below 10. All fields requiring more than 95 values and less than 995 values are given 3 digits with leading zeros for codes below 100.

# Variables List

Dataset contains 647 variable(s)

File hh

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 1 | HH1 | Cluster number | continuous | numeric-3.0 | 3979 | 0 | - |
| 2 | HH2 | Household number | continuous | numeric-2.0 | 3979 | 0 | - |
| 3 | HH3 | Interviewer number | continuous | numeric-2.0 | 3979 | 0 | - |
| 4 | HH4 | Supervisor Number | continuous | numeric-2.0 | 3979 | 0 | - |
| 5 | HH5D | Day of interview | continuous | numeric-2.0 | 3979 | 0 | - |
| 6 | HH5M | Month of interview | continuous | numeric-2.0 | 3979 | 0 | - |
| 7 | HH5Y | Year of interview | continuous | numeric-4.0 | 3979 | 0 | - |
| 8 | HH6 | Area | discrete | numeric-1.0 | 3979 | 0 | - |
| 9 | HH7 | Governorate | discrete | numeric-2.0 | 3979 | 0 | - |
| 10 | HH9 | Result of HH interview | discrete | numeric-1.0 | 3979 | 0 | - |
| 11 | HH10 | Respondent HH questionnaire | discrete | numeric-2.0 | 3586 | 393 | - |
| 12 | HH11 | Number of household members | continuous | numeric-2.0 | 3586 | 393 | - |
| 13 | HH12 | Total eligible women | continuous | numeric-2.0 | 3586 | 393 | - |
| 14 | HH13 | Women interviews completed | continuous | numeric-2.0 | 3586 | 393 | - |
| 15 | HH14 | Total children under 5 | continuous | numeric-2.0 | 3586 | 393 | - |
| 16 | HH15 | Child interviews completed | continuous | numeric-2.0 | 3586 | 393 | - |
| 17 | HH16 | Data entry clerk | continuous | numeric-2.0 | 3979 | 0 | - |
| 18 | TOHL6 | Total number of Women 15-49 | continuous | numeric-2.0 | 3586 | 393 | - |
| 19 | TOHL7 | Total number of Children 5-14 | continuous | numeric-2.0 | 3586 | 393 | - |
| 20 | TOHL8 | Total number of Children Under 5 years | continuous | numeric-2.0 | 3586 | 393 | - |
| 21 | WS1 | Main source of drinking water | discrete | numeric-2.0 | 3586 | 393 | What is the main source of drinking water for members of your household? |
| 22 | WS2 | Main source of water used for other purposes (if bottled wat | discrete | numeric-2.0 | 298 | 3681 | What is the main source of water used by your household for other purposes such as cooking and handwashing? |
| 23 | WS3 | Time to get water and come back | discrete | numeric-3.0 | 1665 | 2314 | How long does it take to go there, get water, and come back? |
| 24 | WS4 | Person fetching water | discrete | numeric-1.0 | 1712 | 2267 | Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex? |
| 25 | WS5 | Treat water to make safer for drinking | discrete | numeric-1.0 | 3586 | 393 | Do you treat your water in any way to make it safer to drink? |
| 26 | WS6A | Boil | discrete | character-1 | 104 | 0 | What do you usually do to the water to |

File hh (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| | | | | | | | make it safer to drink? Anything else? |
| 27 | WS6B | Add bleach/chlorine | discrete | character-1 | 19 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 28 | WS6C | Strain it through a cloth | discrete | character-1 | 80 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 29 | WS6D | Use water filter | discrete | character-1 | 56 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 30 | WS6F | Let it stand and settle | discrete | character-1 | 10 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 31 | WS6X | Other | discrete | character-1 | 10 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 32 | WS6Z | DK | discrete | character-1 | 0 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 33 | WS7 | Kind of toilet facility | discrete | numeric-2.0 | 3586 | 393 | What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to? |
| 34 | WS8 | Toilet facility shared | discrete | numeric-1.0 | 2795 | 1184 | Do you share this facility with other households? |
| 35 | WS9 | Households using this toilet facility | continuous | numeric-2.0 | 179 | 3800 | How many households in total use this toilet facility? |
| 36 | HC2 | Number of rooms for sleeping | continuous | numeric-2.0 | 3579 | 400 | How many rooms in this household are used for sleeping? |
| 37 | HC3 | Main material of floor | discrete | numeric-2.0 | 3586 | 393 | - |
| 38 | HC6 | Type of fuel using for cooking | discrete | numeric-2.0 | 3586 | 393 | What type of fuel does your household mainly use for cooking? |
| 39 | HC8 | Cooking location | discrete | numeric-1.0 | 3586 | 393 | Is the cooking usually done in the house, in a separate building, or outdoors? |
| 40 | HC9A | Electricity | discrete | numeric-1.0 | 3586 | 393 | Does your household have: |
| 41 | HC9B | Radio | discrete | numeric-1.0 | 3586 | 393 | Does your household have: |
| 42 | HC9C | Television | discrete | numeric-1.0 | 3586 | 393 | Does your household have: |
| 43 | HC9D | Mobile phone | discrete | numeric-1.0 | 3586 | 393 | Does your household have: |
| 44 | HC9E | Non-mobile phone | discrete | numeric-1.0 | 3586 | 393 | Does your household have: |
| 45 | HC9F | Refrigerator | discrete | numeric-1.0 | 3586 | 393 | Does your household have: |
| 46 | HC9G | Satalite Dish | continuous | numeric-1.0 | 3586 | 393 | Does your household have: |
| 47 | HC9H | Electric Generator | continuous | numeric-1.0 | 3586 | 393 | Does your household have: |
| 48 | HC10B | Bicycle | discrete | numeric-1.0 | 3586 | 393 | Does any member of your household own: |
| 49 | HC10C | Motorcycle or scooter | discrete | numeric-1.0 | 3586 | 393 | Does any member of your household own: |
| 50 | HC10D | Animal-drawn cart | discrete | numeric-1.0 | 3586 | 393 | Does any member of your household own: |
| 51 | HC10E | Car or truck | discrete | numeric-1.0 | 3586 | 393 | Does any member of your household own: |

File hh (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 52 | HC10F | Boat with a motor | discrete | numeric-1.0 | 3586 | 393 | Does any member of your household own: |
| 53 | HC10G | Agricultural Land | continuous | numeric-1.0 | 3586 | 393 | Does any member of your household own: |
| 54 | HC10H | Workshop/Factory | continuous | numeric-1.0 | 3586 | 393 | Does any member of your household own: |
| 55 | HC10I | Real State/Land | continuous | numeric-1.0 | 3586 | 393 | Does any member of your household own: |
| 56 | HC10J | Shop/Company | continuous | numeric-1.0 | 3586 | 393 | Does any member of your household own: |
| 57 | CD7 | Total children aged 2-14 years | continuous | numeric-2.0 | 2872 | 1107 | - |
| 58 | CD9 | Rank number of child (from response box) | continuous | numeric-2.0 | 2872 | 1107 | - |
| 59 | CD11 | Child line number | continuous | numeric-2.0 | 2872 | 1107 | - |
| 60 | CD12A | Took away privileges | discrete | numeric-1.0 | 2872 | 1107 | Took away privileges, forbade something (name) liked or did not allow him/her to leave house). |
| 61 | CD12B | Explaned why something was wrong | discrete | numeric-1.0 | 2872 | 1107 | Explained why something (the behavior) was wrong. |
| 62 | CD12C | Shook him/her | discrete | numeric-1.0 | 2872 | 1107 | Shook him/her. |
| 63 | CD12D | Shouted yelled at or screamed at him/her | discrete | numeric-1.0 | 2872 | 1107 | Shouted, yelled at or screamed at him/her. |
| 64 | CD12E | Gave him/her something else to do | discrete | numeric-1.0 | 2872 | 1107 | Gave him/her something else to do. |
| 65 | CD12F | Spanked, hit or slapped him/her with bare hand | discrete | numeric-1.0 | 2872 | 1107 | Spanked, hit or slapped him/her on the bottom with bare hand. |
| 66 | CD12G | Hit him/her on the bottom with or elsewhere with a belt | discrete | numeric-1.0 | 2872 | 1107 | Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object. |
| 67 | CD12H | Called him/her dumb, lazy | discrete | numeric-1.0 | 2872 | 1107 | Called him/her dumb, lazy, or another name like that. |
| 68 | CD12I | Hit or slapped him/her on the face | discrete | numeric-1.0 | 2872 | 1107 | Hit or slapped him/her on the face, head or ears. |
| 69 | CD12J | Hit or slapped him/her on the hand | discrete | numeric-1.0 | 2872 | 1107 | Hit or slapped him/her on the hand, arm, or leg. |
| 70 | CD12K | Beat him/her up with an implement | discrete | numeric-1.0 | 2872 | 1107 | Beat him/her up with an implement (hit over and over as hard as one could). |
| 71 | CD13 | Do you believe to bring up you nedd to punish him/her | discrete | numeric-1.0 | 2872 | 1107 | Do you believe that in order to bring up (raise, educate) (name) properly, you need to physically punish him/her? |
| 72 | helevel | Education of household head | discrete | numeric-1.0 | 3586 | 393 | - |
| 73 | hhsex | Sex of household head | discrete | numeric-1.0 | 3586 | 393 | - |
| 74 | wlthscor | Wealth index score | continuous | numeric-9.5 | 3979 | 0 | - |
| 75 | wlthind5 | Wealth index quintiles | discrete | numeric-1.0 | 3979 | 0 | - |

## File hh (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 76 | hhweight | Household sample weight | continuous | numeric-8.6 | 3979 | 0 | - |

## File hl

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 1 | HH1 | Cluster number | continuous | numeric-3.0 | 26082 | 0 | - |
| 2 | HH2 | Household number | continuous | numeric-2.0 | 26082 | 0 | - |
| 3 | LN | Line number | continuous | numeric-2.0 | 26082 | 0 | - |
| 4 | HL3 | Relationship to the head | discrete | numeric-2.0 | 26082 | 0 | What is the relationship of (name) to the head of the household? |
| 5 | HL4 | Sex | discrete | numeric-1.0 | 26082 | 0 | Is (name) male or female? |
| 6 | HL5 | Age | continuous | numeric-2.0 | 26060 | 22 | How old is (name)? How old was (name) on his/her last birthday? |
| 7 | HL5A | Marital status | continuous | numeric-1.0 | 14432 | 11650 | What is (name's) marital status? |
| 8 | HL6 | Line number of eligible women | continuous | numeric-2.0 | 26082 | 0 | - |
| 9 | HL7 | Line number of mother/caretaker for child labor module | continuous | numeric-2.0 | 26082 | 0 | Who is the mother or primary caretaker of this child? |
| 10 | HL8 | Line number of mother/caretaker for child health module | continuous | numeric-2.0 | 26082 | 0 | Who is the mother or primary caretaker of this child? |
| 11 | HL9 | Mother alive | discrete | numeric-1.0 | 13639 | 12443 | Is (name's) natural mother alive? |
| 12 | HL10 | Mother line number in HH | continuous | numeric-2.0 | 13250 | 12832 | Does (name's) natural mother live in this household? |
| 13 | HL11 | Father alive | discrete | numeric-1.0 | 13639 | 12443 | Is (name's) natural father alive? |
| 14 | HL12 | Father line number in HH | continuous | numeric-2.0 | 13073 | 13009 | Does (name's) natural father live in this household? |
| 15 | ED1 | Line number | continuous | numeric-2.0 | 26082 | 0 | - |
| 16 | ED2 | Ever attended school | discrete | numeric-1.0 | 22164 | 3918 | Has (name) ever attended school or preschool? |
| 17 | ED3A | Highest level of school attended | discrete | numeric-1.0 | 13578 | 12504 | What is the highest level of school (name) attended? |
| 18 | ED3B | Highest grade at level | discrete | numeric-2.0 | 13483 | 12599 | What is the highest grade (name) completed at this level? |
| 19 | ED4 | Currently attending school during the school year (2004-2005 | discrete | numeric-1.0 | 9688 | 16394 | During the (2005- 2006) school year, did (name) attend school or preschool at any time? |
| 20 | ED5 | Days attended school in last week | continuous | numeric-1.0 | 6519 | 19563 | Since last (day of the week), how many days did (name) attend school? |
| 21 | ED6A | Level of education attended | discrete | numeric-1.0 | 6519 | 19563 | During this/that school year, which level and grade is/was (name) attending? |
| 22 | ED6B | Grade of education attended | continuous | numeric-2.0 | 6519 | 19563 | During this/that school year, which level and grade is/was (name) attending? |

File hl (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 23 | ED7 | Attended school last year (2003-2004) | discrete | numeric-1.0 | 9688 | 16394 | Did (name) attend school or preschool at any time during the previous school year, that is (2004-2005)? |
| 24 | ED8A | Level of education attended last year | discrete | numeric-1.0 | 6332 | 19750 | During that previous school year, which level and grade did (name) attend? |
| 25 | ED8B | Grade of education attended last year | continuous | numeric-2.0 | 6332 | 19750 | During that previous school year, which level and grade did (name) attend? |
| 26 | CL1 | Line number | continuous | numeric-2.0 | 25929 | 153 | - |
| 27 | CL3 | Worked in past week | discrete | numeric-1.0 | 7624 | 18458 | During the past week, did (name) do any kind of work for someone who is not a member of this household? If yes: For pay in cash or kind? |
| 28 | CL4 | Hours worked in past week | continuous | numeric-2.0 | 264 | 25818 | Since last (day of the week), about how many hours did he/she do this work for someone who is not a member of this household? |
| 29 | CL5 | Worked in past year | discrete | numeric-1.0 | 7360 | 18722 | At any time during the past year, did (name) do any kind of work for someone who is not a member of this household? If yes: For pay in cash or kind? |
| 30 | CL6 | Helped with household chores in past week | discrete | numeric-1.0 | 7624 | 18458 | During the past week, did (name) help with household chores such as shopping, collecting firewood, cleaning, fetching water, or caring for children? |
| 31 | CL7 | Hours spent on chores in past week | discrete | numeric-2.0 | 3827 | 22255 | Since last (day of the week), about how many hours did he/she spend doing these chores? |
| 32 | CL8 | Did other family work in past week | discrete | numeric-1.0 | 7624 | 18458 | During the past week, did (name) do any other family work (on the farm or in a business or selling goods in the street?) |
| 33 | CL9 | Hours worked on other family work | continuous | numeric-2.0 | 1100 | 24982 | Since last (day of the week), about how many hours did he/she do this work? |
| 34 | DA1 | Line number | continuous | numeric-2.0 | 6267 | 19815 | - |
| 35 | DA3 | Delay in sitting, standing or walking | discrete | numeric-1.0 | 6267 | 19815 | Compared with other children, does or did (name) have any serious delay in sitting, standing, or walking? |
| 36 | DA4 | Difficulty seeing | discrete | numeric-1.0 | 6267 | 19815 | Compared with other children, does (name) have difficulty seeing, either in the daytime or at night? |
| 37 | DA5 | Difficulty hearing | discrete | numeric-1.0 | 6267 | 19815 | Does (name) appear to have difficulty hearing? (uses hearing aid, hears with difficulty, completely deaf?) |
| 38 | DA6 | Understands | discrete | numeric-1.0 | 6267 | 19815 | When you tell (name) to do something, does he/she seem to understand what you are saying? |
| 39 | DA7 | Difficulty walking | discrete | numeric-1.0 | 6267 | 19815 | Does (name) have difficulty in walking or moving his/her arms or does he/she have weakness and/or stiffness in the |

File hl (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| | | | | | | | arms or legs? |
| 40 | DA8 | Fits, rigid or lose conciousness | discrete | numeric-1.0 | 6267 | 19815 | Does (name) sometimes have fits, become rigid, or lose consciousness? |
| 41 | DA9 | Learns like other children | discrete | numeric-1.0 | 6267 | 19815 | Does (name) learn to do things like other children his/her age? |
| 42 | DA10 | Speaks | discrete | numeric-1.0 | 6267 | 19815 | Does (name) speak at all (can he/she make him or herself understood in words; can say any recognizable words)? |
| 43 | DA11 | Speech different | discrete | numeric-1.0 | 5493 | 20589 | Is (name)'s speech in any way different from normal (not clear enough to be understood by people other than the immediate family)? |
| 44 | DA12 | Names objects | discrete | numeric-1.0 | 777 | 25305 | Can (name) name at least one object (for example, an animal, a toy, a cup, a spoon)? |
| 45 | DA13 | Mentally backward | discrete | numeric-1.0 | 6267 | 19815 | Compared with other children of the same age, does (name) appear in any way mentally backward, dull or slow? |
| 46 | HH3 | Interviewer number | continuous | numeric-2.0 | 26082 | 0 | - |
| 47 | HH4 | Supervisor Number | continuous | numeric-2.0 | 26082 | 0 | - |
| 48 | HH5D | Day of interview | continuous | numeric-2.0 | 26082 | 0 | - |
| 49 | HH5M | Month of interview | continuous | numeric-2.0 | 26082 | 0 | - |
| 50 | HH5Y | Year of interview | continuous | numeric-4.0 | 26082 | 0 | - |
| 51 | HH6 | Area | discrete | numeric-1.0 | 26082 | 0 | - |
| 52 | HH7 | Governorate | discrete | numeric-2.0 | 26082 | 0 | - |
| 53 | HH9 | Result of HH interview | continuous | numeric-1.0 | 26082 | 0 | - |
| 54 | HH10 | Respondent HH questionnaire | continuous | numeric-2.0 | 26082 | 0 | - |
| 55 | HH11 | Number of household members | continuous | numeric-2.0 | 26082 | 0 | - |
| 56 | HH12 | Total eligible women | continuous | numeric-2.0 | 26082 | 0 | - |
| 57 | HH13 | Women interviews completed | continuous | numeric-2.0 | 26082 | 0 | - |
| 58 | HH14 | Total children under 5 | continuous | numeric-2.0 | 26082 | 0 | - |
| 59 | HH15 | Child interviews completed | continuous | numeric-2.0 | 26082 | 0 | - |
| 60 | HH16 | Data entry clerk | continuous | numeric-2.0 | 26082 | 0 | - |
| 61 | WS1 | Main source of drinking water | discrete | numeric-2.0 | 26082 | 0 | What is the main source of drinking water for members of your household? |
| 62 | WS2 | Main source of water used for other purposes (if bottled wat | discrete | numeric-2.0 | 2010 | 24072 | What is the main source of water used by your household for other purposes such as cooking and handwashing? |
| 63 | WS3 | Time to get water and come back | continuous | numeric-3.0 | 11455 | 14627 | How long does it take to go there, get water, and come back? |
| 64 | WS4 | Person fetching water | discrete | numeric-1.0 | 11824 | 14258 | Who usually goes to this source to fetch |

File hl (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| | | | | | | | the water for your household? Probe: Is this person under age 15? What sex? |
| 65 | WS5 | Treat water to make safer for drinking | discrete | numeric-1.0 | 26082 | 0 | Do you treat your water in any way to make it safer to drink? |
| 66 | WS6A | Boil | discrete | character-1 | 742 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 67 | WS6B | Add bleach/chlorine | discrete | character-1 | 127 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 68 | WS6C | Strain it through a cloth | discrete | character-1 | 595 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 69 | WS6D | Use water filter | discrete | character-1 | 357 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 70 | WS6F | Let it stand and settle | discrete | character-1 | 76 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 71 | WS6X | Other | discrete | character-1 | 62 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 72 | WS6Z | DK | discrete | character-1 | 0 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 73 | WS7 | Kind of toilet facility | discrete | numeric-2.0 | 26082 | 0 | What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to? |
| 74 | WS8 | Toilet facility shared | discrete | numeric-1.0 | 21093 | 4989 | Do you share this facility with other households? |
| 75 | WS9 | Households using this toilet facility | continuous | numeric-2.0 | 1058 | 25024 | How many households in total use this toilet facility? |
| 76 | HC2 | Number of rooms for sleeping | continuous | numeric-2.0 | 26082 | 0 | How many rooms in this household are used for sleeping? |
| 77 | HC3 | Main material of floor | discrete | numeric-2.0 | 26082 | 0 | - |
| 78 | HC6 | Type of fuel using for cooking | discrete | numeric-2.0 | 26082 | 0 | What type of fuel does your household mainly use for cooking? |
| 79 | HC8 | Cooking location | discrete | numeric-1.0 | 26082 | 0 | Is the cooking usually done in the house, in a separate building, or outdoors? |
| 80 | HC9A | Electricity | discrete | numeric-1.0 | 26082 | 0 | Does your household have: |
| 81 | HC9B | Radio | discrete | numeric-1.0 | 26082 | 0 | Does your household have: |
| 82 | HC9C | Television | discrete | numeric-1.0 | 26082 | 0 | Does your household have: |
| 83 | HC9D | Mobile phone | discrete | numeric-1.0 | 26082 | 0 | Does your household have: |
| 84 | HC9E | Non-mobile phone | discrete | numeric-1.0 | 26082 | 0 | Does your household have: |
| 85 | HC9F | Refrigerator | discrete | numeric-1.0 | 26082 | 0 | Does your household have: |
| 86 | HC9G | Satalite Dish | continuous | numeric-1.0 | 26082 | 0 | Does your household have: |
| 87 | HC9H | Electric Generator | continuous | numeric-1.0 | 26082 | 0 | Does your household have: |
| 88 | HC10B | Bicycle | discrete | numeric-1.0 | 26082 | 0 | Does any member of your household own: |
| 89 | HC10C | Motorcycle or scooter | discrete | numeric-1.0 | 26082 | 0 | Does any member of your household |

## File hl (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| | | | | | | | own: |
| 90 | HC10D | Animal-drawn cart | discrete | numeric-1.0 | 26082 | 0 | Does any member of your household own: |
| 91 | HC10E | Car or truck | discrete | numeric-1.0 | 26082 | 0 | Does any member of your household own: |
| 92 | HC10F | Boat with a motor | discrete | numeric-1.0 | 26082 | 0 | Does any member of your household own: |
| 93 | HC10G | Agricultural Land | continuous | numeric-1.0 | 26082 | 0 | Does any member of your household own: |
| 94 | HC10H | Workshop/Factory | continuous | numeric-1.0 | 26082 | 0 | Does any member of your household own: |
| 95 | HC10I | Real State/Land | continuous | numeric-1.0 | 26082 | 0 | Does any member of your household own: |
| 96 | HC10J | Shop/Company | continuous | numeric-1.0 | 26082 | 0 | Does any member of your household own: |
| 97 | mline | Mother's line number | continuous | numeric-2.0 | 13637 | 12445 | - |
| 98 | melevel | Mother's education | discrete | numeric-1.0 | 13633 | 12449 | - |
| 99 | fline | Father's line number | continuous | numeric-2.0 | 13638 | 12444 | - |
| 100 | felevel | Father's education | discrete | numeric-1.0 | 13638 | 12444 | - |
| 101 | helevel | Education of household head | discrete | numeric-1.0 | 26082 | 0 | - |
| 102 | wlthscor | Wealth index score | continuous | numeric-9.5 | 26082 | 0 | - |
| 103 | wlthind5 | Wealth index quintiles | discrete | numeric-1.0 | 26082 | 0 | - |
| 104 | hhweight | Household sample weight | continuous | numeric-8.6 | 26082 | 0 | - |

## File ch

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 1 | HH1 | Cluster number | continuous | numeric-3.0 | 3918 | 0 | - |
| 2 | HH2 | Household number | continuous | numeric-2.0 | 3918 | 0 | - |
| 3 | LN | Line number | continuous | numeric-2.0 | 3918 | 0 | - |
| 4 | UF1 | Cluster number | continuous | numeric-3.0 | 3918 | 0 | - |
| 5 | UF2 | Household number | continuous | numeric-3.0 | 3918 | 0 | - |
| 6 | UF4 | Child's line number | continuous | numeric-2.0 | 3918 | 0 | - |
| 7 | UF6 | Caretaker's line number | continuous | numeric-2.0 | 3918 | 0 | - |
| 8 | UF7 | Interviewer number | continuous | numeric-2.0 | 3918 | 0 | - |
| 9 | UF8D | Day of interview | continuous | numeric-2.0 | 3918 | 0 | - |
| 10 | UF8M | Month of interview | continuous | numeric-2.0 | 3918 | 0 | - |
| 11 | UF8Y | Year of interview | continuous | numeric-4.0 | 3918 | 0 | - |
| 12 | UF9 | Result of interview for chidren under 5 | discrete | numeric-1.0 | 3918 | 0 | - |

File ch (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 13 | UF10D | Day of birth of child | continuous | numeric-2.0 | 3783 | 135 | Now I would like to ask you some questions about the health of each child under the age of 5 in your care, who lives with you now. Now I want to ask you about (NAME). In what month and year was (NAME) born? Probe: What is his/her birthday? |
| 14 | UF10M | Month of birth of child | continuous | numeric-2.0 | 3783 | 135 | Now I would like to ask you some questions about the health of each child under the age of 5 in your care, who lives with you now. Now I want to ask you about (NAME). In what month and year was (NAME) born? Probe: What is his/her birthday? |
| 15 | UF10Y | Year of birth of child | continuous | numeric-4.0 | 3783 | 135 | Now I would like to ask you some questions about the health of each child under the age of 5 in your care, who lives with you now. Now I want to ask you about (NAME). In what month and year was (NAME) born? Probe: What is his/her birthday? |
| 16 | UF11 | Age of child | continuous | numeric-1.0 | 3783 | 135 | How old was (NAME) at his/her last birthday? |
| 17 | BR1 | Child has birth certificate | discrete | numeric-1.0 | 3783 | 135 | Does (name) have a birth certificate? May I see it? |
| 18 | BR2 | Child registered | discrete | numeric-1.0 | 3303 | 615 | Has (name's) birth been registered with the civil authorities? |
| 19 | BR3 | Reason birth not registered | discrete | numeric-1.0 | 2687 | 1231 | Why is (name's) birth not registered? |
| 20 | BR4 | Know how to register birth | discrete | numeric-1.0 | 2962 | 956 | Do you know how to register your child's birth? |
| 21 | BR6 | Child attends early childhood education programme | discrete | numeric-1.0 | 1501 | 2417 | Does (name) attend any organized learning or early childhood education programme, such as a private or government facility, including kindergarten or community child care? |
| 22 | BR7 | Hours attended education in last 7 days | discrete | numeric-2.0 | 38 | 3880 | Within the last seven days, about how many hours did (name) attend? |
| 23 | BR8AM | Books-Mother | discrete | character-1 | 204 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Read books or look at picture books with (name)? |
| 24 | BR8AF | Books-Father | discrete | character-1 | 117 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - |

File ch (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| | | | | | | | the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Read books or look at picture books with (name)? |
| 25 | BR8AO | Books-Other | discrete | character-1 | 195 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Read books or look at picture books with (name)? |
| 26 | BR8AN | Books-No one | discrete | character-1 | 3335 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Read books or look at picture books with (name)? |
| 27 | BR8BM | Stories-Mother | discrete | character-1 | 452 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Tell stories to (name)? |
| 28 | BR8BF | Stories-Father | discrete | character-1 | 136 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Tell stories to (name)? |
| 29 | BR8BO | Stories-Other | discrete | character-1 | 256 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Tell stories to (name)? |
| 30 | BR8BN | Stories-No one | discrete | character-1 | 3076 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who |

File ch (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| | | | | | | | engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Tell stories to (name)? |
| 31 | BR8CM | Songs-Mother | discrete | character-1 | 1316 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Sing songs with (name)? |
| 32 | BR8CF | Songs-Father | discrete | character-1 | 222 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Sing songs with (name)? |
| 33 | BR8CO | Songs-Other | discrete | character-1 | 595 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Sing songs with (name)? |
| 34 | BR8CN | Songs-No one | discrete | character-1 | 2047 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Sing songs with (name)? |
| 35 | BR8DM | Outside-Mother | discrete | character-1 | 1683 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Take (name) outside the home, compound, yard or enclosure? |
| 36 | BR8DF | Outside-Father | discrete | character-1 | 721 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - |

File ch (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| | | | | | | | the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Take (name) outside the home, compound, yard or enclosure? |
| 37 | BR8DO | Outside-Other | discrete | character-1 | 826 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Take (name) outside the home, compound, yard or enclosure? |
| 38 | BR8DN | Outside-No one | discrete | character-1 | 1380 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Take (name) outside the home, compound, yard or enclosure? |
| 39 | BR8EM | Play-Mother | discrete | character-1 | 1697 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Play with (name)? |
| 40 | BR8EF | Play-Father | discrete | character-1 | 758 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Play with (name)? |
| 41 | BR8EO | Play-Other | discrete | character-1 | 1613 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Play with (name)? |
| 42 | BR8EN | Play-No one | discrete | character-1 | 860 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who |

File ch (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| | | | | | | | engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Play with (name)? |
| 43 | BR8FM | Naming-Mother | discrete | character-1 | 767 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Spend time with (name) naming, counting, and/or drawing things? |
| 44 | BR8FF | Naming-Father | discrete | character-1 | 326 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Spend time with (name) naming, counting, and/or drawing things? |
| 45 | BR8FO | Naming-Other | discrete | character-1 | 564 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Spend time with (name) naming, counting, and/or drawing things? |
| 46 | BR8FN | Naming-No one | discrete | character-1 | 2560 | 0 | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? Spend time with (name) naming, counting, and/or drawing things? |
| 47 | CE1 | How many books are there in the household | continuous | numeric-2.0 | 3783 | 135 | How many books are there in the household? Please include schoolbooks, but not other books meant for children, such as picture books |
| 48 | CE2 | How many children books or picture books do you have for him | continuous | numeric-2.0 | 3783 | 135 | How many children's books or picture books do you have for (name)? |
| 49 | CE3A | Bowls, plate, cups ,pots | discrete | character-1 | 1648 | 0 | I am interested in learning about the things that (NAME) plays with when he/she is at home. What does (NAME) |

File ch (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| | | | | | | | play with? Does he/she play with household objects, such as bowls, plates, cups or pots? |
| 50 | CE3B | Sticks , rocks, animals shells, leaves | discrete | character-1 | 1822 | 0 | I am interested in learning about the things that (NAME) plays with when he/she is at home. What does (NAME) play with? Does he/she play with objects and materials found outside the living quarters, such as sticks, rocks, animals, shells, or leaves? |
| 51 | CE3C | Homemade toys | discrete | character-1 | 588 | 0 | I am interested in learning about the things that (NAME) plays with when he/she is at home. What does (NAME) play with? Does he/she play with homemade toys, such as dolls, cars and other toys made at home? |
| 52 | CE3D | Toys that came from a store | discrete | character-1 | 1714 | 0 | I am interested in learning about the things that (NAME) plays with when he/she is at home. What does (NAME) play with? Does he/she play with toys that came from a store? |
| 53 | CE3Y | No playthings mentioned | discrete | character-1 | 720 | 0 | I am interested in learning about the things that (NAME) plays with when he/she is at home. What does (NAME) play with? Does he/she play with household objects, such as bowls, plates, cups or pots? |
| 54 | CE4 | How many time was he/her left in the care of another child | continuous | numeric-2.0 | 3783 | 135 | Sometimes adults taking care of children have to leave the house to go shopping, wash clothes, or for other reasons and have to leave young children with others. since last (day of the week) how many times was (name) left in the care of another child (that is, someone less than 10 years old)? |
| 55 | CE5 | How many time he was left alone | continuous | numeric-2.0 | 3783 | 135 | In the past week, how many times was (name) left alone? |
| 56 | CA1 | Child had diarrhoea in last 2 weeks | discrete | numeric-1.0 | 3783 | 135 | Has (name) had diarrhoea in the last two weeks, that is, since (day of the week) of the week before last? |
| 57 | CA2A | Drank fluid made from special packet (ORS) | discrete | numeric-1.0 | 1303 | 2615 | During this last episode of diarrhoea, did (name) drink any of the following: Read each item aloud and record response before proceeding to the next item. A fluid made from a special packet called (local name for ORS packet solution)? |
| 58 | CA2D | Drinking Water | continuous | numeric-1.0 | 1303 | 2615 | During this last episode of diarrhoea, did (name) drink any of the following: Read each item aloud and record response before proceeding to the next item. |
| 59 | CA2E | Rice Water | continuous | numeric-1.0 | 1303 | 2615 | During this last episode of diarrhoea, did (name) drink any of the following: |

File ch (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| | | | | | | | Read each item aloud and record response before proceeding to the next item. |
| 60 | CA2F | Vegitable Soup | continuous | numeric-1.0 | 1303 | 2615 | During this last episode of diarrhoea, did (name) drink any of the following: Read each item aloud and record response before proceeding to the next item. |
| 61 | CA2H | Fruit juice | continuous | numeric-1.0 | 1303 | 2615 | During this last episode of diarrhoea, did (name) drink any of the following: Read each item aloud and record response before proceeding to the next item. |
| 62 | CA3 | Child drank less or more during illness | discrete | numeric-1.0 | 1303 | 2615 | During (name's) illness, did he/she drink much less, about the same, or more than usual? |
| 63 | CA4 | Child ate less or more during illness | discrete | numeric-1.0 | 1303 | 2615 | During (name's) illness, did he/she eat less, about the same, or more food than usual? If "less", probe: Much less or a little less? |
| 64 | CA5 | Child ill with cough in last 2 weeks | discrete | numeric-1.0 | 3783 | 135 | Has (name) had an illness with a cough at any time in the last two weeks, that is, since (day of the week) of the week before last? |
| 65 | CA6 | Difficulty breathing during illness with cough | discrete | numeric-1.0 | 1236 | 2682 | When (name) had an illness with a cough, did he/she breathe faster than usual with short, quick breaths or have difficulty breathing? |
| 66 | CA7 | Symptoms due to problem in chest or blocked nose | discrete | numeric-1.0 | 794 | 3124 | Were the symptoms due to a problem in the chest or a blocked nose? |
| 67 | CA8 | Sought advice or teatment for illness | discrete | numeric-1.0 | 550 | 3368 | Did you seek advice or treatment for the illness outside the home? |
| 68 | CA9 | Place sought advice or treatment | discrete | character-12 | 331 | 0 | From where did you seek care? |
| 69 | CA10 | Given medicine to treat this illness | discrete | numeric-1.0 | 550 | 3368 | Was (name) given medicine to treat this illness? |
| 70 | CA11A | Antibiotic | discrete | character-1 | 195 | 0 | What medicine was (name) given? |
| 71 | CA11S | Antipyretics | discrete | character-1 | 134 | 0 | What medicine was (name) given? |
| 72 | CA11T | Decongestant | discrete | character-1 | 16 | 0 | What medicine was (name) given? |
| 73 | CA11U | Antitusiv | discrete | character-1 | 278 | 0 | What medicine was (name) given? |
| 74 | CA11X | Other | discrete | character-1 | 54 | 0 | What medicine was (name) given? |
| 75 | CA11Z | DK | discrete | character-1 | 18 | 0 | What medicine was (name) given? |
| 76 | CA14A | Symptoms: Child not able to drink or breastfeed | discrete | character-1 | 625 | 0 | Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away? |
| 77 | CA14B | Symptoms: Child becomes | discrete | character-1 | 2112 | 0 | Sometimes children have severe |

File ch (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| | | sicker | | | | | illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away? |
| 78 | CA14C | Symptoms: Child develops a fever | discrete | character-1 | 2749 | 0 | Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away? |
| 79 | CA14D | Symptoms: Child has faster breathing | discrete | character-1 | 987 | 0 | Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away? |
| 80 | CA14E | Symptoms: Child has difficult breathing | discrete | character-1 | 1140 | 0 | Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away? |
| 81 | CA14F | Symptoms: Child has blood in stool | discrete | character-1 | 978 | 0 | Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away? |
| 82 | CA14G | Symptoms: Child is drinking poorly | discrete | character-1 | 354 | 0 | Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away? |
| 83 | CA14I | Symptoms: Child is vomiting continously | discrete | character-1 | 0 | 0 | - |
| 84 | CA14X | Symptoms: Other | discrete | character-1 | 1844 | 0 | Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away? |
| 85 | CA14Y | Symptoms: Other | discrete | character-1 | 1263 | 0 | Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away? |
| 86 | CA14Z | Symptoms: Other | discrete | character-1 | 416 | 0 | Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away? |

File ch (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 87 | IM1 | Vaccination card for child | discrete | numeric-1.0 | 3783 | 135 | Is there a vaccination card for (name)? |
| 88 | IM2D | Day of BCG immunization | continuous | numeric-2.0 | 1313 | 2605 | - |
| 89 | IM2M | Month of BCG immunization | continuous | numeric-2.0 | 1016 | 2902 | - |
| 90 | IM2Y | Year of BCG immunization | continuous | numeric-4.0 | 1016 | 2902 | - |
| 91 | IM3AD | Day of OPV0 immunization | continuous | numeric-2.0 | 1313 | 2605 | - |
| 92 | IM3AM | Month of OPV0 immunization | continuous | numeric-2.0 | 444 | 3474 | - |
| 93 | IM3AY | Year of OPV0 immunization | continuous | numeric-4.0 | 444 | 3474 | - |
| 94 | IM3BD | Day of OPV1 immunization | continuous | numeric-2.0 | 1313 | 2605 | - |
| 95 | IM3BM | Month of OPV1 immunization | continuous | numeric-2.0 | 1172 | 2746 | - |
| 96 | IM3BY | Year of OPV1 immunization | continuous | numeric-4.0 | 1172 | 2746 | - |
| 97 | IM3CD | Day of OPV2 immunization | continuous | numeric-2.0 | 1313 | 2605 | - |
| 98 | IM3CM | Month of OPV2 immunization | continuous | numeric-2.0 | 1037 | 2881 | - |
| 99 | IM3CY | Year of OPV2 immunization | continuous | numeric-4.0 | 1037 | 2881 | - |
| 100 | IM3DD | Day of OPV3 immunization | continuous | numeric-2.0 | 1313 | 2605 | - |
| 101 | IM3DM | Month of OPV3 immunization | continuous | numeric-2.0 | 888 | 3030 | - |
| 102 | IM3DY | Year of OPV3 immunization | continuous | numeric-4.0 | 888 | 3030 | - |
| 103 | IM4AD | Day of DPT1 immunization | continuous | numeric-2.0 | 1313 | 2605 | - |
| 104 | IM4AM | Month of DPT1 immunization | continuous | numeric-2.0 | 662 | 3256 | - |
| 105 | IM4AY | Year of DPT1 immunization | continuous | numeric-4.0 | 662 | 3256 | - |
| 106 | IM4BD | Day of DPT2 immunization | continuous | numeric-2.0 | 1313 | 2605 | - |
| 107 | IM4BM | Month of DPT2 immunization | continuous | numeric-2.0 | 619 | 3299 | - |
| 108 | IM4BY | Year of DPT2 immunization | continuous | numeric-4.0 | 619 | 3299 | - |
| 109 | IM4CD | Day of DPT3 immunization | continuous | numeric-2.0 | 1313 | 2605 | - |
| 110 | IM4CM | Month of DPT3 immunization | continuous | numeric-2.0 | 569 | 3349 | - |
| 111 | IM4CY | Year of DPT3 immunization | continuous | numeric-4.0 | 569 | 3349 | - |
| 112 | IM5AD | Day of HepB1 or | continuous | numeric-2.0 | 1313 | 2605 | - |

File ch (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| | | DPTHepB1 immunization | | | | | |
| 113 | IM5AM | Month of HepB1 or DPThepB1 immunization | continuous | numeric-2.0 | 540 | 3378 | - |
| 114 | IM5AY | Year of HepB1 or DPTHepB1 immunization | continuous | numeric-4.0 | 540 | 3378 | - |
| 115 | IM5BD | Day HepB2 or DPTHepB2 immunization | continuous | numeric-2.0 | 1313 | 2605 | - |
| 116 | IM5BM | Month of HepB2 or DPTHepB2 imunization | continuous | numeric-2.0 | 498 | 3420 | - |
| 117 | IM5BY | Year of HepB2 or DPTHepB2 immunization | continuous | numeric-4.0 | 498 | 3420 | - |
| 118 | IM5CD | Day of DPTHepB3 or HepB3 immunization | continuous | numeric-2.0 | 1313 | 2605 | - |
| 119 | IM5CM | Month of DPTHepB3 or HepB3 ummunization | continuous | numeric-2.0 | 419 | 3499 | - |
| 120 | IM5CY | Year of DPTHepB3 or HepB3 immunization | continuous | numeric-4.0 | 419 | 3499 | - |
| 121 | IM6D | Day Measles or MMR immunization | continuous | numeric-2.0 | 1313 | 2605 | - |
| 122 | IM6M | Month Measles or MMR immunization | continuous | numeric-2.0 | 709 | 3209 | - |
| 123 | IM6Y | Year of Measles or MMR immunization | continuous | numeric-4.0 | 709 | 3209 | - |
| 124 | IM6AD | Day date of Poster dose for measles MMR immunization | continuous | numeric-2.0 | 1313 | 2605 | - |
| 125 | IM6AM | Month date of Poster dose for measles MMR immunization | continuous | numeric-2.0 | 238 | 3680 | - |
| 126 | IM6AY | Date year of Poster dose for measles MMR immunization | continuous | numeric-4.0 | 238 | 3680 | - |
| 127 | IM6BD | Day of Pen Sa Valent1 Vaccine immunization | continuous | numeric-2.0 | 1313 | 2605 | - |
| 128 | IM6BM | Month of Pen Sa Valent1 Vaccine immunization | continuous | numeric-2.0 | 539 | 3379 | - |
| 129 | IM6BY | Year of of Pen Sa Valent1 Vaccine immunization | continuous | numeric-4.0 | 539 | 3379 | - |
| 130 | IM6CD | Day Date of Pen Sa Valent2 Vaccine immunization | continuous | numeric-2.0 | 1313 | 2605 | - |
| 131 | IM6CM | Month Date of Pen Sa Valent2 Vaccine immunization | continuous | numeric-2.0 | 458 | 3460 | - |
| 132 | IM6CY | Year Date of Pen Sa Valent2 Vaccine immunization | continuous | numeric-4.0 | 458 | 3460 | - |

File ch (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 133 | IM6ED | Day Date of Pen Sa Valent3 Vaccine immunization | continuous | numeric-2.0 | 1313 | 2605 | - |
| 134 | IM6EM | Month Date of Pen Sa Valent3 Vaccine immunization | continuous | numeric-2.0 | 374 | 3544 | - |
| 135 | IM6EY | Year Date of Pen Sa Valent3 Vaccine immunization | continuous | numeric-4.0 | 374 | 3544 | - |
| 136 | IM9 | Received additional vaccinations | discrete | numeric-1.0 | 1313 | 2605 | In addition to the vaccinations and vitamin A capsules shown on this card, did (name) receive any other vaccinations - including vaccinations received in campaigns or immunization days? |
| 137 | IM10 | Child ever received any vaccinations | discrete | numeric-1.0 | 2470 | 1448 | Has (name) ever received any vaccinations to prevent him/her from getting diseases, including vaccinations received in a campaign or immunization day? |
| 138 | IM11 | Child ever given BCG vaccination | discrete | numeric-1.0 | 1894 | 2024 | Has (name) ever been given a BCG vaccination against tuberculosis - that is, an injection in the arm or shoulder that caused a scar? |
| 139 | IM12 | Child ever given Polio vaccination | discrete | numeric-1.0 | 1894 | 2024 | Has (name) ever been given any "vaccination drops in the mouth" to protect him/her from getting diseases - that is, polio? |
| 140 | IM13 | Polio first given just after birth or later | discrete | numeric-1.0 | 1504 | 2414 | How old was he/she when the first dose was given - just after birth (within two weeks) or later? |
| 141 | IM14 | Times child given Polio vaccination | continuous | numeric-2.0 | 1504 | 2414 | How many times has he/she been given these drops? |
| 142 | IM15 | Child ever given DPT vaccination | discrete | numeric-1.0 | 1894 | 2024 | Has (name) ever been given "DPT vaccination injections" - that is, an injection in the thigh or buttocks - to prevent him/her from getting tetanus, whooping cough, diphtheria? (sometimes given at the same time as polio) |
| 143 | IM16 | Times child given DPT vaccination | discrete | numeric-2.0 | 1028 | 2890 | How many times? |
| 144 | IM16A | Ever given Hepatitis B | discrete | numeric-1.0 | 1894 | 2024 | Has (name) ever been given "Hepatitis B vaccination injections" - that is, an injection in the thigh or buttocks - to prevent him/her from getting Hepatitis B? (sometimes given at the same time as DPT) |
| 145 | IM16B | Times child given Hepatitis B | continuous | numeric-2.0 | 820 | 3098 | How many times? |
| 146 | IM16C | Child ever given Pen Sa Valent vaccine | continuous | numeric-1.0 | 516 | 3402 | - |

File ch (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 147 | IM16D | Times child given Pen SA Valent vaccine | continuous | numeric-2.0 | 265 | 3653 | - |
| 148 | IM17 | Child ever given Measles or MMR vaccination | discrete | numeric-1.0 | 1894 | 2024 | Has (name) ever been given "Measles vaccination injections" or MMR - that is, a shot in the arm at the age of 9 months or older - to prevent him/her from getting measles? |
| 149 | IM19A | Child participated in national immunization day A | discrete | numeric-1.0 | 3783 | 135 | Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: Date/type of campaign A |
| 150 | IM19B | Child participated in national immunization day B | discrete | numeric-1.0 | 3783 | 135 | Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: Date/type of campaign B |
| 151 | HL4 | Sex | discrete | numeric-1.0 | 3918 | 0 | - |
| 152 | ED3A | Highest level of school attended | discrete | numeric-1.0 | 1383 | 2535 | What is the highest level of school (name) attended? |
| 153 | HH3 | Interviewer number | continuous | numeric-2.0 | 3918 | 0 | - |
| 154 | HH4 | Supervisor Number | continuous | numeric-2.0 | 3918 | 0 | - |
| 155 | HH5D | Day of interview | continuous | numeric-2.0 | 3918 | 0 | - |
| 156 | HH5M | Month of interview | continuous | numeric-2.0 | 3918 | 0 | - |
| 157 | HH5Y | Year of interview | continuous | numeric-4.0 | 3918 | 0 | - |
| 158 | HH6 | Area | discrete | numeric-1.0 | 3918 | 0 | - |
| 159 | HH7 | Governorate | discrete | numeric-2.0 | 3918 | 0 | - |
| 160 | HH9 | Result of HH interview | discrete | numeric-1.0 | 3918 | 0 | - |
| 161 | HH10 | Respondent HH questionnaire | continuous | numeric-2.0 | 3918 | 0 | - |
| 162 | HH11 | Number of household members | continuous | numeric-2.0 | 3918 | 0 | - |
| 163 | HH12 | Total eligible women | continuous | numeric-2.0 | 3918 | 0 | - |
| 164 | HH13 | Women interviews completed | continuous | numeric-2.0 | 3918 | 0 | - |
| 165 | HH14 | Total children under 5 | continuous | numeric-2.0 | 3918 | 0 | - |
| 166 | HH15 | Child interviews completed | continuous | numeric-2.0 | 3918 | 0 | - |
| 167 | HH16 | Data entry clerk | continuous | numeric-2.0 | 3918 | 0 | - |
| 168 | WS1 | Main source of drinking water | discrete | numeric-2.0 | 3918 | 0 | What is the main source of drinking water for members of your household? |
| 169 | WS2 | Main source of water used for other purposes (if bottled wat | discrete | numeric-2.0 | 278 | 3640 | What is the main source of water used by your household for other purposes such as cooking and handwashing? |
| 170 | WS3 | Time to get water and come back | discrete | numeric-3.0 | 2622 | 1296 | How long does it take to go there, get water, and come back? |

File ch (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 171 | WS4 | Person fetching water | discrete | numeric-1.0 | 1978 | 1940 | Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex? |
| 172 | WS5 | Treat water to make safer for drinking | discrete | numeric-1.0 | 3918 | 0 | Do you treat your water in any way to make it safer to drink? |
| 173 | WS6A | Boil | discrete | character-1 | 114 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 174 | WS6B | Add bleach/chlorine | discrete | character-1 | 16 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 175 | WS6C | Strain it through a cloth | discrete | character-1 | 86 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 176 | WS6D | Use water filter | discrete | character-1 | 52 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 177 | WS6F | Let it stand and settle | discrete | character-1 | 16 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 178 | WS6X | Other | discrete | character-1 | 5 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 179 | WS6Z | DK | discrete | character-1 | 0 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 180 | WS7 | Kind of toilet facility | discrete | numeric-2.0 | 3918 | 0 | What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to? |
| 181 | WS8 | Toilet facility shared | discrete | numeric-1.0 | 3044 | 874 | Do you share this facility with other households? |
| 182 | WS9 | Households using this toilet facility | continuous | numeric-2.0 | 209 | 3709 | How many households in total use this toilet facility? |
| 183 | HC2 | Number of rooms for sleeping | continuous | numeric-2.0 | 3918 | 0 | How many rooms in this household are used for sleeping? |
| 184 | HC3 | Main material of floor | discrete | numeric-2.0 | 3918 | 0 | - |
| 185 | HC6 | Type of fuel using for cooking | discrete | numeric-2.0 | 3918 | 0 | What type of fuel does your household mainly use for cooking? |
| 186 | HC8 | Cooking location | discrete | numeric-1.0 | 3918 | 0 | Is the cooking usually done in the house, in a separate building, or outdoors? |
| 187 | HC9A | Electricity | discrete | numeric-1.0 | 3918 | 0 | Does your household have: |
| 188 | HC9B | Radio | discrete | numeric-1.0 | 3918 | 0 | Does your household have: |
| 189 | HC9C | Television | discrete | numeric-1.0 | 3918 | 0 | Does your household have: |
| 190 | HC9D | Mobile phone | discrete | numeric-1.0 | 3918 | 0 | Does your household have: |
| 191 | HC9E | Non-mobile phone | discrete | numeric-1.0 | 3918 | 0 | Does your household have: |
| 192 | HC9F | Refrigerator | discrete | numeric-1.0 | 3918 | 0 | Does your household have: |
| 193 | HC9G | Satalite Dish | continuous | numeric-1.0 | 3918 | 0 | - |
| 194 | HC9H | Electric Generator | continuous | numeric-1.0 | 3918 | 0 | - |
| 195 | HC10B | Bicycle | discrete | numeric-1.0 | 3918 | 0 | Does any member of your household own: |

## File ch (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 196 | HC10C | Motorcycle or scooter | discrete | numeric-1.0 | 3918 | 0 | Does any member of your household own: |
| 197 | HC10D | Animal-drawn cart | discrete | numeric-1.0 | 3918 | 0 | Does any member of your household own: |
| 198 | HC10E | Car or truck | discrete | numeric-1.0 | 3918 | 0 | Does any member of your household own: |
| 199 | HC10F | Boat with a motor | discrete | numeric-1.0 | 3918 | 0 | Does any member of your household own: |
| 200 | HC10G | Agricultural Land | continuous | numeric-1.0 | 3918 | 0 | - |
| 201 | HC10H | Workshop/Factory | continuous | numeric-1.0 | 3918 | 0 | - |
| 202 | HC10I | Real State/Land | continuous | numeric-1.0 | 3918 | 0 | - |
| 203 | HC10J | Shop/Company | continuous | numeric-1.0 | 3918 | 0 | - |
| 204 | cmcdoic | Date of interview child (CMC) | continuous | numeric-4.0 | 3918 | 0 | - |
| 205 | cdob | Date of birth (CMC) | continuous | numeric-4.0 | 3783 | 135 | - |
| 206 | cage | Age (months) | continuous | numeric-2.0 | 3783 | 135 | - |
| 207 | cage_6 | Age | continuous | numeric-1.0 | 3779 | 139 | - |
| 208 | cage_11 | Age | continuous | numeric-1.0 | 3779 | 139 | - |
| 209 | melevel | Mother's education | discrete | numeric-1.0 | 3918 | 0 | - |
| 210 | wlthscor | Wealth index score | continuous | numeric-9.5 | 3918 | 0 | - |
| 211 | wlthind5 | Wealth index quintiles | discrete | numeric-1.0 | 3918 | 0 | - |
| 212 | chweight | Children's sample weight | continuous | numeric-8.6 | 3918 | 0 | - |

## File wm

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 1 | HH1 | Cluster number | continuous | numeric-3.0 | 3912 | 0 | - |
| 2 | HH2 | Household number | continuous | numeric-2.0 | 3912 | 0 | - |
| 3 | LN | Line number | continuous | numeric-2.0 | 3912 | 0 | - |
| 4 | WM1 | Cluster number | continuous | numeric-3.0 | 3912 | 0 | - |
| 5 | WM2 | Household number | continuous | numeric-3.0 | 3912 | 0 | - |
| 6 | WM4 | Woman's line number | continuous | numeric-2.0 | 3912 | 0 | - |
| 7 | WM5 | Interviewer number | continuous | numeric-2.0 | 3912 | 0 | - |
| 8 | WM6D | Day of interview | continuous | numeric-2.0 | 3912 | 0 | - |
| 9 | WM6M | Month of interview | continuous | numeric-2.0 | 3912 | 0 | - |
| 10 | WM6Y | Year of interview | continuous | numeric-4.0 | 3912 | 0 | - |
| 11 | WM7 | Result of women 's interview | discrete | numeric-1.0 | 3912 | 0 | - |
| 12 | WM8M | Month of birth of woman | continuous | numeric-2.0 | 3742 | 170 | In what month and year were you born? |
| 13 | WM8Y | Year of birth of woman | continuous | numeric-4.0 | 3742 | 170 | In what month and year were you born? |

File wm (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 14 | WM9 | Age of woman | continuous | numeric-2.0 | 3742 | 170 | How old were you at your last birthday? |
| 15 | WM10 | Have you ever attended school | discrete | numeric-1.0 | 3742 | 170 | Have you ever attended school? |
| 16 | WM11 | What is the highest level of school you attended | discrete | numeric-1.0 | 1290 | 2622 | What is the highest level of school you attended: primary, secondary, or higher? |
| 17 | WM12 | What is the highest grade completed at that level | discrete | numeric-2.0 | 1290 | 2622 | What is the highest grade you completed at that level? |
| 18 | WM14 | Can read part of the sentence | discrete | numeric-1.0 | 3408 | 504 | Now I would like you to read this sentence to me. Show sentences to respondent. If respondent cannot read whole sentence, probe: Can you read part of the sentence to me? |
| 19 | CM1 | Ever given birth | discrete | numeric-1.0 | 3742 | 170 | Now i would like to ask about all the births you have had during your life. Have you ever given birth? If "No" probe by asking: I mean, to a child who ever breathed or cried or showed other signs of life - even if he or she lived only a few minutes or hours? |
| 20 | CM3 | Any sons or daughters living with you | discrete | numeric-1.0 | 3308 | 604 | Do you have any sons or daughters to whom you have given birth who are now living with you? |
| 21 | CM4A | Sons living with you | continuous | numeric-2.0 | 3240 | 672 | How many sons live with you? |
| 22 | CM4B | Daughters living with you | continuous | numeric-2.0 | 3240 | 672 | How many daughters live with you? |
| 23 | CM5 | Any sons or daughters not living with you | discrete | numeric-1.0 | 3308 | 604 | Do you have any sons or daughters to whom you have given birth who are alive but do not live with you? |
| 24 | CM6A | Sons living not with you | continuous | numeric-2.0 | 732 | 3180 | How many sons are alive but do not live with you? |
| 25 | CM6B | Daughters not living with you | continuous | numeric-2.0 | 732 | 3180 | How many daughters are alive but do not live with you? |
| 26 | CM7 | Ever had child who later died | discrete | numeric-1.0 | 3308 | 604 | Have you ever given birth to a boy or girl who was born alive but later died? |
| 27 | CM8A | Boys dead | continuous | numeric-2.0 | 1078 | 2834 | How many boys have died? |
| 28 | CM8B | Girls dead | continuous | numeric-2.0 | 1078 | 2834 | How many girls have died? |
| 29 | CM9 | Children ever born | discrete | numeric-2.0 | 3308 | 604 | - |
| 30 | CM12 | Live birth in last 2 years | discrete | character-1 | 3912 | 0 | - |
| 31 | TT1 | Tetanus toxoid card | discrete | numeric-1.0 | 1585 | 2327 | Do you have a card or other document with your own immunizations listed? |
| 32 | TT2 | Tetanus toxoid given in pregnancy | discrete | numeric-1.0 | 1585 | 2327 | When you were pregnant with your last child, did you receive any injection to prevent him or her from getting tetanus, that is convulsions after birth (an anti-tetanus shot, an injection at the top of the arm or shoulder)? |
| 33 | TT3 | Times given tetanus toxoid in pregnancy | discrete | numeric-2.0 | 465 | 3447 | If yes: How many times did you receive this anti-tetanus injection during your |

File wm (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| | | | | | | | last pregnancy? |
| 34 | TT5 | Given tetanus toxoid before pregnancy | continuous | numeric-1.0 | 1284 | 2628 | Did you receive any tetanus toxoid injection at any time before your last pregnancy? |
| 35 | TT6 | Times given tetanus toxoid before pregnancy | continuous | numeric-2.0 | 341 | 3571 | How many times did you receive it? |
| 36 | TT7M | Month last given tetanus toxoid before pregnancy | continuous | numeric-2.0 | 341 | 3571 | In what month and year did you receive the last anti-tetanus injection before that last pregnancy? |
| 37 | TT7Y | Year last given tetanus toxoid before pregnancy | continuous | numeric-4.0 | 341 | 3571 | In what month and year did you receive the last anti-tetanus injection before that last pregnancy? |
| 38 | TT8 | Years ago last received tetanus toxoid before pregnancy | continuous | numeric-2.0 | 94 | 3818 | How many years ago did you receive the last anti-tetanus injection before that last pregnancy? |
| 39 | MN1 | Vitamin A dose after last birth | discrete | numeric-1.0 | 1585 | 2327 | In the first two months after your last birth [the birth of name], did you receive a Vitamin A dose like this? |
| 40 | MN2A | Antenatal care: Doctor | discrete | character-1 | 626 | 0 | Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else? |
| 41 | MN2B | Antenatal care: Nurse/midwife | discrete | character-1 | 87 | 0 | Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else? |
| 42 | MN2C | Antenatal care: Auxilary midwife | discrete | character-1 | 64 | 0 | Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else? |
| 43 | MN2F | Antenatal care: Traditional birth attendant | discrete | character-1 | 8 | 0 | Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else? |
| 44 | MN2G | Antenatal care: Community health worker | discrete | character-1 | 1 | 0 | Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else? |
| 45 | MN2H | Antenatal care: Relative/friend | discrete | character-1 | 21 | 0 | Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else? |
| 46 | MN2X | Antenatal care: Other | discrete | character-1 | 12 | 0 | Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else? |
| 47 | MN2Y | Antenatal care: No one | discrete | character-1 | 807 | 0 | Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else? |
| 48 | MN3A | Weighed | discrete | numeric-1.0 | 778 | 3134 | As part of your antenatal care, were any of the following done at least once? Were you weighed? |
| 49 | MN3B | Blood pressure measured | discrete | numeric-1.0 | 778 | 3134 | As part of your antenatal care, were any of the following done at least once? Was your blood pressure measured? |
| 50 | MN3C | Urine sample | discrete | numeric-1.0 | 778 | 3134 | As part of your antenatal care, were any of the following done at least once? Did |

File wm (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| | | | | | | | you give a urine sample? |
| 51 | MN3D | Blood sample | discrete | numeric-1.0 | 778 | 3134 | As part of your antenatal care, were any of the following done at least once? Did you give a blood sample? |
| 52 | MN4 | Counseled about AIDS or the AIDS virus | discrete | numeric-1.0 | 778 | 3134 | During any of the antenatal visits for the pregnancy, were you given any information or counseled about AIDS or the AIDS virus? |
| 53 | MN5 | Tested for HIV/AIDS | discrete | numeric-1.0 | 778 | 3134 | I don't want to know the results, but were you tested for HIV/AIDS as part of your antenatal care? |
| 54 | MN6 | Received result of HIV test | discrete | numeric-1.0 | 11 | 3901 | I don't want to know the results, but did you get the results of the test? |
| 55 | MN7A | Assistance at delivery: Doctor | discrete | character-1 | 324 | 0 | Who assisted with the delivery of your last child (name)? Anyone else? |
| 56 | MN7B | Assistance at delivery: Nurse | discrete | character-1 | 113 | 0 | Who assisted with the delivery of your last child (name)? Anyone else? |
| 57 | MN7C | Assistance at delivery: Auxiliary midwife | discrete | character-1 | 173 | 0 | Who assisted with the delivery of your last child (name)? Anyone else? |
| 58 | MN7F | Assistance at delivery: Traditional birth attendant | discrete | character-1 | 133 | 0 | Who assisted with the delivery of your last child (name)? Anyone else? |
| 59 | MN7G | Assistance at delivery: Community health worker | discrete | character-1 | 2 | 0 | Who assisted with the delivery of your last child (name)? Anyone else? |
| 60 | MN7H | Assistance at delivery: Relative/friend | discrete | character-1 | 810 | 0 | Who assisted with the delivery of your last child (name)? Anyone else? |
| 61 | MN7X | Assistance at delivery: Other | discrete | character-1 | 46 | 0 | Who assisted with the delivery of your last child (name)? Anyone else? |
| 62 | MN7Y | Assistance at delivery: No one | discrete | character-1 | 63 | 0 | Who assisted with the delivery of your last child (name)? Anyone else? |
| 63 | MN8 | Place of delivery | discrete | numeric-2.0 | 1585 | 2327 | Where did you give birth to (NAME)? |
| 64 | MN9 | Size of child at birth | discrete | numeric-1.0 | 1585 | 2327 | When your last child (name) was born, was he/she very large, larger than average, average, smaller than average, or very small? |
| 65 | MN10 | Child weighed at birth | discrete | numeric-1.0 | 1585 | 2327 | Was (name) weighed at birth? |
| 66 | MN11A | Weight from card or recall | discrete | numeric-1.0 | 189 | 3723 | How much did (name) weigh? |
| 67 | MN11B | Weight at birth (Kilograms) | continuous | numeric-6.3 | 189 | 3723 | - |
| 68 | MN12 | Ever breastfeed | discrete | numeric-1.0 | 1585 | 2327 | Did you ever breastfeed (name)? |
| 69 | MN13U | Time baby put to breast (unit) | continuous | numeric-1.0 | 1537 | 2375 | How long after birth did you first put (name) to the breast? |
| 70 | MN13N | Time baby put to breast (number) | continuous | numeric-2.0 | 1537 | 2375 | How long after birth did you first put (name) to the breast? |
| 71 | MA1 | Currently married or living with a man | discrete | numeric-1.0 | 3742 | 170 | Are you currently married or living together with a man as if married? |
| 72 | MA2 | Age of husband/partner | continuous | numeric-2.0 | 3519 | 393 | How old was your husband/partner on his last birthday? |

File wm (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 73 | MA5 | Married or lived with a man once or more than once | discrete | numeric-1.0 | 3742 | 170 | Have you been married or lived with a man only once or more than once? |
| 74 | MA6M | Month of first union | continuous | numeric-2.0 | 3742 | 170 | In what month and year did you first marry or start living with a man as if married? |
| 75 | MA6Y | Year of first union | continuous | numeric-4.0 | 3742 | 170 | In what month and year did you first marry or start living with a man as if married? |
| 76 | MA8 | Age at first union | continuous | numeric-2.0 | 3736 | 176 | How old were you when you started living with your first husband/partner? |
| 77 | MA8A | First Husband was a relative | continuous | numeric-1.0 | 3742 | 170 | - |
| 78 | MA8B | What was the relationship with your first husband | continuous | numeric-1.0 | 1747 | 2165 | - |
| 79 | CP1 | Currently pregnant | discrete | numeric-1.0 | 3519 | 393 | Are you pregnant now? |
| 80 | CP1A | Did you want to wait later or not want any more children | discrete | numeric-1.0 | 569 | 3343 | At the time you became pregnant did you want to become pregnant <u>then</u>, did you want to wait until <u>later</u>, or did you <u>not want</u> to have any more children? |
| 81 | CP2 | Currently using a method to avoid pregnancy | discrete | numeric-1.0 | 2950 | 962 | Some people use various ways or methods to delay or avoid a pregnancy. Are you currently doing something or using any method to delay or avoid getting pregnant? |
| 82 | CP3A | Current method: Female sterilization | discrete | character-1 | 79 | 0 | Which method are you using? |
| 83 | CP3B | Current method: Male sterilization | discrete | character-1 | 4 | 0 | Which method are you using? |
| 84 | CP3C | Current method: Pill | discrete | character-1 | 311 | 0 | Which method are you using? |
| 85 | CP3D | Current method: IUD | discrete | character-1 | 146 | 0 | Which method are you using? |
| 86 | CP3E | Current method: Injections | discrete | character-1 | 136 | 0 | Which method are you using? |
| 87 | CP3F | Current method: Implants | discrete | character-1 | 5 | 0 | Which method are you using? |
| 88 | CP3G | Current method: Condom | discrete | character-1 | 13 | 0 | Which method are you using? |
| 89 | CP3H | Current method: Female condom | discrete | character-1 | 1 | 0 | Which method are you using? |
| 90 | CP3I | Current method: Diaphragm | discrete | character-1 | 1 | 0 | Which method are you using? |
| 91 | CP3J | Current method: Foam/jelly | discrete | character-1 | 1 | 0 | Which method are you using? |
| 92 | CP3K | Current method: Lactational amenorrhea method | discrete | character-1 | 223 | 0 | Which method are you using? |
| 93 | CP3L | Current method: Periodic abstinence | discrete | character-1 | 43 | 0 | Which method are you using? |
| 94 | CP3M | Current method: | discrete | character-1 | 26 | 0 | Which method are you using? |

File wm (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| | | Withdrawal | | | | | |
| 95 | CP3X | Current method: Other | discrete | character-1 | 29 | 0 | Which method are you using? |
| 96 | CP3A11_98 | Place got contaceptive method | continuous | numeric-2.0 | 970 | 2942 | - |
| 97 | CP4A | Prefer to have or not to have any more children | discrete | numeric-1.0 | 3519 | 393 | a. Now I would like to ask some questions about the future. Would you like to have (a/another) child, or would you prefer not to have any (more) children? b. If currently pregnant: 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? |
| 98 | CP4CU | Desired waiting time (units) | continuous | numeric-1.0 | 1422 | 2490 | How long would you like to wait before the birth of (a/another) child? |
| 99 | CP4CN | Desired waiting time (number) | continuous | numeric-2.0 | 1422 | 2490 | How long would you like to wait before the birth of (a/another) child? |
| 100 | CP4E | Able to get pregnant | discrete | numeric-1.0 | 3257 | 655 | Do you think you are physically able to get pregnant at this time? |
| 101 | HA1 | Ever heard of HIV or AIDS | discrete | numeric-1.0 | 3742 | 170 | Have you ever heard of the virus HIV or an illness called AIDS? |
| 102 | HA3 | Can get AIDS through supernatural means | discrete | numeric-1.0 | 2265 | 1647 | Can people get infected with the AIDS virus because of witchcraft or other supernatural means? |
| 103 | HA4 | Can avoid AIDS by using a condom correctly every time | discrete | numeric-1.0 | 2265 | 1647 | Can people reduce their chance of getting the AIDS virus by using a condom every time they have sex? |
| 104 | HA5 | Can get AIDS from mosquito bites | discrete | numeric-1.0 | 2265 | 1647 | Can people get the AIDS virus from mosquito bites? |
| 105 | HA6 | Can avoid AIDS by not having sex at all | discrete | numeric-1.0 | 2265 | 1647 | Can people reduce their chance of getting infected with the AIDS virus by not having sex at all? |
| 106 | HA7 | Can get AIDS by sharing food with person with AIDS virus | discrete | numeric-1.0 | 2265 | 1647 | Can people get the AIDS virus by sharing food with a person who has AIDS? |
| 107 | HA7A | Can get AIDS by injection with needle already used by someon | discrete | numeric-1.0 | 2265 | 1647 | Can people get the AIDS virus by getting injections with a needle that was already used by someone else? |
| 108 | HA8 | Healthy-looking person can have AIDS | discrete | numeric-1.0 | 2265 | 1647 | Is it possible for a healthy-looking person to have the AIDS virus? |
| 109 | HA9A | AIDS from mother to child during pregnancy | discrete | numeric-1.0 | 2265 | 1647 | Can the AIDS virus be transmitted from a mother to a baby? During pregnancy? |
| 110 | HA9B | AIDS from mother to child at delivery | discrete | numeric-1.0 | 2265 | 1647 | Can the AIDS virus be transmitted from a mother to a baby? During delivery? |
| 111 | HA9C | AIDS from mother to child through breastmilk | discrete | numeric-1.0 | 2265 | 1647 | Can the AIDS virus be transmitted from a mother to a baby? By breastfeeding? |
| 112 | HA10 | Should female teacher with HIV/AIDS be allowed | discrete | numeric-1.0 | 2265 | 1647 | If a female teacher has the AIDS virus but is not sick, should she be allowed to |

File wm (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| | | to teach in school | | | | | continue teaching in school? |
| 113 | HA11 | Would buy fresh vegetables from shopseller with HIV/AIDS | discrete | numeric-1.0 | 2265 | 1647 | Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had the AIDS virus? |
| 114 | HA12 | If a member became infected with the virus, would you want i | discrete | numeric-1.0 | 2265 | 1647 | If a member of your family became infected with the AIDS virus, would you want it to remain a secret? |
| 115 | HA13 | Willing to care for person with AIDS in household | discrete | numeric-1.0 | 2265 | 1647 | If a member of your family became sick with the AIDS virus, would you be willing to care for him or her in your household? |
| 116 | HA15 | Ever had HIV test | discrete | numeric-1.0 | 2265 | 1647 | I do not want to know the results, but have you ever been tested to see if you have HIV, the virus that causes AIDS? |
| 117 | HA16 | Received results of HIV test | discrete | numeric-1.0 | 64 | 3848 | I do not want you to tell me the results of the test, but have you been told the results? |
| 118 | HA17 | Asked for HIV test or was it offered to you | discrete | numeric-1.0 | 64 | 3848 | Did you, yourself, ask for the test, was it offered to you and you accepted, or was it required? |
| 119 | HA18 | Know a place to get HIV test | discrete | numeric-1.0 | 2201 | 1711 | At this time, do you know of a place where you can go to get such a test to see if you have the AIDS virus? A. If tested for HIV during antenatal care: Other than at the antenatal clinic, do you know of a place where you can go to get a test to see if you have the AIDS virus? |
| 120 | HH3 | Interviewer number | continuous | numeric-2.0 | 3912 | 0 | - |
| 121 | HH4 | Supervisor Number | continuous | numeric-2.0 | 3912 | 0 | - |
| 122 | HH5D | Day of interview | continuous | numeric-2.0 | 3912 | 0 | - |
| 123 | HH5M | Month of interview | continuous | numeric-2.0 | 3912 | 0 | - |
| 124 | HH5Y | Year of interview | continuous | numeric-4.0 | 3912 | 0 | - |
| 125 | HH6 | Area | discrete | numeric-1.0 | 3912 | 0 | - |
| 126 | HH7 | Governorate | discrete | numeric-2.0 | 3912 | 0 | - |
| 127 | HH9 | Result of HH interview | discrete | numeric-1.0 | 3912 | 0 | - |
| 128 | HH10 | Respondent HH questionnaire | continuous | numeric-2.0 | 3912 | 0 | - |
| 129 | HH11 | Number of household members | continuous | numeric-2.0 | 3912 | 0 | - |
| 130 | HH12 | Total eligible women | continuous | numeric-2.0 | 3912 | 0 | - |
| 131 | HH13 | Women interviews completed | continuous | numeric-2.0 | 3912 | 0 | - |
| 132 | HH14 | Total children under 5 | continuous | numeric-2.0 | 3912 | 0 | - |
| 133 | HH15 | Child interviews completed | continuous | numeric-2.0 | 3912 | 0 | - |
| 134 | HH16 | Data entry clerk | continuous | numeric-2.0 | 3912 | 0 | - |

File wm (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 135 | WS1 | Main source of drinking water | discrete | numeric-2.0 | 3912 | 0 | What is the main source of drinking water for members of your household? |
| 136 | WS2 | Main source of water used for other purposes (if bottled wat | discrete | numeric-2.0 | 323 | 3589 | What is the main source of water used by your household for other purposes such as cooking and handwashing? |
| 137 | WS3 | Time to get water and come back | continuous | numeric-3.0 | 1726 | 2186 | How long does it take to go there, get water, and come back? |
| 138 | WS4 | Person fetching water | discrete | numeric-1.0 | 1778 | 2134 | Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex? |
| 139 | WS5 | Treat water to make safer for drinking | discrete | numeric-1.0 | 3912 | 0 | Do you treat your water in any way to make it safer to drink? |
| 140 | WS6A | Boil | discrete | character-1 | 120 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 141 | WS6B | Add bleach/chlorine | discrete | character-1 | 17 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 142 | WS6C | Strain it through a cloth | discrete | character-1 | 93 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 143 | WS6D | Use water filter | discrete | character-1 | 59 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 144 | WS6F | Let it stand and settle | discrete | character-1 | 11 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 145 | WS6X | Other | discrete | character-1 | 10 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 146 | WS6Z | DK | discrete | character-1 | 0 | 0 | What do you usually do to the water to make it safer to drink? Anything else? |
| 147 | WS7 | Kind of toilet facility | discrete | numeric-2.0 | 3912 | 0 | What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to? |
| 148 | WS8 | Toilet facility shared | continuous | numeric-1.0 | 3163 | 749 | Do you share this facility with other households? |
| 149 | WS9 | Households using this toilet facility | continuous | numeric-2.0 | 187 | 3725 | How many households in total use this toilet facility? |
| 150 | HC2 | Number of rooms for sleeping | continuous | numeric-2.0 | 3912 | 0 | How many rooms in this household are used for sleeping? |
| 151 | HC3 | Main material of floor | discrete | numeric-2.0 | 3912 | 0 | - |
| 152 | HC6 | Type of fuel using for cooking | discrete | numeric-2.0 | 3912 | 0 | What type of fuel does your household mainly use for cooking? |
| 153 | HC8 | Cooking location | discrete | numeric-1.0 | 3912 | 0 | Is the cooking usually done in the house, in a separate building, or outdoors? |
| 154 | HC9A | Electricity | discrete | numeric-1.0 | 3912 | 0 | Does your household have: |
| 155 | HC9B | Radio | discrete | numeric-1.0 | 3912 | 0 | Does your household have: |
| 156 | HC9C | Television | discrete | numeric-1.0 | 3912 | 0 | Does your household have: |
| 157 | HC9D | Mobile phone | discrete | numeric-1.0 | 3912 | 0 | Does your household have: |

File wm (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 158 | HC9E | Non-mobile phone | discrete | numeric-1.0 | 3912 | 0 | Does your household have: |
| 159 | HC9F | Refrigerator | discrete | numeric-1.0 | 3912 | 0 | Does your household have: |
| 160 | HC9G | Satalite Dish | continuous | numeric-1.0 | 3912 | 0 | Does your household have: |
| 161 | HC9H | Electric Generator | continuous | numeric-1.0 | 3912 | 0 | Does your household have: |
| 162 | HC10B | Bicycle | discrete | numeric-1.0 | 3912 | 0 | Does any member of your household own: |
| 163 | HC10C | Motorcycle or scooter | discrete | numeric-1.0 | 3912 | 0 | Does any member of your household own: |
| 164 | HC10D | Animal-drawn cart | discrete | numeric-1.0 | 3912 | 0 | Does any member of your household own: |
| 165 | HC10E | Car or truck | discrete | numeric-1.0 | 3912 | 0 | Does any member of your household own: |
| 166 | HC10F | Boat with a motor | discrete | numeric-1.0 | 3912 | 0 | Does any member of your household own: |
| 167 | HC10G | Agricultural Land | continuous | numeric-1.0 | 3912 | 0 | Does any member of your household own: |
| 168 | HC10H | Workshop/Factory | continuous | numeric-1.0 | 3912 | 0 | Does any member of your household own: |
| 169 | HC10I | Real State/Land | continuous | numeric-1.0 | 3912 | 0 | Does any member of your household own: |
| 170 | HC10J | Shop/Company | continuous | numeric-1.0 | 3912 | 0 | Does any member of your household own: |
| 171 | cmcdoiw | Date of interview women (CMC) | continuous | numeric-4.0 | 3912 | 0 | - |
| 172 | wdob | Date of birth (CMC) | continuous | numeric-4.0 | 3742 | 170 | - |
| 173 | Imp_Age | Imputed Age of woman using HL Age | continuous | numeric-8.2 | 3742 | 170 | - |
| 174 | wage | Age | continuous | numeric-1.0 | 3742 | 170 | - |
| 175 | agem | Age at first marriage/union | continuous | numeric-2.0 | 3736 | 176 | - |
| 176 | mstatus | Marital/Union status | discrete | numeric-1.0 | 3742 | 170 | - |
| 177 | ceb | Children ever born | continuous | numeric-2.0 | 3742 | 170 | - |
| 178 | deadkids | Dead children | continuous | numeric-2.0 | 3742 | 170 | - |
| 179 | surviv | Surviving children | continuous | numeric-2.0 | 3742 | 170 | - |
| 180 | wlthscor | Wealth index score | continuous | numeric-9.5 | 3912 | 0 | - |
| 181 | wlthind5 | Wealth index quintiles | discrete | numeric-1.0 | 3912 | 0 | - |
| 182 | melevel | Education | discrete | numeric-1.0 | 3742 | 170 | - |
| 183 | wmweight | Women's sample weight | continuous | numeric-8.6 | 3912 | 0 | - |
| 184 | awfactt | All woman factors for total | continuous | numeric-8.2 | 3742 | 170 | - |
| 185 | awfactu | All woman factors for urban-rural | continuous | numeric-8.2 | 3742 | 170 | - |
| 186 | awfacte | All woman factors for education - none and basic+ | continuous | numeric-8.2 | 3675 | 237 | - |

## File wm (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 187 | awfactw | All woman factors for wealth quintiles | continuous | numeric-8.2 | 3742 | 170 | - |

## File bh

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 1 | HH1 | Cluster number | continuous | numeric-3.0 | 17213 | 0 | - |
| 2 | HH2 | Household number | continuous | numeric-2.0 | 17213 | 0 | - |
| 3 | LN | Line number | continuous | numeric-2.0 | 17213 | 0 | - |
| 4 | WM1 | Cluster number | continuous | numeric-3.0 | 17213 | 0 | - |
| 5 | WM2 | Household number | continuous | numeric-3.0 | 17213 | 0 | - |
| 6 | WM4 | Woman's line number | continuous | numeric-2.0 | 17213 | 0 | - |
| 7 | WM5 | Interviewer number | continuous | numeric-2.0 | 17213 | 0 | - |
| 8 | WM6D | Day of interview | continuous | numeric-2.0 | 17213 | 0 | - |
| 9 | WM6M | Month of interview | continuous | numeric-2.0 | 17213 | 0 | - |
| 10 | WM6Y | Year of interview | continuous | numeric-4.0 | 17213 | 0 | - |
| 11 | WM7 | Result of women 's interview | continuous | numeric-1.0 | 17213 | 0 | - |
| 12 | WM8M | Month of birth of woman | continuous | numeric-2.0 | 17078 | 135 | - |
| 13 | WM8Y | Year of birth of woman | continuous | numeric-4.0 | 17166 | 47 | - |
| 14 | WM9 | Age of woman | continuous | numeric-2.0 | 17213 | 0 | - |
| 15 | WM10 | Have you ever attended school | continuous | numeric-1.0 | 17195 | 18 | Have you ever attended school? |
| 16 | WM11 | What is the highest level of school you attended | continuous | numeric-1.0 | 3890 | 13323 | What is the highest level of school you attended: primary, secondary, or higher? |
| 17 | WM12 | What is the highest grade completed at that level | continuous | numeric-2.0 | 3830 | 13383 | What is the highest grade you completed at that level? |
| 18 | WM14 | Can read part of the sentence | continuous | numeric-1.0 | 16318 | 895 | Now I would like you to read this sentence to me. Show sentences to respondent. If respondent cannot read whole sentence, probe: Can you read part of the sentence to me? |
| 19 | MA1 | Currently married | continuous | numeric-1.0 | 17213 | 0 | Are you currently married or living together with a man as if married? |
| 20 | MA2 | Age of husband | continuous | numeric-2.0 | 16306 | 907 | How old was your husband/partner on his last birthday? |
| 21 | MA5 | Married once or more than once | continuous | numeric-1.0 | 17046 | 167 | Have you been married or lived with a man only once or more than once? |
| 22 | MA6M | Month of first union | continuous | numeric-2.0 | 16981 | 232 | In what month and year did you first marry or start living with a man as if married? |
| 23 | MA6Y | Year of first union | continuous | numeric-4.0 | 17107 | 106 | In what month and year did you first |

File bh (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| | | | | | | | marry or start living with a man as if married? |
| 24 | MA8 | Age at first union | continuous | numeric-2.0 | 17188 | 25 | How old were you when you started living with your first husband/partner? |
| 25 | MA8A | First Husband was a relative | continuous | numeric-1.0 | 17213 | 0 | - |
| 26 | MA8B | What was the relationship with your first husband | continuous | numeric-1.0 | 7533 | 9680 | - |
| 27 | CM1 | Ever given birth | continuous | numeric-1.0 | 17213 | 0 | Now i would like to ask about all the births you have had during your life. Have you ever given birth? If "No" probe by asking: I mean, to a child who ever breathed or cried or showed other signs of life - even if he or she lived only a few minutes or hours? |
| 28 | CM3 | Any sons or daughters living with you | continuous | numeric-1.0 | 17213 | 0 | Do you have any sons or daughters to whom you have given birth who are now living with you? |
| 29 | CM4A | Sons living with you | continuous | numeric-2.0 | 17049 | 164 | How many sons live with you? |
| 30 | CM4B | Daughters living with you | continuous | numeric-2.0 | 17049 | 164 | How many daughters live with you? |
| 31 | CM5 | Any sons or daughters not living with you | continuous | numeric-1.0 | 17213 | 0 | Do you have any sons or daughters to whom you have given birth who are alive but do not live with you? |
| 32 | CM6A | Sons living not with you | continuous | numeric-2.0 | 6181 | 11032 | How many sons are alive but do not live with you? |
| 33 | CM6B | Daughters not living with you | continuous | numeric-2.0 | 6181 | 11032 | How many daughters are alive but do not live with you? |
| 34 | CM7 | Ever had child who later died | continuous | numeric-1.0 | 17213 | 0 | Have you ever given birth to a boy or girl who was born alive but later died? |
| 35 | CM8A | Boys dead | continuous | numeric-2.0 | 8043 | 9170 | How many boys have died? |
| 36 | CM8B | Girls dead | continuous | numeric-2.0 | 8043 | 9170 | How many girls have died? |
| 37 | CM9 | Children ever born | continuous | numeric-2.0 | 17213 | 0 | - |
| 38 | BH1 | Line number of live birth | continuous | numeric-2.0 | 17213 | 0 | - |
| 39 | BH2 | Type of pregnancy | discrete | numeric-1.0 | 17213 | 0 | WERE ANY OF THESE BIRTHS TWINS? |
| 40 | BH3 | Sex of child | discrete | numeric-1.0 | 17213 | 0 | IS (name) A BOY OR A GIRL? |
| 41 | BH4M | Month of birth of child | continuous | numeric-2.0 | 17052 | 161 | In what month and year was (name) born? |
| 42 | BH4Y | Year of birth of child | continuous | numeric-4.0 | 17165 | 48 | In what month and year was (name) born? |
| 43 | BH5 | Survival status of child | discrete | numeric-1.0 | 17213 | 0 | IS (name) STILL ALIVE? |
| 44 | BH6 | Age of alive child in years | continuous | numeric-2.0 | 15271 | 1942 | How old was (name) at his/her last birthday? |
| 45 | BH7 | Residence of alive child | continuous | numeric-1.0 | 15271 | 1942 | IS (name) LIVING WITH YOU? |
| 46 | BH8 | Line number of child in HH | continuous | numeric-2.0 | 15271 | 1942 | - |

File bh (cont.)

| # | Name | Label | Type | Format | Valid | Invalid | Question |
|---|---|---|---|---|---|---|---|
| 47 | BH9U | Code for age at death | continuous | numeric-1.0 | 1896 | 15317 | - |
| 48 | BH9N | Age at death | continuous | numeric-2.0 | 1915 | 15298 | - |
| 49 | cmcdoiw | Date of interview women (CMC) | continuous | numeric-8.2 | 17213 | 0 | - |
| 50 | ccdob | Child's date of birth (CMC) | continuous | numeric-8.2 | 17027 | 186 | - |
| 51 | wdob | Women's date of birth (CMC) | continuous | numeric-8.2 | 17213 | 0 | - |
| 52 | Imp_Age | Imputed Age of woman | continuous | numeric-8.2 | 17213 | 0 | - |
| 53 | wage | Women's age | continuous | numeric-1.2 | 17213 | 0 | - |
| 54 | agem | Age at first marriage | continuous | numeric-8.2 | 17174 | 39 | - |
| 55 | mstatus | Marital status | continuous | numeric-1.2 | 17213 | 0 | - |
| 56 | melevel | Education | continuous | numeric-1.0 | 17213 | 0 | - |
| 57 | ceb | Children ever born | continuous | numeric-8.2 | 17213 | 0 | - |
| 58 | deadkids | Dead children | continuous | numeric-8.2 | 17213 | 0 | - |
| 59 | surviv | Number of children surviving | continuous | numeric-8.2 | 17213 | 0 | - |
| 60 | HH6 | Area | continuous | numeric-1.0 | 17213 | 0 | - |
| 61 | HH7 | Governorate | continuous | numeric-2.0 | 17213 | 0 | - |
| 62 | wlthscor | Wealth index score | continuous | numeric-9.5 | 17213 | 0 | - |
| 63 | wlthind5 | Wealth index quintiles | discrete | numeric-1.0 | 17213 | 0 | - |
| 64 | wmweight | Women's sample weight | continuous | numeric-13.6 | 17213 | 0 | - |
| 65 | awfactt | All woman factors for total | continuous | numeric-8.2 | 17213 | 0 | - |
| 66 | awfactu | All woman factors for urban-rural | continuous | numeric-8.2 | 17213 | 0 | - |
| 67 | awfacte | All woman factors for education - none and basic+ | continuous | numeric-8.2 | 16832 | 381 | - |
| 68 | awfactw | All woman factors for wealth quintiles | continuous | numeric-8.2 | 17213 | 0 | - |

# Variables Description

Dataset contains647 variable(s)

## File hh

| #1 HH1: Cluster number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3979] [Valid(weighted)=4064.396] [Range= 1-250] |
| Definition | Unique identifier for the cluster in which the household exists |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | We are from (COUNTRY-SPECIFIC AFFILIATION). We are working on a project concerned with family health and education. I would like to talk to you about this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. During this time I would like to speak with the household head and all mothers or others who take care of children in the household.<br><br>May I start now? If permission is given, begin the interview.<br><br>Cluster number: |
| Interviewer's instructions | Enter the cluster number as instructed by your supervisor. |

| #2 HH2: Household number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3979] [Valid(weighted)=4064.396] [Range= 1-20] |
| Definition | Houshold number within the cluster |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Household number: |
| Interviewer's instructions | Enter the household number as instructed by your supervisor. |

| #3 HH3: Interviewer number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3979] [Valid(weighted)=4064.396] [Range= 1-52] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Interviewer name and number: |
| Interviewer's instructions | Enter your own name and identification number provided to you at the time of training. |

| #4 HH4: Supervisor Number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3979] [Valid(weighted)=4064.396] [Range= 1-14] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Supervisor name and number: |

# File hh (cont.)

| #4 HH4: Supervisor Number (cont.) | |
|---|---|
| Interviewer's instructions | Enter your supervisor's name and identification number. You will be provided with your supervisor's identification number as soon as you know who you will be working with. |

| #5 HH5D: Day of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3979] [Valid(weighted)=4064.396] [Range= 1-30] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Day/Month/Year of interview: |
| Interviewer's 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. |

| #6 HH5M: Month of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3979] [Valid(weighted)=4064.396] [Range= 9-10] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Day/Month/Year of interview: |
| Interviewer's 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. |

| #7 HH5Y: Year of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3979] [Valid(weighted)=4064.396] [Range= 2005-2005] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Day/Month/Year of interview: |
| Interviewer's 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. |

| #8 HH6: Area | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3979] [Valid(weighted)=4064.396] [Range= 1-2] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |

# File hh (cont.)

| #8 HH6: Area (cont.) | |
|---|---|
| Pre-question | Area: |
| Interviewer's instructions | Circle the code for area of residence as instructed by your supervisor. This will have been pre-determined; you will not be required to assess whether the household is in an urban or rural area. |

| #9 HH7: Governorate | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3979] [Valid(weighted)=4064.396] [Range= 1-5] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Governorate: |
| Interviewer's instructions | Circle the code for region. |

| #10 HH9: Result of HH interview | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3979] [Valid(weighted)=4064.396] [Range= 1-6] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | After all questionnaires for the household have been completed, fill in the following information:<br><br>Result of HH interview: |
| Interviewer's instructions | If the Household Questionnaire is completed, circle '1' for 'Completed'. If you have not been able to contact the household after repeated visits, circle '2' for 'Not at home'. If the household refuses to be interviewed, circle '3' for 'Refused'. If you are unable to locate the household or if the dwelling is destroyed, circle '4' for 'HH not found/destroyed'. If you have not been able to complete the Household Questionnaire for another reason, you should circle '6' for 'Other' and specify the reason in the space provided. Some examples of 'Other' codes might be: the household respondent is incapacitated; the questionnaire is partly completed; adult household members were not found at home after repeated visits. |

| #11 HH10: Respondent HH questionnaire | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-99] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Respondent to HH questionnaire: |
| Interviewer's instructions | Enter the name and line number (from the Household Listing, columns HL1 and HL2) of the respondent to the Household Questionnaire. |

| #12 HH11: Number of household members | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-25] |
| Universe | Households |

# File hh (cont.)

| #12 HH11: Number of household members (cont.) | |
|---|---|
| Source | Interview information fields completed by interviewer |
| Pre-question | Total number of household members: |
| Interviewer's instructions | Count the number of household members recorded in column HL1 of the Household Listing and enter the total here. |

| #13 HH12: Total eligible women | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 0-11] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | No.of women eligible for interview: |
| Interviewer's instructions | Enter the total number of women eligible for interview for the Questionnaire for Individual Women - you will copy this from the row for totals at the bottom of the Household Listing, for HL6. |

| #14 HH13: Women interviews completed | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 0-11] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | No.of women questionnaires completed: |
| Interviewer's instructions | Once all of the Questionnaires for Individual Women have been completed for a particular household, enter the number completed here. |

| #15 HH14: Total children under 5 | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 0-7] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | No.of children under age 5: |
| Interviewer's instructions | Enter the total number of children under five eligible for inclusion in the survey from the row for totals at the bottom of the Household Listing, for HL8. You will be using the Questionnaire for Children Under Five to interview the mothers or primary caretakers of these children. |

| #16 HH15: Child interviews completed | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 0-7] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | No.of under-5 questionnaires completed: |
| Interviewer's instructions | Once all of the Questionnaires for Children Under Five have been completed for a particular household, enter the |

# File hh (cont.)

| #16 HH15: Child interviews completed (cont.) | |
|---|---|
| | number completed here. |

| #17 HH16: Data entry clerk | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3979] [Valid(weighted)=4064.396] [Range= 1-12] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Data entry clerk: |
| Interviewer's instructions | Leave this space blank. The data clerk will enter his/her number in the space provided. |

| #18 TOHL6: Total number of Women 15-49 | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 0-11] |
| Universe | Households |
| Source | Control fields completed by interviewer |
| Pre-question | Are there any other persons living here - even if they are not members of your family or do not have parents living in this household?<br>Including children at work or at school? If yes, insert child's name and complete form.<br>Then, complete the totals below. |

| #19 TOHL7: Total number of Children 5-14 | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 0-9] |
| Universe | Households |
| Source | Control fields completed by interviewer |

| #20 TOHL8: Total number of Children Under 5 years | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 0-7] |
| Universe | Households |
| Source | Control fields completed by interviewer |

| #21 WS1: Main source of drinking water | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 11-99] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What is the main source of drinking water for members of your household? |
| Interviewer's instructions | The purpose of the first two questions of this module is to assess the type of household water used for drinking as well as for other purposes, such as cooking and washing hands. |

# File hh (cont.)

## #21 WS1: Main source of drinking water (cont.)

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

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

| | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=298] [Valid(weighted)=304.276] [Range= 11-99] |
| Universe | Households |
| Source | 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's instructions | The purpose of the first two questions of this module is to assess the type of household water used for drinking as well as for other purposes, such as cooking and washing hands. |

# File hh (cont.)

| #22 WS2: Main source of water used for other purposes (if bottled wat (cont.) | |
|---|---|
| | Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2):<br>'11' - Piped into dwelling, also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom.<br>'12' - Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house.<br>'13' - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete.<br>'21' - A tube-well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater supplies. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy.<br>'31' - A protected dug well is a dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole.<br>'32' - An unprotected dug well is a dug well for which one or both of the following are true: (1) the well is not protected from run-off water; (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected.<br>'41' - A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a 'spring box' that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution.<br>'42' - An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a 'spring box' (described above).<br>'51' - Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used.<br>'61' - A tanker-truck water source transports and sells water by means of a tanker truck.<br>'71' - Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means.<br>'81' - Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly.<br>'91' - Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles - this should not be coded as bottled water.<br><br>---<br><br>This question should only be asked to households that use 'Bottled water' for drinking. Circle the code for the most usual source. If the source varies by season, record the source for the season of the interview. If the most usual source of non-drinking water is 'Piped into dwelling' or 'Piped into yard/plot', circle '11' or '12', respectively, and skip to WS5. Otherwise continue to the next question. |

| #23 WS3: Time to get water and come back | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1665] [Range= 1-994] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | How long does it take to go there, get water, and come back? |
| Interviewer's instructions | This question is used to find out how convenient the source of water is to the dwelling. Note that the question is asked for water sources coded as '13-81' and '96' in WS1, or water sources coded as '13-96' in WS2.<br><br>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 |

# File hh (cont.)

| #23 WS3: Time to get water and come back (cont.) | |
|---|---|
| | less than 100 minutes (for example, '060' or '005'). Then continue to the next question.<br><br>If the water source is on the dwelling premises or if water is delivered to the dwelling by a vendor, circle '995' for 'Water on premises' and skip to WS5. If the respondent does not know how long it takes, circle '998' and continue on to the next question. |

| #24 WS4: Person fetching water | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1712] [Valid(weighted)=1709.322] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Who usually goes to this source to fetch the water for your household?<br><br>Probe:<br>Is this person under age 15? What sex? |
| Post-question | Circle code that best describes this person. |
| Interviewer's 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.<br><br>Probe: "IS THIS PERSON UNDER AGE 15? WHAT SEX IS THIS PERSON?" Circle the code that corresponds with the response or '8' if the respondent does not know. Adult refers to anyone age 15 or over, regardless of whether he/she is a household member. Child refers to anyone under the age of 15, regardless of whether he/she is a household member. |

| #25 WS5: Treat water to make safer for drinking | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Do you treat your water in any way to make it safer to drink? |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>Circle '1' if 'Yes', and continue to the next question. If 'No' or 'DK' (Doesn't know'), circle '2' or '8', respectively, and skip to WS7. |

| #26 WS6A: Boil | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=104] |
| Universe | Households |
| Source | Head of household or other responsible household member |

# File hh (cont.)

| #26 WS6A: Boil (cont.) | |
|---|---|
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #27 WS6B: Add bleach/chlorine | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=19] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>--- |

# File hh (cont.)

| #27 WS6B: Add bleach/chlorine (cont.) | |
|---|---|
| | 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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #28 WS6C: Strain it through a cloth | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=80] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM |

# File hh (cont.)

| #28 WS6C: Strain it through a cloth (cont.) | |
|---|---|
| | HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #29 WS6D: Use water filter | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=56] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. |

# File hh (cont.)

| #29 WS6D: Use water filter (cont.) | |
|---|---|
| | '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. |

| #30 WS6F: Let it stand and settle | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=10] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #31 WS6X: Other | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=10] |
| Universe | Households |
| Source | Head of household or other responsible household member |

# File hh (cont.)

| #31 WS6X: Other (cont.) | |
|---|---|
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #32 WS6Z: DK | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=0] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>--- |

# File hh (cont.)

| #32 WS6Z: DK (cont.) | |
|---|---|
| | 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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #33 WS7: Kind of toilet facility | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 11-99] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What kind of toilet facility do members of your household usually use?<br><br>If "flush" or "pour flush", probe:<br>Where does it flush to? |
| Post-question | If necessary, ask permission to observe the facility. |
| Interviewer's instructions | Questions WS7, WS8 and WS9 are about the toilet facility household members use.<br><br>---<br><br>The purpose of this question is to obtain a measure of the cleanliness of the sanitary facility used by the household members.<br><br>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.<br><br>Definitions of various types of toilet facilities are as follows:<br>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). |

# File hh (cont.)

| #33 WS7: Kind of toilet facility (cont.) | |
|---|---|
| | . '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.<br>. '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.<br>. '13' - A flush/pour flush to pit latrine refers to a system that flushes excreta to a hole in the ground.<br>. '14' - A flush/pour flush to somewhere else refers to excreta being deposited in or nearby the household environment (not into pit, septic tank or sewer); excreta may be flushed to the street, yard/plot, drainage way or other location.<br>. '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.<br>'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.<br>'22' - A pit latrine with slab uses a hole in the ground for excreta collection and has a squatting slab, platform or seat that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit.<br>'23' - A pit latrine without slab uses a hole in the ground for excreta collection and does not have a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected.<br>'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.<br>'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.<br>'51' - A hanging toilet or hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly.<br>'95' - No facilities or bush or field includes excreta wrapped and thrown with garbage, the 'cat' method of burying excreta in dirt, defecation in the bush or field or ditch, and defecation into surface water (drainage channel, beach, river, stream or sea). |

| #34 WS8: Toilet facility shared | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2795] [Valid(weighted)=2724.228] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Do you share this facility with other households? |
| Interviewer's instructions | Questions WS7, WS8 and WS9 are about the toilet facility household members use.<br><br>---<br><br>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.<br><br>---<br><br>Circle the code corresponding to the response given. If 'No', go to the next module. |

| #35 WS9: Households using this toilet facility | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=179] [Range= 1-9] |

# File hh (cont.)

| #35 WS9: Households using this toilet facility (cont.) | |
|---|---|
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | How many households in total use this toilet facility? |
| Interviewer's instructions | Questions WS7, WS8 and WS9 are about the toilet facility household members use.<br><br>---<br><br>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.<br><br>---<br><br>The total number of households using this facility should include the household being interviewed. If less than ten households use this toilet facility, enter the number of households on the line provided. Circle '10' if ten or more households use this toilet facility. Note that '01' is not a valid response (since it means that this is the only this household that uses the facility; if that is the case, you should go back to WS8 and correct the response there). Circle '98' for 'DK' ('Doesn't know'). |

| #36 HC2: Number of rooms for sleeping | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3579] [Valid(weighted)=3579.245] [Range= 1-98] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | How many rooms in this household are used for sleeping? |
| Interviewer's 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.<br><br>Enter the number of rooms in this household that are used for sleeping. |

| #37 HC3: Main material of floor | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 11-99] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Pre-question | Main material of the dwelling floor: |
| Post-question | Record observation. |
| Interviewer's instructions | Circle the correct code for the material of the dwelling floor based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the floor, record the main flooring material (the material that covers the largest amount of floor space). |

# File hh (cont.)

| #38 HC6: Type of fuel using for cooking | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-99] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What type of fuel does your household mainly use for cooking? |
| Interviewer's instructions | Information on the type of fuel used for cooking is collected as another measure of the socio-economic status of the household. The use of some cooking fuels can also have adverse health consequences.<br><br>Circle the code corresponding to the answer given. Remember that this question asks about fuel for cooking, not fuel for heating or lighting. If the household uses more than one fuel for cooking, find out which type of fuel is used most often. If electricity, liquid propane gas (LPG), natural gas, or biogas is mainly used, circle '01', '02', '03', or '04', respectively, and skip to HC8. If any fuel other than the pre-coded ones is reported as being the main fuel used for cooking, circle '96' and specify the type of fuel on the line provided.<br><br>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. |

| #39 HC8: Cooking location | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Is the cooking usually done in the house, in a separate building, or outdoors? |
| Interviewer's instructions | Circle the code corresponding to the response given. If a response is given other than the pre-coded ones, circle '6' and specify on the line provided. |

| #40 HC9A: Electricity | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #41 HC9B: Radio | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |

# File hh (cont.)

| #41 HC9B: Radio (cont.) | |
|---|---|
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #42 HC9C: Television | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #43 HC9D: Mobile phone | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #44 HC9E: Non-mobile phone | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |

# File hh (cont.)

| #44 HC9E: Non-mobile phone (cont.) | |
|---|---|
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #45 HC9F: Refrigerator | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #46 HC9G: Satalite Dish | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #47 HC9H: Electric Generator | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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'. |

# File hh (cont.)

| #47 HC9H: Electric Generator (cont.) | |
|---|---|
| | Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #48 HC10B: Bicycle | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #49 HC10C: Motorcycle or scooter | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #50 HC10D: Animal-drawn cart | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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 |

# File hh (cont.)

| #50 HC10D: Animal-drawn cart (cont.) | |
|---|---|
| | 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #51 HC10E: Car or truck | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #52 HC10F: Boat with a motor | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #53 HC10G: Agricultural Land | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |

# File hh (cont.)

| #53 HC10G: Agricultural Land (cont.) | |
|---|---|
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #54 HC10H: Workshop/Factory | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #55 HC10I: Real State/Land | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #56 HC10J: Shop/Company | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |

# File hh (cont.)

| #56 HC10J: Shop/Company (cont.) | |
|---|---|
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #57 CD7: Total children aged 2-14 years | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=2872] [Valid(weighted)=2877.516] [Range= 1-11] |
| Universe | Households |
| Source | Control fields completed by interviewer |
| Pre-question | Review the household listing and list each of the children aged 2-14 years below in order according to their line number (HL1). Do not include other household members outside of the age range 2-14 years. Record the line number, name, sex, age, and the line number of the mother or caretaker for each child. Then record the total number of children aged 2-14 in the box provided (CD7).<br><br>Total children aged 2-14 years |
| Interviewer's instructions | The purpose of this module is to obtain information on the use of physical and verbal means of disciplining children. The module aims to measure a range of discipline and punishment responses, from non-violent approaches to psychological aggression to moderate and severe forms of physical punishment.<br><br>The module has a unique structure and approach. You will use the first part to select, randomly, the child for whom you will be asking the questions CD11-CD13. These questions are placed in the second part of the module, and are designed to collect information about disciplinary methods used by the mother or primary caretaker for the selected child.<br><br>TABLE 1 is used to list all CHILDREN AGED 2-14 YEARS ELIGIBLE FOR CHILD DISCIPLINE QUESTIONS. As described in the module itself, you will review the Household Listing and list each of the children aged 2-14 years (including children age 2 and age 14) in the table in order according to their line number (HL1). You should not include other household members outside of the age range of 2-14 years. One by one, record the line number (HL1), name (CD3), sex (HL4), age (HL5) and line number of mother or primary caretaker, from HL7 or HL8, as described below. Then record the total number of children aged 2-14 years in the box provided (CD7).<br><br>CD1. Rank number<br>This is the number used to identify the one child randomly chosen for this module. You do not need to fill in or do anything in this column since the numbers are already provided.<br>CD2. Line number<br>This is the number used to identify each child from the household list who is eligible for this module. Go to the Household Listing and list below each of the children aged 2-14 years (including those age 2 and those age 14) in order according to their line number (HL1). Do not include other household members outside of the age range of 2 to 14 years.<br><br>It is very important that you list all eligible children in order according to their line number. Failure to do so may result in failure to select a child randomly and may introduce bias in the selection process.<br><br>CD3. Name: |

# File hh (cont.)

| #57 CD7: Total children aged 2-14 years (cont.) | |
|---|---|
| | Insert the name of each eligible child in this column next to his/her line number, copying from the Household Listing, column HL2.<br><br>CD4. Sex:<br>Record the child's sex from HL4.<br><br>CD5. Age:<br>Record the child's age from HL5.<br><br>CD6. Line no. of mother/ caretaker:<br>Record the line number of the child's mother or primary caretaker, from HL7 or HL8.<br><br>CD7. Total children 2-14:<br>Count the number of children and record the total number of children aged 2-14 years in the box provided.<br><br>If there is only one child aged 2-14 years in the household, then skip Table 2 and go to CD9; write down the rank number of the child and continue with CD11 to administer the questions on child discipline to the mother or the primary caretaker of the child.<br><br>If there is more than one eligible child on the list, go on to fill in Table 2. |

| #58 CD9: Rank number of child (from response box) | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=2872] [Valid(weighted)=2877.516] [Range= 1-7] |
| Universe | Households |
| Source | Control fields completed by interviewer |
| Pre-question | Use this table to select one child between the ages of 2 and 14 years, if there is more than one child in that age range in the household. Look for the last digit of the household number from the cover page. This is the number of the row you should go to in the table below. Check the total number of eligible children (2-14) in CD7 above. This is the number of the column you should go to. Find the box where the row and the column meet and circle the number that appears in the box. This is the rank number of the child about whom the questions will be asked. Record the rank number in CD9 below. Finally, record the line number and name of the selected child in CD11 on the next page. Then, find the mother or primary caretaker of that child, and ask the questions, beginning with CD12.<br><br>Record the rank number of the selected child from table 2 above |
| Interviewer's instructions | TABLE 2 is used for THE SELECTION OF A RANDOM CHILD FOR CHILD DISCIPLINE QUESTIONS. The table is used if there is more than one child aged 2-14 years in the household.<br><br>Go to the cover page of this questionnaire and find the last digit of the household number (HH2). Find the row with that digit in CD8.<br><br>Check the total number of eligible children (aged 2-14 years) in CD7. Find the column with that digit in CD8. Find the box where this row and this column meet and circle the number that appears in that box. Record the number you have circled in CD9. This is the rank number of the child selected for the child discipline questions.<br><br>After you have completed these tables and found the rank number of the selected child, continue: |

| #59 CD11: Child line number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=2872] [Valid(weighted)=2877.516] [Range= 2-97] |

# File hh (cont.)

| #59 CD11: Child line number (cont.) | |
|---|---|
| Universe | One selected child per household aged 2-14 |
| Source | Mother or caretaker of the selected child |
| Pre-question | Identify eligible child aged 2 to 14 in the household using the tables on the preceding page, according to your instructions. Ask to interview the mother or primary caretaker of the selected child (identified by the line number in CD6).<br><br>Write name and line no. of the child selected for the module from CD3 and CD2, based on the rank number in CD9. |
| Interviewer's instructions | Now go back to Table 1 and find this rank number (CD9) in the list in column CD1. Record the line number and name of this selected child from Table 1 in CD11 on the next page. |

| #60 CD12A: Took away privileges | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2872] [Valid(weighted)=2877.516] [Range= 1-9] |
| Universe | One selected child per household aged 2-14 |
| Source | Mother or caretaker of the selected child |
| Pre-question | All adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. |
| Literal question | Took away privileges, forbade something (name) liked or did not allow him/her to leave house). |
| Interviewer's instructions | The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned.<br><br>First, start with the introductory sentence in CD12.<br><br>---<br><br>Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey.<br><br>When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K.<br><br>---<br><br>'Privileges' means a right or a benefit that is not available to everyone. As children get older, parents/caretakers often extend privileges not available to a very young child. If you must explain what this question means, first try by asking each prompting question separately. If you need to give examples, try to phrase these questions appropriately for the child's age. "Did you (or someone else in the household) forbid (name) from leaving the house or from going outside for a time? Did you (or someone else in the household) prohibit (name) from doing something he/she usually does, such as playing with friends or watching TV?" For a young child, you might include such things as 'forbidding him/her to have sweets', etc. |

# File hh (cont.)

| #61 CD12B: Explaned why something was wrong | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2872] [Valid(weighted)=2877.516] [Range= 1-9] |
| Universe | One selected child per household aged 2-14 |
| Source | Mother or caretaker of the selected child |
| Pre-question | All adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. |
| Literal question | Explained why something (the behavior) was wrong. |
| Interviewer's instructions | The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned.<br><br>First, start with the introductory sentence in CD12.<br><br>---<br><br>Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey.<br><br>When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K.<br><br>---<br><br>When a child does something wrong, some parents/caretakers try to teach the child not to repeat the behaviour by explaining why they consider the behaviour to be wrong. For example, a young child playing with matches may be told not to do so, because he or she could accidentally start a fire. |

| #62 CD12C: Shook him/her | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2872] [Valid(weighted)=2877.516] [Range= 1-9] |
| Universe | One selected child per household aged 2-14 |
| Source | Mother or caretaker of the selected child |
| Pre-question | All adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. |
| Literal question | Shook him/her. |
| Interviewer's instructions | The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned.<br><br>First, start with the introductory sentence in CD12.<br><br>---<br><br>Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with |

# File hh (cont.)

| #62 CD12C: Shook him/her (cont.) | |
|---|---|
| | CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey.<br><br>When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K.<br><br>---<br><br>Some parents/caretakers may shake (pick the child up or take him/her by the shoulders or other part of the body) and shake the child back and forth more than once. This is a method some parents may use to punish a child for bad behaviour. They may use this method alone, or combine this form of punishment together with other actions or methods to teach the child. |

| #63 CD12D: Shouted yelled at or screamed at him/her | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2872] [Valid(weighted)=2877.516] [Range= 1-9] |
| Universe | One selected child per household aged 2-14 |
| Source | Mother or caretaker of the selected child |
| Pre-question | All adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. |
| Literal question | Shouted, yelled at or screamed at him/her. |
| Interviewer's instructions | The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned.<br><br>First, start with the introductory sentence in CD12.<br><br>---<br><br>Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey.<br><br>When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K.<br><br>---<br><br>Parents/caretakers may raise their voice when a child does something they consider wrong. |

| #64 CD12E: Gave him/her something else to do | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2872] [Valid(weighted)=2877.516] [Range= 1-9] |
| Universe | One selected child per household aged 2-14 |
| Source | Mother or caretaker of the selected child |

# File hh (cont.)

| #64 CD12E: Gave him/her something else to do (cont.) | |
|---|---|
| Pre-question | All adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. |
| Literal question | Gave him/her something else to do. |
| Interviewer's instructions | The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned.<br><br>First, start with the introductory sentence in CD12.<br><br>---<br><br>Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey.<br><br>When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K.<br><br>---<br><br>This item is designed to capture another non-violent discipline technique, diverting the child's attention from the incorrect behaviour. A parent/caretaker may try to distract the child from doing the unsuitable behaviour by giving the child something else to do in its place. If the respondent does not understand, you may add a probe: "This means distracting the child or helping the child pay attention to something else." |

| #65 CD12F: Spanked, hit or slapped him/her with bare hand | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2872] [Valid(weighted)=2877.516] [Range= 1-9] |
| Universe | One selected child per household aged 2-14 |
| Source | Mother or caretaker of the selected child |
| Pre-question | All adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. |
| Literal question | Spanked, hit or slapped him/her on the bottom with bare hand. |
| Interviewer's instructions | The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned.<br><br>First, start with the introductory sentence in CD12.<br><br>---<br><br>Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey.<br><br>When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days |

# File hh (cont.)

| #65 CD12F: Spanked, hit or slapped him/her with bare hand (cont.) | |
|---|---|
| | or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K.<br><br>---<br><br>Spanking a child on the bottom with a bare hand is a form of physical punishment used by some parents/caretakers. |

| #66 CD12G: Hit him/her on the bottom with or elsewhere with a belt | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2872] [Valid(weighted)=2877.516] [Range= 1-9] |
| Universe | One selected child per household aged 2-14 |
| Source | Mother or caretaker of the selected child |
| Pre-question | All adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. |
| Literal question | Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object. |
| Interviewer's instructions | The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned.<br><br>First, start with the introductory sentence in CD12.<br><br>---<br><br>Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey.<br><br>When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K.<br><br>---<br><br>Hitting a child with a hard object (this includes a belt) is a more severe form of physical punishment used by some parents/caretakers. It is considered more severe than spanking because more force can be exerted with a hard object than a bare hand. Some parents/caretakers use this form of punishment to teach a child not to engage in a bad behaviour. Remember, you are asking if the method of punishment was used with this child during the previous 30 days. |

| #67 CD12H: Called him/her dumb, lazy | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2872] [Valid(weighted)=2877.516] [Range= 1-9] |
| Universe | One selected child per household aged 2-14 |
| Source | Mother or caretaker of the selected child |
| Pre-question | All adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read |

# File hh (cont.)

| #67 CD12H: Called him/her dumb, lazy (cont.) | |
|---|---|
| | various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. |
| Literal question | Called him/her dumb, lazy, or another name like that. |
| Interviewer's instructions | The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned.<br><br>First, start with the introductory sentence in CD12.<br><br>---<br><br>Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey.<br><br>When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K.<br><br>---<br><br>Some parents/caretakers use verbal abuse to teach a child not to engage in a bad behaviour. |

| #68 CD12I: Hit or slapped him/her on the face | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2872] [Valid(weighted)=2877.516] [Range= 1-9] |
| Universe | One selected child per household aged 2-14 |
| Source | Mother or caretaker of the selected child |
| Pre-question | All adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. |
| Literal question | Hit or slapped him/her on the face, head or ears. |
| Interviewer's instructions | The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned.<br><br>First, start with the introductory sentence in CD12.<br><br>---<br><br>Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey.<br><br>When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K.<br><br>--- |

# File hh (cont.)

| #68 CD12I: Hit or slapped him/her on the face (cont.) | |
|---|---|
| | This asks if the parent/caretaker (or someone else in the household) slapped the child on the head or in the face, or on one or both ears. As before, slapping or hitting refers to an action carried out with a bare hand. (All questions using these terms refer to use of a bare hand, unless another object is explicitly mentioned.) Repeat this question slowly, and be sure to wait for an answer before going on to CD12J. |

| #69 CD12J: Hit or slapped him/her on the hand | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2872] [Valid(weighted)=2877.516] [Range= 1-9] |
| Universe | One selected child per household aged 2-14 |
| Source | Mother or caretaker of the selected child |
| Pre-question | All adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. |
| Literal question | Hit or slapped him/her on the hand, arm, or leg. |
| Interviewer's instructions | The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned.<br><br>First, start with the introductory sentence in CD12.<br><br>---<br><br>Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey.<br><br>When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K.<br><br>---<br><br>This question is different from the previous question (CD12I) because it asks whether the child was slapped or hit with a bare hand on the extremities - hand or hands, arm(s) or leg(s). |

| #70 CD12K: Beat him/her up with an implement | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2872] [Valid(weighted)=2877.516] [Range= 1-9] |
| Universe | One selected child per household aged 2-14 |
| Source | Mother or caretaker of the selected child |
| Pre-question | All adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. |
| Literal question | Beat him/her up with an implement (hit over and over as hard as one could). |
| Interviewer's instructions | The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of |

# File hh (cont.)

| #70 CD12K: Beat him/her up with an implement (cont.) | |
|---|---|
| | the more common methods. It is important that you ask each question in a neutral way - do not let your voice reflect approval or disapproval of the various discipline methods mentioned.<br><br>First, start with the introductory sentence in CD12.<br><br>---<br><br>Ask the selected child's mother or primary caretaker the questions in the Child Discipline module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month - the 30 days preceding the survey.<br><br>When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K.<br><br>---<br><br>This is the most severe form of physical punishment we ask about in this module. This question refers to punishment using a soft or hard object such as a stick, belt, cane or other object to beat the child repeatedly. |

| #71 CD13: Do you believe to bring up you nedd to punish him/her | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2872] [Valid(weighted)=2877.516] [Range= 1-9] |
| Universe | One selected child per household aged 2-14 |
| Source | Mother or caretaker of the selected child |
| Literal question | Do you believe that in order to bring up (raise, educate) (name) properly, you need to physically punish him/her? |
| Interviewer's instructions | This question is designed to capture attitudes toward discipline and should be asked last, after asking about parental/caretaker disciplinary behaviour. The question asks the parent/caretaker for her/his own opinion of whether it is necessary to use physical punishment when teaching the child to behave properly. Do not be surprised if a mother or a caretaker who has indicated that she/he has used physical punishment says that she/he does not believe in such punishment.<br><br>If the respondent states that she/he has no opinion on this or that she/he does not know, circle '8'. |

| #72 helevel: Education of household head | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Pre-question | Recoded variable |
| Recoding and Derivation | The variable is created from information collected on educational level in the HL file. See makehh.sps in the data processing folder under technical information. |

| #73 hhsex: Sex of household head | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3586] [Valid(weighted)=3586.251] [Range= 1-9] |
| Universe | Households |

# File hh (cont.)

| #73 hhsex: Sex of household head (cont.) | |
|---|---|
| Source | Head of household or other responsible household member. |
| Pre-question | Recoded variable |
| Recoding and Derivation | The variable is created from information collected in the HL file. See makehh.sps in the data processing folder under technical information. |

| #74 wlthscor: Wealth index score | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3979] [Valid(weighted)=4064.396] [Range= -2.52999196552133-2.23273965290285] |
| Universe | Households |
| Source | Variables constructed for analysis |
| Pre-question | Recoded variable |
| Imputation | The wealth index is calculated by the program wealth.sps, which creates a data file wealth.sav that contains identification variables, a variable containing each household wealth score and a variable containing each household's wealth index. The program wealth.sps first produces frequencies of all household variables concerned with wealth or assets. It then recodes variables describing household and individual assets into dichotomous variables. The program then uses factor analysis (specifically principal components analysis) to calculate a wealth score for each household. Finally, it uses the wealth score to create household wealth quintiles (that is, the wealth index) and then saves them in an SPSS data file. Once the wealth index has been calculated, executing the program wealth_merge.sps will add it to the analysis files.<br><br>All the above mentioned SPSS files can be found in the data processing folder under technical information. |

| #75 wlthind5: Wealth index quintiles | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3979] [Valid(weighted)=4064.396] [Range= 0-5] |
| Universe | Households |
| Source | Variables constructed for analysis |
| Pre-question | Recoded variable |
| Imputation | The wealth index is calculated by the program wealth.sps, which creates a data file wealth.sav that contains identification variables, a variable containing each household wealth score and a variable containing each household's wealth index. The program wealth.sps first produces frequencies of all household variables concerned with wealth or assets. It then recodes variables describing household and individual assets into dichotomous variables. The program then uses factor analysis (specifically principal components analysis) to calculate a wealth score for each household. Finally, it uses the wealth score to create household wealth quintiles (that is, the wealth index) and then saves them in an SPSS data file. Once the wealth index has been calculated, executing the program wealth_merge.sps will add it to the analysis files.<br><br>All the above mentioned SPSS files can be found in the data processing folder under technical information. |

| #76 hhweight: Household sample weight | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3979] [Range= 0-1.20324] |
| Universe | Households |
| Source | Sample is not self weighting. Variables constructed for analysis |

# File hh (cont.)

| #76 hhweight: Household sample weight (cont.) | |
|---|---|
| Pre-question | Recoded variable |
| Imputation | Sample weights are added to the files by using the spreadsheet weights.xls and the SPSS programs weights_table.sps, weights.sps and weights_merge.sps. All these files can be found in the data processing sub-folder. The spreadsheet is used to calculate the sample weights. It has two worksheets, calculations and output. The calculations worksheet performs the calculations. The output worksheet contains only the sample weights and a list of cluster numbers; this format is useful for reading the data into SPSS. The program weights_table.sps produces data needed for calculating the sample weights. The program weights_merge.sps adds the appropriate sample weights to the analysis files. The program weights.sps, which you will never directly execute, describes the structure of the data in the output worksheet. |

# File hl

| #1 HH1: Cluster number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-250] |
| Definition | Unique identifier for the cluster in which the household exists |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | We are from (COUNTRY-SPECIFIC AFFILIATION). We are working on a project concerned with family health and education. I would like to talk to you about this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. During this time I would like to speak with the household head and all mothers or others who take care of children in the household.<br><br>May I start now? If permission is given, begin the interview.<br><br>Cluster number: |
| Interviewer's instructions | Enter the cluster number as instructed by your supervisor. |

| #2 HH2: Household number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-20] |
| Definition | Houshold number within the cluster |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Household number: |
| Interviewer's instructions | Enter the household number as instructed by your supervisor. |

| #3 LN: Line number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-25] |

# File hl (cont.)

| #3 LN: Line number (cont.) | |
|---|---|
| Universe | De jure household members (usual residents) |
| Pre-question | FIRST, PLEASE TELL ME THE NAME OF EACH PERSON WHO USUALLY LIVES HERE, STARTING WITH THE HEAD OF THE HOUSEHOLD.<br>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).<br>Then ask: ARE THERE ANY OTHERS WHO LIVE HERE, EVEN IF THEY ARE NOT AT HOME NOW? (THESE MAY INCLUDE CHILDREN IN SCHOOL OR AT WORK). If yes, complete listing.<br>Then, ask questions starting with HL5 for each person at a time. Add a continuation sheet if there are more than 15 household members. Tick here if continuation sheet used |
| Interviewer's instructions | A household is a person or group of persons who usually live and eat together. Any adult member of the household can serve as the respondent for this section. As described below, there are a number of modules in the Household Questionnaire that you have to administer to mothers or primary caretakers of children. Therefore, it can be an advantage if you begin the Household Questionnaire with a mother or primary caretaker. While you should not make a specific effort to ensure this, you will indeed start the interview with such persons in many cases, since, in practice, these persons are more likely to be at home than, say, male household heads.<br><br>Note that the Household Listing Form includes HL1. Line No. 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 as the Household Listing is being completed, they are identified with these line numbers throughout the questionnaires administered in this household.<br><br>You should begin by saying:<br>FIRST, PLEASE TELL ME THE NAME OF EACH PERSON WHO USUALLY LIVES HERE, STARTING WITH THE HEAD OF THE HOUSEHOLD.<br><br>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:<br>ARE THERE ANY OTHERS WHO LIVE HERE - EVEN IF THEY ARE NOT AT HOME NOW? (THESE MAY INCLUDE CHILDREN AT SCHOOL OR AT WORK). If yes, complete the listing.<br><br>Note that the household head is determined solely on the basis of what the respondent tells you. You are not required to assess who the household head is most likely to be, or whether the person stated as the household head has the necessary characteristics to be the household head.<br><br>Also note that if there are more than 15 household members, you will need to use a continuation sheet to record the additional household members. Please remember to change the line numbers of household members on the continuation sheet to read '16', '17', '18', etc., and to tick the box provided at the top of the Household Listing indicating that a continuation sheet has been used.<br><br>The Household Listing will be completed in two stages: first, names (HL2), relationship codes (HL3) and sex (HL4) of all household members are recorded until all household members are included in the list. When the respondent is asked to provide the names of persons living in the household, their relationship to the head of the household and their sex is naturally mentioned during the course of listing the names. For this reason, the list is completed vertically for HL2, HL3 and HL4 during the first stage. Then, questions from HL5 to HL12 are asked for each person before moving to the next person.<br><br>Fill in the name of each household member, starting with the head of household (the person who is considered to be responsible for the household). It is up to the respondent to define who the head of the household is. The head of the household should always be on the first row of the list. Never contest the respondent's answer.<br><br>Also note that the names of household members will never be used for analysis purposes. However, recording the names of all household members is important since you will be using these names to address the questions. |

# File hl (cont.)

| #4 HL3: Relationship to the head | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-99] |
| Universe | De jure household members (usual residents) |
| Source | Head of household or other responsible household member |
| Literal question | What is the relationship of (name) to the head of the household? |
| Interviewer's instructions | Enter the code corresponding to how the person listed is related to the head of the household. Use the codes at the bottom of the Household Listing. Be particularly careful in doing this if the respondent is not the head of the household. Make sure that you record the relationship of each person to the household head, not the relationship to the respondent. For example, if the respondent is the wife of the head of the household and she says that Sola is her brother, then Sola should be coded as '09' ('Brother or sister-in-law'), not as '08' ('Brother or sister'), because Sola is a brother-in-law of the head of the household. Be very careful in obtaining this information correctly, since respondents tend to provide the relationship of the person to themselves, rather than to the head of the household.<br><br>If the head of the household is married to a woman who has a child from a previous marriage, that child's relationship to the head of the household should be coded as '14' ('Adopted/foster/stepchild'). If a household member is not related to the head of household, such as a friend who lives with the household, enter '15' ('Not related'). Enter '98' if the respondent doesn't know the relationship of a household member to the head of household. |

| #5 HL4: Sex | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | De jure household members (usual residents) |
| Source | Head of household or other responsible household member |
| Literal question | Is (name) male or female? |
| Interviewer's 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.<br><br>As indicated above, if the household has more than 15 members, tick the box at the top of this page and use another listing page from another questionnaire. On this additional page, make sure that the line numbers of household members start from 16, by cancelling the pre-printed numbers and entering numbers starting from 16. Note that on this additional page you will have to change the pre-printed relationship code of member line number 16 into the relationship code of the person to the household head.<br><br>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. Start with the household head on line 01. When you have finished asking all questions for the person on line 01, continue to the person listed on line 02, etc. |

| #6 HL5: Age | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26060] [Valid(weighted)=26064.457] [Range= 0-96] |
| Universe | De jure household members (usual residents) |
| Source | Head of household or other responsible household member |

# File hl (cont.)

| #6 HL5: Age (cont.) | |
|---|---|
| Literal question | How old is (name)?<br><br>How old was (name) on his/her last birthday? |
| Post-question | Record in completed years<br><br>98=DK*<br>* See instructions: to be used only for elderly household members (code meaning "do not know/over age 50"). |
| Interviewer's instructions | Enter each person's age in completed years, that is, his/her age at his/her last birthday. Completed age is also defined as 'the number of completed solar years since birth'. With this definition, since a 6-month-old baby has not completed a full solar year, his/her age will be entered as '00'. Note that you will be obtaining more accurate estimates of children's ages later.<br><br>This column should never be left blank.<br><br>If you have difficulty obtaining the ages of very elderly members of the household, you may enter the code '98', meaning 'Doesn't know/over age 50'. For household members younger than 50, completed ages must be entered. |

| #7 HL5A: Marital status | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=14432] [Valid(weighted)=14414.024] [Range= 1-4] |
| Literal question | What is (name's) marital status? |
| Interviewer's instructions | For household  Members 15+ years |

| #8 HL6: Line number of eligible women | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 0-22] |
| Universe | De jure household members (usual residents) |
| Source | Head of household or other responsible household member |
| Pre-question | Circle Line no. if woman is age 15-49 |
| Interviewer's 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. |

| #9 HL7: Line number of mother/caretaker for child labor module | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 0-22] |
| Universe | De jure household members (usual residents) |
| Source | Head of household or other responsible household member |
| Pre-question | For each child age 5-14: |
| Literal question | Who is the mother or primary caretaker of this child? |
| Post-question | Record Line no. of mother/caretaker |
| Interviewer's instructions | If the household member is a child between 5 and 14 years of age (this includes those age 5 and age 14), record the line number of his/her mother or primary caretaker in this column. Ask this question to the respondent if necessary. |

# File hl (cont.)

| #10 HL8: Line number of mother/caretaker for child health module | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 0-20] |
| Universe | De jure household members (usual residents) |
| Source | Head of household or other responsible household member |
| Pre-question | For each child under 5: |
| Literal question | Who is the mother or primary caretaker of this child? |
| Post-question | Record Line no. of mother/caretaker |
| Interviewer's instructions | If the household member is a child under the age of five (this includes those just born and those age 4, but not children who have completed 5 years of age), record the line number of his/her mother or primary caretaker in this column. Ask this question to the respondent if necessary. |

| #11 HL9: Mother alive | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=13639] [Valid(weighted)=13629.966] [Range= 1-9] |
| Universe | De jure household members (usual residents) aged 0-17 (under 18) |
| Source | Head of household or other responsible household member |
| Pre-question | For children age 0-17 years ask HL9-HL12 |
| Literal question | Is (name's) natural mother alive? |
| Interviewer's instructions | For all children under age 18, we want to know whether either of their own (natural) parents is listed in the Household Listing, and their survival status. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 18 and older, HL9-12 will be left blank.<br><br>---<br><br>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.<br><br>Record whether or not the child's natural mother is still alive by circling the code corresponding to the response given. If the child's natural mother is not alive or if the respondent does not know, skip to HL11. Otherwise, continue to the question in the next column. |

| #12 HL10: Mother line number in HH | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=13250] [Valid(weighted)=13254.273] [Range= 0-99] |
| Universe | De jure household members (usual residents) aged 0-17 (under 18) |
| Source | Head of household or other responsible household member |
| Pre-question | For children age 0-17 years ask HL9-HL12<br>If alive: |
| Literal question | Does (name's) natural mother live in this household? |
| Post-question | Record Line no. of mother or 00 for 'No' |
| Interviewer's instructions | For all children under age 18, we want to know whether either of their own (natural) parents is listed in the Household Listing, and their survival status. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 18 and older, HL9-12 will be left blank. |

# File hl (cont.)

| #12 HL10: Mother line number in HH (cont.) | |
|---|---|
| | ---<br><br>If the natural mother is still alive, we want to know whether she lives in the household. If the mother does live in the household, ask who she is (she should be listed in the Household Listing if she lives in the household) and record her line number in the space provided. If the mother is not a member of the household (not listed in the Household Listing), record '00'. |

| #13 HL11: Father alive | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=13639] [Valid(weighted)=13629.966] [Range= 1-9] |
| Universe | De jure household members (usual residents) aged 0-17 (under 18) |
| Source | Head of household or other responsible household member |
| Pre-question | For children age 0-17 years ask HL9-HL12<br>If alive: |
| Literal question | Is (name's) natural father alive? |
| Interviewer's instructions | For all children under age 18, we want to know whether either of their own (natural) parents is listed in the Household Listing, and their survival status. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 18 and older, HL9-12 will be left blank.<br><br>---<br><br>Fill in these questions in exactly the same way as HL9 and HL10. This time, make sure to record the survival status and the line number of the natural (biological) fathers. If the father of the household member is not alive or his survival status is now known by the respondent, move to the next person on the list. |

| #14 HL12: Father line number in HH | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=13073] [Valid(weighted)=13076.158] [Range= 0-99] |
| Universe | De jure household members (usual residents) aged 0-17 (under 18) |
| Source | Head of household or other responsible household member |
| Pre-question | For children age 0-17 years ask HL9-HL12 |
| Literal question | Does (name's) natural father live in this household? |
| Post-question | Record Line no. of father or 00 for 'No' |
| Interviewer's instructions | For all children under age 18, we want to know whether either of their own (natural) parents is listed in the Household Listing, and their survival status. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 18 and older, HL9-12 will be left blank.<br><br>---<br><br>Fill in these questions in exactly the same way as HL9 and HL10. This time, make sure to record the survival status and the line number of the natural (biological) fathers. If the father of the household member is not alive or his survival status is now known by the respondent, move to the next person on the list.<br><br>---<br><br>When you have completed the listing of all household members and all questions in the Household Listing, probe |

# File hl (cont.)

| #14 HL12: Father line number in HH (cont.) | |
|---|---|
| | to see if there are any other household members you have not included in the list: "ARE THERE ANY OTHER PERSONS LIVING HERE - EVEN IF THEY ARE NOT MEMBERS OF YOUR FAMILY OR DO NOT HAVE PARENTS LIVING IN THIS HOUSEHOLD? INCLUDING CHILDREN AT WORK OR AT SCHOOL?" If yes, insert child's name and complete the form.<br><br>After you have made sure that there are no other household members to be included in the list, complete the row at the bottom of the household list, 'Totals'. Calculate the number of eligible women in the household and record the number under 'Women 15-49', calculate the number of children aged 5-14 years in the household and record the number under 'Children 5-14' and, finally, calculate the number of children under five, and record the number under 'Under-5s'. The numbers recorded here for the women 15-49 and under-5s will indicate to you the number of individual women's and under-five questionnaires you should have in the household (see below). You will also record these numbers in HH12 and HH14 in the Household Information Panel.<br><br>When you have completed the Household Listing Form for all household members, prepare the individual questionnaire forms for this household:<br><br>. For each woman age 15-49 years, write her name and line number in the spaces provided (WM3 and WM4) at the top of her Questionnaire for Individual Women.<br><br>. For each child under age five, write his/her name and line number and the name and line number of his/her mother or caretaker in the spaces provided (UF3-6) at the top of the Questionnaire for Children Under Five.<br><br>You should now have a separate questionnaire for each eligible woman and child under five in the household, ready for use when you administer the questionnaires later on. |

| #15 ED1: Line number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-25] |
| Universe | De jure household members (usual residents) |
| Source | Head of household or other responsible household member |
| Pre-question | For household members age 5 and above |
| Interviewer's instructions | Continue line by line, asking the questions for each household member who is eligible (age five or older), as you did when completing the Household Listing Form. Note that the lines corresponding to household members under five should remain blank.<br><br>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.<br><br>Copy the names of each person age five and older from the Household Listing Form (HL2) to their corresponding line numbers. |

| #16 ED2: Ever attended school | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=22164] [Valid(weighted)=22112.633] [Range= 1-9] |
| Universe | De jure household members (usual residents) |
| Source | Head of household or other responsible household member |
| Pre-question | For household members age 5 and above |
| Literal question | Has (name) ever attended school or preschool? |

# File hl (cont.)

| #16 ED2: Ever attended school (cont.) | |
|---|---|
| Interviewer's instructions | For each household member age five or older, ask ED2 and ED3. These questions ask about educational attainment for all household members in this age group. (If children younger than five attend school or pre-school, this information will be recorded in the Questionnaire for Children Under Five.) Any adult member of the household may provide this information for those not present.<br><br>---<br><br>Circle '1' if the answer is 'Yes'. If the answer is 'No', circle '2' and go to the household member on the next line.<br><br>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.<br><br>Schools that carry out non-standard curriculum are also included here. Ensure that respondents understand what is meant by 'non-standard curriculum'. A non-standard curriculum includes religious schools, such as Koranic schools, that do not teach a full, standard school curriculum. If a school teaches religious courses but also includes the standard curriculum - such as many Catholic schools - it would be coded as a standard school.<br><br>'Pre-school' is listed for children who do not attend grade 1 at age 5, but do attend some form of organized learning or early childhood education programme, whether or not such a programme is considered part of the school system. The definition of organized early learning programme does not refer to programmes offering only babysitting or child-minding. |

| #17 ED3A: Highest level of school attended | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=13578] [Valid(weighted)=13490.439] [Range= 0-9] |
| Universe | De jure household members (usual residents) |
| Source | Head of household or other responsible household member |
| Pre-question | For household members age 5 and above |
| Literal question | What is the highest level of school (name) attended? |
| Interviewer's instructions | For each household member age five or older, ask ED2 and ED3. These questions ask about educational attainment for all household members in this age group. (If children younger than five attend school or pre-school, this information will be recorded in the Questionnaire for Children Under Five.) Any adult member of the household may provide this information for those not present.<br><br>---<br><br>If the person has been to school, record the highest level of schooling attended by circling the code for the response. You may need to probe for the type of school attended. Circle '8' if the respondent 'Doesn't know'. Then ask, "WHAT IS THE HIGHEST GRADE (name) COMPLETED AT THIS LEVEL?"<br><br>Enter the highest grade completed or '98' for 'DK' ('Doesn't know'). If less than one grade, enter '00'. For instance, if a person has attended primary school but did not complete the first grade, then the level for this person will be circled as '1', and the grade will be entered as '00'.<br><br>Similarly, for a child who is attending grade 5 in primary school at the time of the interview, the level will be coded as '1' and the grade as '4', since this person has not yet completed grade 5. |

| #18 ED3B: Highest grade at level | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=13483] [Valid(weighted)=13409.478] [Range= 0-96] |

# File hl (cont.)

| #18 ED3B: Highest grade at level (cont.) | |
|---|---|
| Universe | De jure household members (usual residents) |
| Source | Head of household or other responsible household member |
| Pre-question | For household members age 5 and above |
| Literal question | What is the highest grade (name) completed at this level? |
| Interviewer's instructions | For each household member age five or older, ask ED2 and ED3. These questions ask about educational attainment for all household members in this age group. (If children younger than five attend school or pre-school, this information will be recorded in the Questionnaire for Children Under Five.) Any adult member of the household may provide this information for those not present.<br><br>---<br><br>If the person has been to school, record the highest level of schooling attended by circling the code for the response. You may need to probe for the type of school attended. Circle '8' if the respondent 'Doesn't know'. Then ask, "WHAT IS THE HIGHEST GRADE (name) COMPLETED AT THIS LEVEL?"<br><br>Enter the highest grade completed or '98' for 'DK' ('Doesn't know'). If less than one grade, enter '00'. For instance, if a person has attended primary school but did not complete the first grade, then the level for this person will be circled as '1', and the grade will be entered as '00'.<br><br>Similarly, for a child who is attending grade 5 in primary school at the time of the interview, the level will be coded as '1' and the grade as '4', since this person has not yet completed grade 5. |

| #19 ED4: Currently attending school during the school year (2004-2005 | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=9688] [Valid(weighted)=9589.999] [Range= 1-9] |
| Universe | De jure household members (usual residents) aged 5-24 |
| Source | Head of household or other responsible household member |
| Pre-question | For household members age 5-24 years |
| Literal question | During the (2005- 2006) school year, did (name) attend school or preschool at any time? |
| Interviewer's instructions | For each household member 5-24 years of age (this includes those age 5 and age 24), ask questions ED4-ED8, which inquire about school attendance. While the ideal respondent for these questions would be the mother or primary caretaker, any adult member of the household may provide the information.<br><br>Since questions from ED4 to ED8 refer to school attendance, they will have to be adapted to the situation at the time of the interview. All questions should be retained. However, the wording and coding will have to be changed. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled.<br><br>---<br><br>Circle the code corresponding to the answer given. If 'Yes', continue to the next question. If 'No', skip to ED7.<br><br>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.<br><br>Take the example of a country where the school year ends in June and the new school year begins in September: If the interview is carried out in July 2005 (between school years), then the question should refer to the 2004-2005 school year; if the interview is carried out in October 2005 (during the new school year), then the question should refer to the 2005-2006 school year. |

# File hl (cont.)

| #20 ED5: Days attended school in last week | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=6519] [Valid(weighted)=6464.06] [Range= 0-9] |
| Universe | De jure household members (usual residents) aged 5-24 |
| Source | Head of household or other responsible household member |
| Pre-question | For household members age 5-24 years |
| Literal question | Since last (day of the week), how many days did (name) attend school? |
| Post-question | Insert number of days in space below. |
| Interviewer's instructions | For each household member 5-24 years of age (this includes those age 5 and age 24), ask questions ED4-ED8, which inquire about school attendance. While the ideal respondent for these questions would be the mother or primary caretaker, any adult member of the household may provide the information.<br><br>Since questions from ED4 to ED8 refer to school attendance, they will have to be adapted to the situation at the time of the interview. All questions should be retained. However, the wording and coding will have to be changed. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled.<br><br>---<br><br>When asking this question, insert the name of the day of the interview. For example, if the interview is taking place on a Tuesday, ask: "SINCE LAST TUESDAY, HOW MANY DAYS DID (name) ATTEND SCHOOL?"<br><br>Note that the maximum number to be entered here should be '7' and not '8'. |

| #21 ED6A: Level of education attended | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=6519] [Valid(weighted)=6464.06] [Range= 0-9] |
| Universe | De jure household members (usual residents) aged 5-24 |
| Source | Head of household or other responsible household member |
| Pre-question | For household members age 5-24 years |
| Literal question | During this/that school year, which level and grade is/was (name) attending? |
| Interviewer's instructions | For each household member 5-24 years of age (this includes those age 5 and age 24), ask questions ED4-ED8, which inquire about school attendance. While the ideal respondent for these questions would be the mother or primary caretaker, any adult member of the household may provide the information.<br><br>Since questions from ED4 to ED8 refer to school attendance, they will have to be adapted to the situation at the time of the interview. All questions should be retained. However, the wording and coding will have to be changed. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled.<br><br>---<br><br>Circle the code for the level of school, and enter the household member's current grade. If it applies, circle '8' for 'DK' ('Doesn't know'). Probe to determine the type of school, particularly to make sure if it is a standard or non-standard curriculum. Then enter the highest grade number completed using '01', '02', etc. If a child is in pre-school or kindergarten, and grades are not used, omit the grade. If less than one grade was completed, enter '00'. Enter '98' for 'DK'.<br><br>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 |

# File hl (cont.)

| #21 ED6A: Level of education attended (cont.) | |
|---|---|
| | 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.<br><br>Questions ED4, ED5 and ED6 collect information on the school attendance of household members during the current school year (if the interview is conducted when schools are open) or the last school year that has ended (if the interview is conducted between school years). Questions ED7 and ED8 collect information on the school attendance of household members during the previous school year. |

| #22 ED6B: Grade of education attended | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=6519] [Valid(weighted)=6464.06] [Range= 0-99] |
| Universe | De jure household members (usual residents) aged 5-24 |
| Source | Head of household or other responsible household member |
| Pre-question | For household members age 5-24 years |
| Literal question | During this/that school year, which level and grade is/was (name) attending? |
| Interviewer's instructions | For each household member 5-24 years of age (this includes those age 5 and age 24), ask questions ED4-ED8, which inquire about school attendance. While the ideal respondent for these questions would be the mother or primary caretaker, any adult member of the household may provide the information.<br><br>Since questions from ED4 to ED8 refer to school attendance, they will have to be adapted to the situation at the time of the interview. All questions should be retained. However, the wording and coding will have to be changed. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled.<br><br>---<br><br>Circle the code for the level of school, and enter the household member's current grade. If it applies, circle '8' for 'DK' ('Doesn't know'). Probe to determine the type of school, particularly to make sure if it is a standard or non-standard curriculum. Then enter the highest grade number completed using '01', '02', etc. If a child is in pre-school or kindergarten, and grades are not used, omit the grade. If less than one grade was completed, enter '00'. Enter '98' for 'DK'.<br><br>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.<br><br>Questions ED4, ED5 and ED6 collect information on the school attendance of household members during the current school year (if the interview is conducted when schools are open) or the last school year that has ended (if the interview is conducted between school years). Questions ED7 and ED8 collect information on the school attendance of household members during the previous school year. |

| #23 ED7: Attended school last year (2003-2004) | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=9688] [Valid(weighted)=9589.999] [Range= 1-9] |
| Universe | De jure household members (usual residents) aged 5-24 |
| Source | Head of household or other responsible household member |

# File hl (cont.)

| #23 ED7: Attended school last year (2003-2004) (cont.) | |
|---|---|
| Pre-question | For household members age 5-24 years |
| Literal question | Did (name) attend school or preschool at any time during the previous school year, that is (2004-2005)? |
| Interviewer's instructions | For each household member 5-24 years of age (this includes those age 5 and age 24), ask questions ED4-ED8, which inquire about school attendance. While the ideal respondent for these questions would be the mother or primary caretaker, any adult member of the household may provide the information.<br><br>Since questions from ED4 to ED8 refer to school attendance, they will have to be adapted to the situation at the time of the interview. All questions should be retained. However, the wording and coding will have to be changed. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled.<br><br>---<br><br>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. |

| #24 ED8A: Level of education attended last year | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=6332] [Valid(weighted)=6236.019] [Range= 0-9] |
| Universe | De jure household members (usual residents) aged 5-24 |
| Source | Head of household or other responsible household member |
| Pre-question | For household members age 5-24 years |
| Literal question | During that previous school year, which level and grade did (name) attend? |
| Interviewer's instructions | For each household member 5-24 years of age (this includes those age 5 and age 24), ask questions ED4-ED8, which inquire about school attendance. While the ideal respondent for these questions would be the mother or primary caretaker, any adult member of the household may provide the information.<br><br>Since questions from ED4 to ED8 refer to school attendance, they will have to be adapted to the situation at the time of the interview. All questions should be retained. However, the wording and coding will have to be changed. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled.<br><br>---<br><br>Circle the code for the level of school attended and fill in the child's grade or enter '8' if the respondent doesn't know the level and/or '98' if the respondent doesn't know the grade. If the child was in pre-school or kindergarten, and grades are not used, omit the grade. |

| #25 ED8B: Grade of education attended last year | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=6332] [Valid(weighted)=6236.019] [Range= 0-99] |
| Universe | De jure household members (usual residents) aged 5-24 |
| Source | Head of household or other responsible household member |
| Pre-question | For household members age 5-24 years |
| Literal question | During that previous school year, which level and grade did (name) attend? |
| Interviewer's instructions | For each household member 5-24 years of age (this includes those age 5 and age 24), ask questions ED4-ED8, |

# File hl (cont.)

| #25 ED8B: Grade of education attended last year (cont.) | |
|---|---|
| | which inquire about school attendance. While the ideal respondent for these questions would be the mother or primary caretaker, any adult member of the household may provide the information.<br><br>Since questions from ED4 to ED8 refer to school attendance, they will have to be adapted to the situation at the time of the interview. All questions should be retained. However, the wording and coding will have to be changed. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled.<br><br>---<br><br>Circle the code for the level of school attended and fill in the child's grade or enter '8' if the respondent doesn't know the level and/or '98' if the respondent doesn't know the grade. If the child was in pre-school or kindergarten, and grades are not used, omit the grade. |

| #26 CL1: Line number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=25929] [Valid(weighted)=25924.788] [Range= 1-25] |
| Universe | Children aged 5-14 |
| Source | Mother or caretaker of the child |
| Pre-question | To be administered to mother/caretaker of each child in the household age 5 through 14 years. For household members below age 5 or above age 14, leave rows blank.<br><br>Now I would like to ask about any work children in this household may do. |
| Interviewer's instructions | This module is to be administered to the mother or primary caretaker of each child resident in the household aged 5 through 14 years (this includes those age 5 and age 14). For household members younger than five or older than 14, rows should be left blank.<br><br>---<br><br>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.<br><br>Explain, "NOW I WOULD LIKE TO ASK ABOUT ANY WORK CHILDREN IN THIS HOUSEHOLD MAY DO."<br><br>Insert the child's name, copying from the Household Listing, column HL2. This is done to prevent confusion during the interview. |

| #27 CL3: Worked in past week | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=7624] [Valid(weighted)=7584.497] [Range= 1-9] |
| Universe | Children aged 5-14 |
| Source | Mother or caretaker of the child |
| Literal question | During the past week, did (name) do any kind of work for someone who is not a member of this household?<br><br>If yes: For pay in cash or kind? |
| Interviewer's instructions | 'Pay' refers to any compensation for work, including cash or goods or services provided to the child or his family. 'The past week' refers to the 7 days preceding the interview day. Note that the person indicated - someone who is not a member of this household - may be a relative or a family member who lives in a different household. |

# File hl (cont.)

| #27 CL3: Worked in past week (cont.) | |
|---|---|
| | If the answer is 'Yes', ask if the work was done for pay in cash or kind. Circle '1' if work was done for pay in cash or kind. Circle '2' if work was not done for any form of pay. If '1' or '2' is circled, continue to the next question. If no work was done by that child in the past week, circle '3' and skip to CL5. |

| #28 CL4: Hours worked in past week | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=264] [Valid(weighted)=221.544] [Range= 0-97] |
| Universe | Children aged 5-14 |
| Source | Mother or caretaker of the child |
| Pre-question | If yes: |
| Literal question | Since last (day of the week), about how many hours did he/she do this work for someone who is not a member of this household? |
| Post-question | If more than one job, include all hours at all jobs. |
| Interviewer's instructions | Record the estimated number of hours the child spent doing work in the past 7 days and skip to CL6. Make sure the mother or primary caretaker understands what you mean by "SINCE LAST (day of the week)" - specify the name of today's weekday, as you did in the Education Module. If the child works more than one such job, include the total hours spent doing such work in all jobs. |

| #29 CL5: Worked in past year | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=7360] [Valid(weighted)=7362.954] [Range= 1-9] |
| Universe | Children aged 5-14 |
| Source | Mother or caretaker of the child |
| Literal question | At any time during the past year, did (name) do any kind of work for someone who is not a member of this household?<br><br>If yes: For pay in cash or kind? |
| Interviewer's instructions | CL5 is essentially the same question as CL3; this time the reference period is 1 year rather than the last 1 week. Continue with the next question after you have circled the response to this question. |

| #30 CL6: Helped with household chores in past week | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=7624] [Valid(weighted)=7584.497] [Range= 1-9] |
| Universe | Children aged 5-14 |
| Source | Mother or caretaker of the child |
| Literal question | During the past week, did (name) help with household chores such as shopping, collecting firewood, cleaning, fetching water, or caring for children? |
| Interviewer's instructions | As was explained in CL3, 'the past week' refers to the 7 days preceding the interview day.<br><br>Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to CL8. |

# File hl (cont.)

| #31 CL7: Hours spent on chores in past week | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3827] [Valid(weighted)=3837.116] [Range= 0-99] |
| Universe | Children aged 5-14 |
| Source | Mother or caretaker of the child |
| Pre-question | If yes: |
| Literal question | Since last (day of the week), about how many hours did he/she spend doing these chores? |
| Interviewer's instructions | Insert the estimated number of hours the child spent doing household chores in the past 7 days. Make sure the mother/primary caretaker understands what you mean by 'since last (day of the week)' - specify the name of today's weekday, just as you did for CL4. |

| #32 CL8: Did other family work in past week | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=7624] [Valid(weighted)=7584.497] [Range= 1-9] |
| Universe | Children aged 5-14 |
| Source | Mother or caretaker of the child |
| Literal question | During the past week, did (name) do any other family work (on the farm or in a business or selling goods in the street?) |
| Interviewer's instructions | As was explained in CL6, 'the past week' refers to the 7 days preceding the interview day. 'Other family work' means any work done other than household chores/housekeeping to help with family income generation or subsistence production. This may include raising livestock belonging to the household or working in a family business.<br><br>Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and go to the next line, corresponding to the next eligible child aged 5-14 years. |

| #33 CL9: Hours worked on other family work | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1100] [Valid(weighted)=1047.896] [Range= 0-99] |
| Universe | Children aged 5-14 |
| Source | Mother or caretaker of the child |
| Pre-question | If yes: |
| Literal question | Since last (day of the week), about how many hours did he/she do this work? |
| Interviewer's instructions | Insert the estimated number of hours worked. Again, make sure the mother/primary caretaker understands what you mean by 'since last (day of the week)' - specify the name of today's weekday, just as you did for CL4 and CL7. |

| #34 DA1: Line number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=6267] [Valid(weighted)=6278.582] [Range= 1-25] |
| Universe | De jure children aged 2-14 |
| Source | Mother or caretaker of the child |
| Pre-question | To be administered to caretakers of all children 2 through 9 years old living in the household. For household members below age 2 or above age 9, leave rows blank |

# File hl (cont.)

| #34 DA1: Line number (cont.) | |
|---|---|
| | I would like to ask you if any children in this household aged 2 through 9 has any of the health conditions I am going to mention to you.<br><br>Line no. |
| Interviewer's instructions | This module is to be administered to the mother or primary caretaker of each child resident in the household aged 2-9 years (this includes those age 2 and age 9). For household members below age 2 or above age 9, rows should be left blank.<br><br>DA1. Line No:<br>This is the number used to identify each child eligible for this module. You do not need to fill in or do anything in this column since the numbers are already provided.<br><br>DA2. Child's name:<br>For each child in the household 2-9 years of age, insert the child's name in this column next to his/ her line number (from Household Listing HL1), copying from the Household Listing, column HL2. This is done to prevent confusion during the interview. For all other household members less than 2 years of age or older than 9, leave the space next to their line numbers blank.<br><br>Now, read the introduction to this module to the mother or primary caretaker of each child by saying:<br>"I WOULD LIKE TO ASK YOU IF ANY CHILD IN THIS HOUSEHOLD AGED 2 THROUGH 9 HAS ANY OF THE HEALTH CONDITIONS I AM GOING TO MENTION TO YOU."<br><br>Next, ask the following questions DA3 through DA13 about each child, in turn. Ask the entire set of questions about the first child, and then go on to ask about the next child in the list, asking the entire set of questions about the next child, until you have recorded answers for each child listed. In cases when there is more than one mother/primary caretaker for children listed in the module, complete asking questions about the children of the first mother/primary caretaker, then move to the next mother/primary caretaker. |

| #35 DA3: Delay in sitting, standing or walking | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=6267] [Valid(weighted)=6278.582] [Range= 1-9] |
| Universe | De jure children aged 2-14 |
| Source | Mother or caretaker of the child |
| Literal question | Compared with other children, does or did (name) have any serious delay in sitting, standing, or walking? |
| Interviewer's instructions | Circle '1' for 'Yes' and '2' for 'No' for all questions in this module. Insert the child's name in the question. Read out the entire question as it is written. |

| #36 DA4: Difficulty seeing | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=6267] [Valid(weighted)=6278.582] [Range= 1-9] |
| Universe | De jure children aged 2-14 |
| Source | Mother or caretaker of the child |
| Literal question | Compared with other children, does (name) have difficulty seeing, either in the daytime or at night? |
| Interviewer's instructions | Circle '1' for 'Yes' and '2' for 'No' for all questions in this module. Insert the child's name in the question. Read out the entire question as it is written. |

# File hl (cont.)

| #37 DA5: Difficulty hearing | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=6267] [Valid(weighted)=6278.582] [Range= 1-9] |
| Universe | De jure children aged 2-14 |
| Source | Mother or caretaker of the child |
| Literal question | Does (name) appear to have difficulty hearing? (uses hearing aid, hears with difficulty, completely deaf?) |
| Interviewer's instructions | Circle '1' for 'Yes' and '2' for 'No' for all questions in this module. Insert the child's name in the question. Read out the entire question as it is written.<br><br>---<br><br>Do not mention the probing questions unless the respondent cannot answer the first question. |

| #38 DA6: Understands | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=6267] [Valid(weighted)=6278.582] [Range= 1-9] |
| Universe | De jure children aged 2-14 |
| Source | Mother or caretaker of the child |
| Literal question | When you tell (name) to do something, does he/she seem to understand what you are saying? |
| Interviewer's instructions | Circle '1' for 'Yes' and '2' for 'No' for all questions in this module. Insert the child's name in the question. Read out the entire question as it is written. |

| #39 DA7: Difficulty walking | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=6267] [Valid(weighted)=6278.582] [Range= 1-9] |
| Universe | De jure children aged 2-14 |
| Source | Mother or caretaker of the child |
| Literal question | Does (name) have difficulty in walking or moving his/her arms or does he/she have weakness and/or stiffness in the arms or legs? |
| Interviewer's instructions | Circle '1' for 'Yes' and '2' for 'No' for all questions in this module. Insert the child's name in the question. Read out the entire question as it is written. |

| #40 DA8: Fits, rigid or lose conciousness | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=6267] [Valid(weighted)=6278.582] [Range= 1-9] |
| Universe | De jure children aged 2-14 |
| Source | Mother or caretaker of the child |
| Literal question | Does (name) sometimes have fits, become rigid, or lose consciousness? |
| Interviewer's instructions | Circle '1' for 'Yes' and '2' for 'No' for all questions in this module. Insert the child's name in the question. Read out the entire question as it is written. |

# File hl (cont.)

| #41 DA9: Learns like other children | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=6267] [Valid(weighted)=6278.582] [Range= 1-9] |
| Universe | De jure children aged 2-14 |
| Source | Mother or caretaker of the child |
| Literal question | Does (name) learn to do things like other children his/her age? |
| Interviewer's instructions | Circle '1' for 'Yes' and '2' for 'No' for all questions in this module. Insert the child's name in the question. Read out the entire question as it is written. |

| #42 DA10: Speaks | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=6267] [Valid(weighted)=6278.582] [Range= 1-9] |
| Universe | De jure children aged 2-14 |
| Source | Mother or caretaker of the child |
| Literal question | Does (name) speak at all (can he/she make him or herself understood in words; can say any recognizable words)? |
| Interviewer's instructions | Circle '1' for 'Yes' and '2' for 'No' for all questions in this module. Insert the child's name in the question. Read out the entire question as it is written.<br><br>---<br><br>If needed, use the additional probing questions in parentheses, replacing he/she with the appropriate pronoun. |

| #43 DA11: Speech different | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=5493] [Valid(weighted)=5492.611] [Range= 1-9] |
| Universe | De jure children aged 2-14 |
| Source | Mother or caretaker of the child |
| Pre-question | For 3-9 year olds: |
| Literal question | Is (name)'s speech in any way different from normal (not clear enough to be understood by people other than the immediate family)? |
| Interviewer's instructions | Circle '1' for 'Yes' and '2' for 'No' for all questions in this module. Insert the child's name in the question. Read out the entire question as it is written.<br><br>---<br><br>This question should be asked only for children aged 3-9 years (children age 2 should not be asked this question). Check Household Listing, HL5, for the child's age. If the child is 2 years of age, leave the question blank.<br><br>If needed, use the additional probing questions in parentheses. |

| #44 DA12: Names objects | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=777] [Valid(weighted)=787.449] [Range= 1-9] |
| Universe | De jure children aged 2-14 |

# File hl (cont.)

| #44 DA12: Names objects (cont.) | |
|---|---|
| Source | Mother or caretaker of the child |
| Pre-question | For 2 year olds: |
| Literal question | Can (name) name at least one object (for example, an animal, a toy, a cup, a spoon)? |
| Interviewer's instructions | Circle '1' for 'Yes' and '2' for 'No' for all questions in this module. Insert the child's name in the question. Read out the entire question as it is written.<br><br>---<br><br>This question should be asked only for children age 2. Check Household Listing, HL5, for the child's age. If the child is 3-9 years old, leave the question blank.<br><br>If needed, use the additional probing questions in parentheses. |

| #45 DA13: Mentally backward | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=6267] [Valid(weighted)=6278.582] [Range= 1-9] |
| Universe | De jure children aged 2-14 |
| Source | Mother or caretaker of the child |
| Literal question | Compared with other children of the same age, does (name) appear in any way mentally backward, dull or slow? |
| Interviewer's instructions | Circle '1' for 'Yes' and '2' for 'No' for all questions in this module. Insert the child's name in the question. Read out the entire question as it is written.<br><br>---<br><br>This question should be asked about each child listed in this module (that is, each child age 2 through 9). |

| #46 HH3: Interviewer number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-52] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Interviewer name and number: |
| Interviewer's instructions | Enter your own name and identification number provided to you at the time of training. |

| #47 HH4: Supervisor Number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-14] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Supervisor name and number: |
| Interviewer's instructions | Enter your supervisor's name and identification number. You will be provided with your supervisor's identification number as soon as you know who you will be working with. |

# File hl (cont.)

| #48 HH5D: Day of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-30] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Day/Month/Year of interview: |
| Interviewer's 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. |

| #49 HH5M: Month of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 9-10] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Day/Month/Year of interview: |
| Interviewer's 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. |

| #50 HH5Y: Year of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 2005-2005] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Day/Month/Year of interview: |
| Interviewer's 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. |

| #51 HH6: Area | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-2] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Area: |
| Interviewer's instructions | Circle the code for area of residence as instructed by your supervisor. This will have been pre-determined; you will not be required to assess whether the household is in an urban or rural area. |

# File hl (cont.)

| #52 HH7: Governorate | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-5] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Governorate: |
| Interviewer's instructions | Circle the code for region. |

| #53 HH9: Result of HH interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-6] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | After all questionnaires for the household have been completed, fill in the following information:<br><br>Result of HH interview: |
| Interviewer's instructions | If the Household Questionnaire is completed, circle '1' for 'Completed'. If you have not been able to contact the household after repeated visits, circle '2' for 'Not at home'. If the household refuses to be interviewed, circle '3' for 'Refused'. If you are unable to locate the household or if the dwelling is destroyed, circle '4' for 'HH not found/destroyed'. If you have not been able to complete the Household Questionnaire for another reason, you should circle '6' for 'Other' and specify the reason in the space provided. Some examples of 'Other' codes might be: the household respondent is incapacitated; the questionnaire is partly completed; adult household members were not found at home after repeated visits. |

| #54 HH10: Respondent HH questionnaire | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-99] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Respondent to HH questionnaire: |
| Interviewer's instructions | Enter the name and line number (from the Household Listing, columns HL1 and HL2) of the respondent to the Household Questionnaire. |

| #55 HH11: Number of household members | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-25] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Total number of household members: |
| Interviewer's instructions | Count the number of household members recorded in column HL1 of the Household Listing and enter the total here. |

# File hl (cont.)

| #56 HH12: Total eligible women | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 0-11] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | No.of women eligible for interview: |
| Interviewer's instructions | Enter the total number of women eligible for interview for the Questionnaire for Individual Women - you will copy this from the row for totals at the bottom of the Household Listing, for HL6. |

| #57 HH13: Women interviews completed | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 0-11] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | No.of women questionnaires completed: |
| Interviewer's instructions | Once all of the Questionnaires for Individual Women have been completed for a particular household, enter the number completed here. |

| #58 HH14: Total children under 5 | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 0-7] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | No.of children under age 5: |
| Interviewer's instructions | Enter the total number of children under five eligible for inclusion in the survey from the row for totals at the bottom of the Household Listing, for HL8. You will be using the Questionnaire for Children Under Five to interview the mothers or primary caretakers of these children. |

| #59 HH15: Child interviews completed | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 0-7] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | No.of under-5 questionnaires completed: |
| Interviewer's instructions | Once all of the Questionnaires for Children Under Five have been completed for a particular household, enter the number completed here. |

| #60 HH16: Data entry clerk | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-12] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |

# File hl (cont.)

| #60 HH16: Data entry clerk (cont.) | |
|---|---|
| Pre-question | Data entry clerk: |
| Interviewer's instructions | Leave this space blank. The data clerk will enter his/her number in the space provided. |

| #61 WS1: Main source of drinking water | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 11-99] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What is the main source of drinking water for members of your household? |
| Interviewer's instructions | The purpose of the first two questions of this module is to assess the type of household water used for drinking as well as for other purposes, such as cooking and washing hands.<br><br>Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2):<br>'11' - Piped into dwelling, also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom.<br>'12' - Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house.<br>'13' - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete.<br>'21' - A tube-well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater supplies. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy.<br>'31' - A protected dug well is a dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole.<br>'32' - An unprotected dug well is a dug well for which one or both of the following are true: (1) the well is not protected from run-off water; (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected.<br>'41' - A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a 'spring box' that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution.<br>'42' - An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a 'spring box' (described above).<br>'51' - Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used.<br>'61' - A tanker-truck water source transports and sells water by means of a tanker truck.<br>'71' - Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means.<br>'81' - Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly.<br>'91' - Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles - this should not be coded as bottled water.<br><br>---<br><br>Circle the code for the most usual source. If several sources are mentioned, probe to determine the most usual source. If the source varies by season, record the source for the season of the interview. Note that the next question is only asked if the response to this question is 'Bottled water'. You should skip WS2 if the response to |

# File hl (cont.)

| #61 WS1: Main source of drinking water (cont.) | |
|---|---|
| | WS1 is other than 'Bottled water'. If the response is 'Piped into dwelling' or 'Piped into yard/plot', circle '11' or '12', respectively, and skip to WS5. Otherwise, skip to WS3. |

| #62 WS2: Main source of water used for other purposes (if bottled wat | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2010] [Valid(weighted)=2023.314] [Range= 11-99] |
| Universe | Households |
| Source | 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's instructions | The purpose of the first two questions of this module is to assess the type of household water used for drinking as well as for other purposes, such as cooking and washing hands.<br><br>Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2):<br>'11' - Piped into dwelling, also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom.<br>'12' - Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house.<br>'13' - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete.<br>'21' - A tube-well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater supplies. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy.<br>'31' - A protected dug well is a dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole.<br>'32' - An unprotected dug well is a dug well for which one or both of the following are true: (1) the well is not protected from run-off water; (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected.<br>'41' - A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a 'spring box' that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution.<br>'42' - An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a 'spring box' (described above).<br>'51' - Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used.<br>'61' - A tanker-truck water source transports and sells water by means of a tanker truck.<br>'71' - Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means.<br>'81' - Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly.<br>'91' - Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles - this should not be coded as bottled water.<br><br>---<br><br>This question should only be asked to households that use 'Bottled water' for drinking. Circle the code for the most usual source. If the source varies by season, record the source for the season of the interview. If the most usual source of non-drinking water is 'Piped into dwelling' or 'Piped into yard/plot', circle '11' or '12', respectively, and skip to WS5. Otherwise continue to the next question. |

# File hl (cont.)

| #63 WS3: Time to get water and come back | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=11455] [Valid(weighted)=11680.049] [Range= 1-994] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | How long does it take to go there, get water, and come back? |
| Interviewer's instructions | This question is used to find out how convenient the source of water is to the dwelling. Note that the question is asked for water sources coded as '13-81' and '96' in WS1, or water sources coded as '13-96' in WS2.<br><br>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.<br><br>If the water source is on the dwelling premises or if water is delivered to the dwelling by a vendor, circle '995' for 'Water on premises' and skip to WS5. If the respondent does not know how long it takes, circle '998' and continue on to the next question. |

| #64 WS4: Person fetching water | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=11824] [Valid(weighted)=11914.352] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Who usually goes to this source to fetch the water for your household?<br><br>Probe:<br>Is this person under age 15?  What sex? |
| Post-question | Circle code that best describes this person. |
| Interviewer's 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.<br><br>Probe: "IS THIS PERSON UNDER AGE 15? WHAT SEX IS THIS PERSON?" Circle the code that corresponds with the response or '8' if the respondent does not know. Adult refers to anyone age 15 or over, regardless of whether he/she is a household member. Child refers to anyone under the age of 15, regardless of whether he/she is a household member. |

| #65 WS5: Treat water to make safer for drinking | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Do you treat your water in any way to make it safer to drink? |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>--- |

# File hl (cont.)

| #65 WS5: Treat water to make safer for drinking (cont.) | |
|---|---|
| | Circle '1' if 'Yes', and continue to the next question. If 'No' or 'DK' (Doesn't know'), circle '2' or '8', respectively, and skip to WS7. |

| #66 WS6A: Boil | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=742] [Valid(weighted)=771.936] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #67 WS6B: Add bleach/chlorine | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=127] [Valid(weighted)=101.379] |
| Universe | Households |
| Source | Head of household or other responsible household member |

# File hl (cont.)

| #67 WS6B: Add bleach/chlorine (cont.) | |
|---|---|
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #68 WS6C: Strain it through a cloth | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=595] [Valid(weighted)=704.013] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>--- |

# File hl (cont.)

| #68 WS6C: Strain it through a cloth (cont.) | |
|---|---|
| | 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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #69 WS6D: Use water filter | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=357] [Valid(weighted)=355.731] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM |

# File hl (cont.)

| #69 WS6D: Use water filter (cont.) | |
|---|---|
| | HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #70 WS6F: Let it stand and settle | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=76] [Valid(weighted)=82.264] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. |

# File hl (cont.)

| #70 WS6F: Let it stand and settle (cont.) | |
|---|---|
| | '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. |

| #71 WS6X: Other | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=62] [Valid(weighted)=61.323] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #72 WS6Z: DK | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=0] [Valid(weighted)=0] |
| Universe | Households |
| Source | Head of household or other responsible household member |

# File hl (cont.)

| #72 WS6Z: DK (cont.) | |
|---|---|
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #73 WS7: Kind of toilet facility | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 11-99] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What kind of toilet facility do members of your household usually use?<br><br>If "flush" or "pour flush", probe:<br>Where does it flush to? |
| Post-question | If necessary, ask permission to observe the facility. |
| Interviewer's instructions | Questions WS7, WS8 and WS9 are about the toilet facility household members use.<br><br>---<br><br>The purpose of this question is to obtain a measure of the cleanliness of the sanitary facility used by the |

# File hl (cont.)

| #73 WS7: Kind of toilet facility (cont.) | |
|---|---|
| | household members.<br><br>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.<br><br>Definitions of various types of toilet facilities are as follows:<br>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).<br>. '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.<br>. '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.<br>. '13' - A flush/pour flush to pit latrine refers to a system that flushes excreta to a hole in the ground.<br>. '14' - A flush/pour flush to somewhere else refers to excreta being deposited in or nearby the household environment (not into pit, septic tank or sewer); excreta may be flushed to the street, yard/plot, drainage way or other location.<br>. '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.<br>'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.<br>'22' - A pit latrine with slab uses a hole in the ground for excreta collection and has a squatting slab, platform or seat that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit.<br>'23' - A pit latrine without slab uses a hole in the ground for excreta collection and does not have a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected.<br>'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.<br>'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.<br>'51' - A hanging toilet or hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly.<br>'95' - No facilities or bush or field includes excreta wrapped and thrown with garbage, the 'cat' method of burying excreta in dirt, defecation in the bush or field or ditch, and defecation into surface water (drainage channel, beach, river, stream or sea). |

| #74 WS8: Toilet facility shared | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=21093] [Valid(weighted)=20498.639] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Do you share this facility with other households? |
| Interviewer's instructions | Questions WS7, WS8 and WS9 are about the toilet facility household members use.<br><br>---<br><br>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 |

# File hl (cont.)

| #74 WS8: Toilet facility shared (cont.) | |
|---|---|
| | and flies) may discourage use of the facility.<br><br>---<br><br>Circle the code corresponding to the response given. If 'No', go to the next module. |

| #75 WS9: Households using this toilet facility | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1058] [Valid(weighted)=971.595] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | How many households in total use this toilet facility? |
| Interviewer's instructions | Questions WS7, WS8 and WS9 are about the toilet facility household members use.<br><br>---<br><br>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.<br><br>---<br><br>The total number of households using this facility should include the household being interviewed. If less than ten households use this toilet facility, enter the number of households on the line provided. Circle '10' if ten or more households use this toilet facility. Note that '01' is not a valid response (since it means that this is the only this household that uses the facility; if that is the case, you should go back to WS8 and correct the response there). Circle '98' for 'DK' ('Doesn't know'). |

| #76 HC2: Number of rooms for sleeping | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-99] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | How many rooms in this household are used for sleeping? |
| Interviewer's 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.<br><br>Enter the number of rooms in this household that are used for sleeping. |

| #77 HC3: Main material of floor | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 11-99] |

# File hl (cont.)

| #77 HC3: Main material of floor (cont.) | |
|---|---|
| Universe | Households |
| Source | Head of household or other responsible household member |
| Pre-question | Main material of the dwelling floor: |
| Post-question | Record observation. |
| Interviewer's instructions | Circle the correct code for the material of the dwelling floor based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the floor, record the main flooring material (the material that covers the largest amount of floor space). |

| #78 HC6: Type of fuel using for cooking | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-99] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What type of fuel does your household mainly use for cooking? |
| Interviewer's instructions | Information on the type of fuel used for cooking is collected as another measure of the socio-economic status of the household. The use of some cooking fuels can also have adverse health consequences.<br><br>Circle the code corresponding to the answer given. Remember that this question asks about fuel for cooking, not fuel for heating or lighting. If the household uses more than one fuel for cooking, find out which type of fuel is used most often. If electricity, liquid propane gas (LPG), natural gas, or biogas is mainly used, circle '01', '02', '03', or '04', respectively, and skip to HC8. If any fuel other than the pre-coded ones is reported as being the main fuel used for cooking, circle '96' and specify the type of fuel on the line provided.<br><br>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. |

| #79 HC8: Cooking location | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Is the cooking usually done in the house, in a separate building, or outdoors? |
| Interviewer's instructions | Circle the code corresponding to the response given. If a response is given other than the pre-coded ones, circle '6' and specify on the line provided. |

| #80 HC9A: Electricity | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |

# File hl (cont.)

| #80 HC9A: Electricity (cont.) | |
|---|---|
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #81 HC9B: Radio | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #82 HC9C: Television | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #83 HC9D: Mobile phone | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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'. |

# File hl (cont.)

| #83 HC9D: Mobile phone (cont.) | |
|---|---|
| | Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #84 HC9E: Non-mobile phone | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #85 HC9F: Refrigerator | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #86 HC9G: Satalite Dish | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

# File hl (cont.)

| #87 HC9H: Electric Generator | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #88 HC10B: Bicycle | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #89 HC10C: Motorcycle or scooter | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #90 HC10D: Animal-drawn cart | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | Households |

# File hl (cont.)

| #90 HC10D: Animal-drawn cart (cont.) | |
|---|---|
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #91 HC10E: Car or truck | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #92 HC10F: Boat with a motor | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

# File hl (cont.)

| #93 HC10G: Agricultural Land | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #94 HC10H: Workshop/Factory | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #95 HC10I: Real State/Land | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

# File hl (cont.)

| #96 HC10J: Shop/Company | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #97 mline: Mother's line number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=13637] [Valid(weighted)=13626.868] [Range= 0-22] |
| Universe | De jure household members (usual residents) |
| Source | Head of household or other responsible household member |
| Pre-question | Recoded variable |
| Recoding and Derivation | The variable is created from information collected in the houshold listing in the HL file. See makehl.sps in the data processing external documentation. |

| #98 melevel: Mother's education | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=13633] [Valid(weighted)=13622.741] [Range= 1-9] |
| Universe | De jure household members (usual residents) |
| Source | Head of household or other responsible household member |
| Pre-question | Recoded variable |
| Recoding and Derivation | The variable is created from information collected on educational level in the HL file. See makehl.sps in the data processing folder under technical information. |

| #99 fline: Father's line number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=13638] [Valid(weighted)=13627.535] [Range= 0-19] |
| Universe | De jure household members (usual residents) |
| Source | Head of household or other responsible household member |
| Pre-question | Recoded variable |
| Recoding and Derivation | The variable is created from information collected in the houshold listing in the HL file. See makehl.sps in the data processing external documentation. |

# File hl (cont.)

| #100 felevel: Father's education | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=13638] [Valid(weighted)=13627.535] [Range= 1-9] |
| Universe | De jure household members (usual residents) |
| Source | Head of household or other responsible household member |
| Pre-question | Recoded variable |
| Recoding and Derivation | The variable is created from information collected on educational level in the HL file. See makehl.sps in the data processing folder under technical information. |

| #101 helevel: Education of household head | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-9] |
| Universe | De jure household members (usual residents) |
| Source | Head of household or other responsible household member |
| Pre-question | Recoded variable |
| Recoding and Derivation | The variable is created from information collected on educational level in the HL file. See makehh.sps in the data processing folder under technical information. |

| #102 wlthscor: Wealth index score | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= -2.52999196552133-2.23273965290285] |
| Universe | De jure household members (usual residents) |
| Source | Head of household or other responsible household member |
| Pre-question | Recoded variable |
| Imputation | The wealth index is calculated by the program wealth.sps, which creates a data file wealth.sav that contains identification variables, a variable containing each household wealth score and a variable containing each household's wealth index. The program wealth.sps first produces frequencies of all household variables concerned with wealth or assets. It then recodes variables describing household and individual assets into dichotomous variables. The program then uses factor analysis (specifically principal components analysis) to calculate a wealth score for each household. Finally, it uses the wealth score to create household wealth quintiles (that is, the wealth index) and then saves them in an SPSS data file. Once the wealth index has been calculated, executing the program wealth_merge.sps will add it to the analysis files.<br><br>All the above mentioned SPSS files can be found in the data processing folder under technical information. |

| #103 wlthind5: Wealth index quintiles | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=26082] [Valid(weighted)=26087.923] [Range= 1-5] |
| Universe | De jure household members (usual residents) |
| Source | Head of household or other responsible household member |
| Pre-question | Recoded variable |
| Imputation | The wealth index is calculated by the program wealth.sps, which creates a data file wealth.sav that contains identification variables, a variable containing each household wealth score and a variable containing each |

# File hl (cont.)

| #103 wlthind5: Wealth index quintiles (cont.) | |
|---|---|
| | household's wealth index. The program wealth.sps first produces frequencies of all household variables concerned with wealth or assets. It then recodes variables describing household and individual assets into dichotomous variables. The program then uses factor analysis (specifically principal components analysis) to calculate a wealth score for each household. Finally, it uses the wealth score to create household wealth quintiles (that is, the wealth index) and then saves them in an SPSS data file. Once the wealth index has been calculated, executing the program wealth_merge.sps will add it to the analysis files.<br><br>All the above mentioned SPSS files can be found in the data processing folder under technical information. |

| #104 hhweight: Household sample weight | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=26082] [Range= 0.772614-1.20324] |
| Universe | De jure household members (usual residents) |
| Source | Sample is not self weighting. Variables constructed for analysis |
| Pre-question | Recoded variable |
| Imputation | Sample weights are added to the files by using the spreadsheet weights.xls and the SPSS programs weights_table.sps, weights.sps and weights_merge.sps. All these files can be found in the data processing sub-folder. The spreadsheet is used to calculate the sample weights. It has two worksheets, calculations and output. The calculations worksheet performs the calculations. The output worksheet contains only the sample weights and a list of cluster numbers; this format is useful for reading the data into SPSS. The program weights_table.sps produces data needed for calculating the sample weights. The program weights_merge.sps adds the appropriate sample weights to the analysis files. The program weights.sps, which you will never directly execute, describes the structure of the data in the output worksheet. |

# File ch

| #1 HH1: Cluster number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-250] |
| Definition | Unique identifier for the cluster in which the household exists |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | We are from (COUNTRY-SPECIFIC AFFILIATION). We are working on a project concerned with family health and education. I would like to talk to you about this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. During this time I would like to speak with the household head and all mothers or others who take care of children in the household.<br><br>May I start now? If permission is given, begin the interview.<br><br>Cluster number: |
| Interviewer's instructions | Enter the cluster number as instructed by your supervisor. |

# File ch (cont.)

| #2 HH2: Household number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-20] |
| Definition | Houshold number within the cluster |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Household number: |
| Interviewer's instructions | Enter the household number as instructed by your supervisor. |

| #3 LN: Line number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 2-23] |
| Universe | Children aged 0-4 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Child's line number: |

| #4 UF1: Cluster number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-250] |
| Universe | Children aged 0-4 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Cluster number: |
| Interviewer's instructions | Enter the cluster number from the Household Questionnaire, question HH1. |

| #5 UF2: Household number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-20] |
| Universe | Children aged 0-4 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Household number: |
| Interviewer's instructions | Enter the household number from the Household Questionnaire, question HH2. |

| #6 UF4: Child's line number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 2-23] |
| Universe | Children aged 0-4 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Child's line number: |
| Interviewer's instructions | Enter the child's line number from the Household Questionnaire, column HL1 of the Household Listing. |

# File ch (cont.)

| #7 UF6: Caretaker's line number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-20] |
| Universe | Children aged 0-4 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Mother's/Caretaker's Line Number: |
| Interviewer's instructions | Enter the mother's/primary caretaker's line number from the Household Questionnaire, column HL1 of the Household Listing. |

| #8 UF7: Interviewer number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-52] |
| Universe | Children aged 0-4 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Interviewer name and number: |
| Interviewer's instructions | Enter your own name and identifying number. You will be provided with these identification numbers during training. |

| #9 UF8D: Day of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-30] |
| Universe | Children aged 0-4 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Day/Month/Year of interview: |
| Interviewer's instructions | Enter the date of the interview: day/month/year. If the interview is not completed on your first visit and you visit the household to interview the mother/caretaker again, revise and enter the final date of the interview. In other words, the date here should be the date when you have either completed the Questionnaire for Children Under Five, or when the interview was not conducted but when it was decided that there will be no more attempts to interview the mother or primary caretaker of the under-five child. |

| #10 UF8M: Month of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 9-10] |
| Universe | Children aged 0-4 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Day/Month/Year of interview: |
| Interviewer's instructions | Enter the date of the interview: day/month/year. If the interview is not completed on your first visit and you visit the household to interview the mother/caretaker again, revise and enter the final date of the interview. In other words, the date here should be the date when you have either completed the Questionnaire for Children Under Five, or when the interview was not conducted but when it was decided that there will be no more attempts to interview the mother or primary caretaker of the under-five child. |

# File ch (cont.)

| #11 UF8Y: Year of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 2005-2005] |
| Universe | Children aged 0-4 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Day/Month/Year of interview: |
| Interviewer's instructions | Enter the date of the interview: day/month/year. If the interview is not completed on your first visit and you visit the household to interview the mother/caretaker again, revise and enter the final date of the interview. In other words, the date here should be the date when you have either completed the Questionnaire for Children Under Five, or when the interview was not conducted but when it was decided that there will be no more attempts to interview the mother or primary caretaker of the under-five child. |

| #12 UF9: Result of interview for chidren under 5 | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-6] |
| Universe | Children aged 0-4 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Result of interview for children under 5 |
| Interviewer's instructions | Complete this question once you have concluded the interview. Remember that the code refers to the mother or primary caretaker of the under-five child. Circle the code corresponding to the results of the interview. If the questionnaire is completed, circle '1' for 'Completed'. If you have not been able to contact the mother/primary caretaker after repeated visits, circle '2' for 'Not at home'. If the mother/primary caretaker refuses to be interviewed, circle '3' for 'Refused'. If you were able to only partly complete the questionnaire, circle '4' for 'Partly completed'. If the mother/primary caretaker is incapacitated, circle '5'. If you have not been able to complete this questionnaire for another reason, you should circle '6' for 'Other' and specify the reason in the space provided.<br><br>Ask the mother/primary caretaker to collect all the birth certificates and health/ immunization cards she has for this child before you begin the interview. You will need these during the interview.<br><br>Repeat greeting if not already read to this mother/primary caretaker: "WE ARE FROM (country-specific affiliation). WE ARE WORKING ON A PROJECT CONCERNED WITH FAMILY HEALTH AND EDUCATION. I WOULD LIKE TO TALK TO YOU ABOUT THIS. THE INTERVIEW WILL TAKE ABOUT (number) MINUTES. ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE IDENTIFIED. ALSO, YOU ARE NOT OBLIGED TO ANSWER ANY QUESTION YOU DON'T WANT TO, AND YOU MAY WITHDRAW FROM THE INTERVIEW AT ANY TIME. MAY I START NOW?"<br><br>As with similar sentences at the beginning of the Household Questionnaire and Questionnaire for Individual Women, you may change the wording of these introductory sentences as appropriate. You must make sure, however, to include the following when you are introducing yourself: The name of the implementing agency; the topic of the survey; the approximate duration of the interview; the issue of confidentiality; and with whom you would like to speak.<br><br>If permission is given, begin the interview. If the respondent does not agree to continue, thank her/him and go to the next interview. Later, discuss the refusal with your supervisor; you or another person from the team may attempt to interview the respondent for a second time. This will depend on your description of the refusal. However, remember that the respondent's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate. |

| #13 UF10D: Day of birth of child | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3783] [Valid(weighted)=3782.926] [Range= 1-99] |

# File ch (cont.)

| #13 UF10D: Day of birth of child (cont.) | |
|---|---|
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | Repeat greeting if not already read to this respondent:<br>We are from (COUNTRY-SPECIFIC AFFILIATION). We are working on a project concerned with family health and education. I would like to talk to you about this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. Also, you are not obliged to answer any question you don't want to, and you may withdraw from the interview at any time. May I start now?<br><br>If permission is given, begin the interview. If the respondent does not agree to continue, thank him/her and go to the next interview. Discuss this result with your supervisor for a future revisit. |
| Literal question | Now I would like to ask you some questions about the health of each child under the age of 5 in your care, who lives with you now.<br>Now I want to ask you about (NAME).<br><br>In what month and year was (NAME) born?<br><br>Probe:<br>What is his/her birthday? |
| Post-question | If the mother/caretaker knows the exact birth date, also enter the day; otherwise, circle 98 for day. |
| Interviewer's instructions | You will begin the interview with questions about the child's date of birth and age. These are two of the most important questions in the interview, since almost all analysis of the data depends on the child's exact age. While completed age in years is sufficient for women's interviews, we need to obtain accurate information on the child's age in months. This is necessary because some of the analysis of the information that you will be collecting can only be done on the basis of age in months. You will collect this information by learning the child's date of birth. It will then be possible to compare the date of interview with the date of birth of the child and, after the data is collected, calculate the child's age in months by comparing these two pieces of information.<br><br>The questions on age and date of birth must be asked independently from similar questions on the Household Questionnaire and Questionnaire for Individual Women. The person you may be interviewing for this questionnaire may be the same woman you interviewed for the Questionnaire for Individual Women, and you may have obtained dates of birth of her children in that questionnaire. Also, you may have obtained the child's age in the Household Questionnaire. Even in such cases, you must ask these questions again.<br><br>---<br><br>Note that you may modify the first sentence based on the number of children in the respondent's care. If this is the only child the respondent cares for, change the sentences to "NOW I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT THE HEALTH OF (name). IN WHAT MONTH AND YEAR WAS (name) BORN?"<br><br>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.<br><br>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.<br><br>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.<br><br>Since all MICS3 surveys will be conducted in 2005 or 2006, the year of birth of the child cannot be earlier than 2000 (for surveys in 2005) or 2001 (for surveys in 2006).<br><br>If the mother/primary caretaker is unable to provide the date of birth information, ask whether she/he has any |

# File ch (cont.)

| #13 UF10D: Day of birth of child (cont.) | |
|---|---|
| | 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. |

| #14 UF10M: Month of birth of child | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3783] [Valid(weighted)=3782.926] [Range= 1-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | Repeat greeting if not already read to this respondent:<br>We are from (COUNTRY-SPECIFIC AFFILIATION). We are working on a project concerned with family health and education. I would like to talk to you about this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. Also, you are not obliged to answer any question you don't want to, and you may withdraw from the interview at any time. May I start now?<br><br>If permission is given, begin the interview. If the respondent does not agree to continue, thank him/her and go to the next interview. Discuss this result with your supervisor for a future revisit. |
| Literal question | Now I would like to ask you some questions about the health of each child under the age of 5 in your care, who lives with you now.<br>Now I want to ask you about (NAME).<br><br>In what month and year was (NAME) born?<br><br>Probe:<br>What is his/her birthday? |
| Post-question | If the mother/caretaker knows the exact birth date, also enter the day; otherwise, circle 98 for day. |
| Interviewer's instructions | You will begin the interview with questions about the child's date of birth and age. These are two of the most important questions in the interview, since almost all analysis of the data depends on the child's exact age. While completed age in years is sufficient for women's interviews, we need to obtain accurate information on the child's age in months. This is necessary because some of the analysis of the information that you will be collecting can only be done on the basis of age in months. You will collect this information by learning the child's date of birth. It will then be possible to compare the date of interview with the date of birth of the child and, after the data is collected, calculate the child's age in months by comparing these two pieces of information.<br><br>The questions on age and date of birth must be asked independently from similar questions on the Household Questionnaire and Questionnaire for Individual Women. The person you may be interviewing for this questionnaire may be the same woman you interviewed for the Questionnaire for Individual Women, and you may have obtained dates of birth of her children in that questionnaire. Also, you may have obtained the child's age in the Household Questionnaire. Even in such cases, you must ask these questions again.<br><br>---<br><br>Note that you may modify the first sentence based on the number of children in the respondent's care. If this is the only child the respondent cares for, change the sentences to "NOW I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT THE HEALTH OF (name). IN WHAT MONTH AND YEAR WAS (name) BORN?"<br><br>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.<br><br>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. |

# File ch (cont.)

| #14 UF10M: Month of birth of child (cont.) | |
|---|---|
| | 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.<br><br>Since all MICS3 surveys will be conducted in 2005 or 2006, the year of birth of the child cannot be earlier than 2000 (for surveys in 2005) or 2001 (for surveys in 2006).<br><br>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. |

| #15 UF10Y: Year of birth of child | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3783] [Valid(weighted)=3782.926] [Range= 2000-9999] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | Repeat greeting if not already read to this respondent:<br>We are from (COUNTRY-SPECIFIC AFFILIATION). We are working on a project concerned with family health and education. I would like to talk to you about this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. Also, you are not obliged to answer any question you don't want to, and you may withdraw from the interview at any time. May I start now?<br><br>If permission is given, begin the interview. If the respondent does not agree to continue, thank him/her and go to the next interview. Discuss this result with your supervisor for a future revisit. |
| Literal question | Now I would like to ask you some questions about the health of each child under the age of 5 in your care, who lives with you now.<br>Now I want to ask you about (NAME).<br><br>In what month and year was (NAME) born?<br><br>Probe:<br>What is his/her birthday? |
| Post-question | If the mother/caretaker knows the exact birth date, also enter the day; otherwise, circle 98 for day. |
| Interviewer's instructions | You will begin the interview with questions about the child's date of birth and age. These are two of the most important questions in the interview, since almost all analysis of the data depends on the child's exact age. While completed age in years is sufficient for women's interviews, we need to obtain accurate information on the child's age in months. This is necessary because some of the analysis of the information that you will be collecting can only be done on the basis of age in months. You will collect this information by learning the child's date of birth. It will then be possible to compare the date of interview with the date of birth of the child and, after the data is collected, calculate the child's age in months by comparing these two pieces of information.<br><br>The questions on age and date of birth must be asked independently from similar questions on the Household Questionnaire and Questionnaire for Individual Women. The person you may be interviewing for this questionnaire may be the same woman you interviewed for the Questionnaire for Individual Women, and you may have obtained dates of birth of her children in that questionnaire. Also, you may have obtained the child's age in the Household Questionnaire. Even in such cases, you must ask these questions again.<br><br>--- |

# File ch (cont.)

| #15 UF10Y: Year of birth of child (cont.) | |
|---|---|
| | Note that you may modify the first sentence based on the number of children in the respondent's care. If this is the only child the respondent cares for, change the sentences to "NOW I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT THE HEALTH OF (name). IN WHAT MONTH AND YEAR WAS (name) BORN?"<br><br>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.<br><br>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.<br><br>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.<br><br>Since all MICS3 surveys will be conducted in 2005 or 2006, the year of birth of the child cannot be earlier than 2000 (for surveys in 2005) or 2001 (for surveys in 2006).<br><br>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. |

| #16 UF11: Age of child | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3783] [Valid(weighted)=3782.926] [Range= 0-4] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | How old was (NAME) at his/her last birthday? |
| Post-question | Record age in completed years. |
| Interviewer's instructions | You will begin the interview with questions about the child's date of birth and age. These are two of the most important questions in the interview, since almost all analysis of the data depends on the child's exact age. While completed age in years is sufficient for women's interviews, we need to obtain accurate information on the child's age in months. This is necessary because some of the analysis of the information that you will be collecting can only be done on the basis of age in months. You will collect this information by learning the child's date of birth. It will then be possible to compare the date of interview with the date of birth of the child and, after the data is collected, calculate the child's age in months by comparing these two pieces of information.<br><br>The questions on age and date of birth must be asked independently from similar questions on the Household Questionnaire and Questionnaire for Individual Women. The person you may be interviewing for this questionnaire may be the same woman you interviewed for the Questionnaire for Individual Women, and you may have obtained dates of birth of her children in that questionnaire. Also, you may have obtained the child's age in the Household Questionnaire. Even in such cases, you must ask these questions again.<br><br>---<br><br>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.<br><br>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?" |

# File ch (cont.)

| #16 UF11: Age of child (cont.) | |
|---|---|
| | Ask UF10 and UF11 independently. Then, check for consistency between the date of birth and completed age.<br><br>You have to be meticulous in checking for the consistency between the date of birth and age. You also have to be fairly quick in doing so. A good interviewer will perform the check without causing a lull in the conversation.<br><br>Checking for consistency between date of birth (UF10) and completed age (UF11). After having obtained both date of birth and age, check for the consistency between the two. The child's age plus her year of birth must equal the year in which the child last had a birthday.<br><br>Assuming that you were able to obtain a month and year of birth, you should check the consistency by following these steps:<br>If the month of birth is before the month of interview (the child had his/her birthday this year), then her/his age plus her/his year of birth should equal the year of interview.<br>. Example: A child who was born in October 2003, in a survey conducted in November 2005, should be age 2 (2003 + 2 = 2005).<br>If the month of birth is after the month of interview (the child has not had his/her birthday this year), then her/his age plus year of birth should equal the previous year.<br>. Example: A child who was born in December 2003, in a survey conducted in October 2005, should be age 1 (2003 + 1 = 2004).<br>If the month of birth is the same as the month of interview, and the day of birth is not known, then a sum of either the current or the previous year is correct.<br>. Example: A child born in November 2002, in a survey conducted in November 2005, could be age 3 or age 2. Probe further to see if the date of birth is correct and whether the child has completed age 2 or 3.<br>If the month of birth is the same as the month of interview, and the day of birth is known, the sum of age and year of birth should equal the year of interview if the day of birth is before the day of interview, and the sum of age and year of birth should equal the previous year if the day of birth is after the day of interview.<br>. Example: A child born on 8 February 2002, in an interview conducted on 15 February 2006, should be age four. A child born on 28 February 2002, in an interview conducted on 3 February 2006, should be age three, since this child will complete 4 full years on 28 February 2006.<br><br>If you find that the date of birth and age are inconsistent, either the date of birth or the age, or both, are incorrect, and need to be corrected. Do not assume that one is more accurate than the other. Probe, using documents that may be available, dates of well-known events and ages of other children, of the respondent herself/himself, etc. |

| #17 BR1: Child has birth certificate | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3783] [Valid(weighted)=3782.926] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Does (name) have a birth certificate?<br>May I see it? |
| Interviewer's 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.<br><br>Ask to see the birth certificate. Circle the appropriate corresponding code, noting whether or not the certificate was seen. If the child has a birth certificate and it was seen, circle '1' and skip to BR5. If the child does not have a birth certificate ('3'), or if the child has a birth certificate but the mother/primary caretaker is unable to show you the certificate ('2'), continue to the next question. |

# File ch (cont.)

| #18 BR2: Child registered | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3303] [Valid(weighted)=3295.492] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Has (name's) birth been registered with the civil authorities? |
| Interviewer's instructions | Circle the code corresponding to the response. If the answer is 'Yes', skip to BR5. If the child's birth has not been registered with civil authorities, continue to the next question. If the answer is 'DK', skip to BR4. |

| #19 BR3: Reason birth not registered | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2687] [Valid(weighted)=2649.31] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Why is (name's) birth not registered? |
| Interviewer's instructions | This question aims to elicit the reason for non-registration.<br><br>Circle the code corresponding to the response. Note that although there might be more than one reason for not registering a child, we need to get only one response - the most important one according to the mother/primary caretaker. If the response is definitely not one of the pre-coded responses, circle '6' for 'Other' and specify the response in the space provided. |

| #20 BR4: Know how to register birth | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2962] [Valid(weighted)=2939.86] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Do you know how to register your child's birth? |
| Interviewer's instructions | The purpose of this question is to assess how important lack of knowledge (of the process of registering or, if applicable, the place to go to register) may be among the reasons for non-registration. This information can inform advocacy efforts and help in the formulation of education campaigns.<br><br>Circle the code corresponding to the response. |

| #21 BR6: Child attends early childhood education programme | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1501] [Valid(weighted)=1497.107] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | BR5. Check age of child in UF11: Child is 3 or 4 years old?<br><br>Yes. Continue with BR6<br><br>No. Go to BR8 |

# File ch (cont.)

| #21 BR6: Child attends early childhood education programme (cont.) | |
|---|---|
| Literal question | Does (name) attend any organized learning or early childhood education programme, such as a private or government facility, including kindergarten or community child care? |
| Interviewer's instructions | If the child is 3 or 4 years old, check the box marked 'Yes' and continue on to BR6. If not (if the child is 0, 1 or 2 years old), check the box marked 'No' and skip to BR8.<br><br>---<br><br>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.<br><br>Circle the appropriate code. Skip to BR8 if the answer to this question is 'No' or 'DK'. |

| #22 BR7: Hours attended education in last 7 days | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=38] [Valid(weighted)=39.674] [Range= 0-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Within the last seven days, about how many hours did (name) attend? |
| Interviewer's instructions | This question is asked if the child is attending an early childhood education programme. Record the estimated number of hours the child attended any organized learning or early childhood education programme in the last 7 days. Use a leading zero if necessary. |

| #23 BR8AM: Books-Mother | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=204] [Valid(weighted)=197.795] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Read books or look at picture books with (name)? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

# File ch (cont.)

| #24 BR8AF: Books-Father | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=117] [Valid(weighted)=114.813] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Read books or look at picture books with (name)? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #25 BR8AO: Books-Other | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=195] [Valid(weighted)=200.268] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Read books or look at picture books with (name)? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #26 BR8AN: Books-No one | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=3335] [Valid(weighted)=3340.289] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |

# File ch (cont.)

| #26 BR8AN: Books-No one (cont.) | |
|---|---|
| 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):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Read books or look at picture books with (name)? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #27 BR8BM: Stories-Mother | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=452] [Valid(weighted)=437] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Tell stories to (name)? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #28 BR8BF: Stories-Father | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=136] [Valid(weighted)=135.374] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? |

# File ch (cont.)

| #28 BR8BF: Stories-Father (cont.) | |
|---|---|
| | Tell stories to (name)? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #29 BR8BO: Stories-Other | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=256] [Valid(weighted)=244.068] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Tell stories to (name)? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #30 BR8BN: Stories-No one | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=3076] [Valid(weighted)=3104.889] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Tell stories to (name)? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER |

# File ch (cont.)

| #30 BR8BN: Stories-No one (cont.) | |
|---|---|
| | ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #31 BR8CM: Songs-Mother | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=1316] [Valid(weighted)=1334.566] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Sing songs with (name)? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #32 BR8CF: Songs-Father | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=222] [Valid(weighted)=235.273] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Sing songs with (name)? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>Note that in a household where there are no adults other than the child's mother and father, 'X' should not be |

# File ch (cont.)

| #32 BR8CF: Songs-Father (cont.) | |
|---|---|
| | 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. |

| #33 BR8CO: Songs-Other | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=595] [Valid(weighted)=602.759] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Sing songs with (name)? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #34 BR8CN: Songs-No one | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=2047] [Valid(weighted)=2038.028] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Sing songs with (name)? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

# File ch (cont.)

| #35 BR8DM: Outside-Mother | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=1683] [Valid(weighted)=1669.766] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Take (name) outside the home, compound, yard or enclosure? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #36 BR8DF: Outside-Father | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=721] [Valid(weighted)=717.204] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Take (name) outside the home, compound, yard or enclosure? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #37 BR8DO: Outside-Other | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=826] [Valid(weighted)=836.28] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |

# File ch (cont.)

| #37 BR8DO: Outside-Other (cont.) | |
|---|---|
| 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):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Take (name) outside the home, compound, yard or enclosure? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #38 BR8DN: Outside-No one | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=1380] [Valid(weighted)=1396.39] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Take (name) outside the home, compound, yard or enclosure? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #39 BR8EM: Play-Mother | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=1697] [Valid(weighted)=1688.065] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)? |

# File ch (cont.)

| #39 BR8EM: Play-Mother (cont.) | |
|---|---|
| | Play with (name)? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #40 BR8EF: Play-Father | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=758] [Valid(weighted)=769.579] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Play with (name)? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #41 BR8EO: Play-Other | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=1613] [Valid(weighted)=1653.575] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Play with (name)? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER |

# File ch (cont.)

| #41 BR8EO: Play-Other (cont.) | |
|---|---|
| | ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #42 BR8EN: Play-No one | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=860] [Valid(weighted)=871.224] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Play with (name)? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #43 BR8FM: Naming-Mother | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=767] [Valid(weighted)=783.475] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Spend time with (name) naming, counting, and/or drawing things? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>Note that in a household where there are no adults other than the child's mother and father, 'X' should not be |

# File ch (cont.)

| #43 BR8FM: Naming-Mother (cont.) | |
|---|---|
| | 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. |

| #44 BR8FF: Naming-Father | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=326] [Valid(weighted)=345.149] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Spend time with (name) naming, counting, and/or drawing things? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #45 BR8FO: Naming-Other | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=564] [Valid(weighted)=564.902] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Spend time with (name) naming, counting, and/or drawing things? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

# File ch (cont.)

| #46 BR8FN: Naming-No one | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=2560] [Valid(weighted)=2556.669] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name):<br><br>If yes, ask: who engaged in this activity with the child - the mother, the child's father or another adult member of the household (including the caretaker/respondent)?<br><br>Spend time with (name) naming, counting, and/or drawing things? |
| Interviewer's instructions | Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD - THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?"<br>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'.<br><br>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. |

| #47 CE1: How many books are there in the household | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3783] [Valid(weighted)=3782.926] [Range= 0-10] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | Question CE1 is to be administered only once to each caretaker |
| Literal question | How many books are there in the household? Please include schoolbooks, but not other books meant for children, such as picture books |
| Post-question | If 'none' enter 00 |
| Interviewer's instructions | The questions in this module are used to obtain information about the extent to which households provide a supportive and stimulating learning environment. The first two questions are about books in the household; the third question is about things that the child plays with; the last two questions are about whether the child is left alone or left with another child as a caregiver.<br><br>This question asks for the number of books in the household, including schoolbooks and books for older children, but not picture books or books especially meant for young children.<br><br>Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers. Note that their responses to the number of books in the same household may be different.<br><br>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 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 books. If yes, circle '10'. If she/he says that there are less than 10 books, probe further to get an exact number. If there are no such books in the |

# File ch (cont.)

| #47 CE1: How many books are there in the household (cont.) | |
|---|---|
| | household, record '00'. |

| #48 CE2: How many children books or picture books do you have for him | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3783] [Valid(weighted)=3782.926] [Range= 0-10] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | How many children's books or picture books do you have for (name)? |
| Post-question | If 'none' enter 00 |
| Interviewer's 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. Those books for older children and adults are already included in the previous question, CE1.<br><br>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'. |

| #49 CE3A: Bowls, plate, cups ,pots | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=1648] [Valid(weighted)=1629.002] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | I am interested in learning about the things that (NAME) plays with when he/she is at home.<br><br>What does (NAME) play with?<br><br>Does he/she play with<br><br>household objects, such as bowls, plates, cups or pots? |
| Interviewer's 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.<br><br>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.<br><br>After asking "WHAT DOES (name) PLAY WITH?" do not pause; start asking whether the child plays with playthings from each of the categories listed. For example, ask: "DOES HE/SHE PLAY WITH HOUSEHOLD OBJECTS, SUCH AS BOWLS, PLATES, CUPS OR POTS?" and so on.<br><br>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 |

# File ch (cont.)

| #49 CE3A: Bowls, plate, cups ,pots (cont.) | |
|---|---|
| | PLAY WITH?" or "CAN YOU PLEASE GIVE AN EXAMPLE?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle the appropriate code.<br><br>Circle 'Y' if the child does not play with any of the items mentioned. Note that if 'Y' is circled, none of the other codes should be circled. |

| #50 CE3B: Sticks , rocks, animals shells, leaves | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=1822] [Valid(weighted)=1861.79] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | I am interested in learning about the things that (NAME) plays with when he/she is at home.<br><br>What does (NAME) play with?<br><br>Does he/she play with<br><br>objects and materials found outside the living quarters, such as sticks, rocks, animals, shells, or leaves? |
| Interviewer's 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.<br><br>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.<br><br>After asking "WHAT DOES (name) PLAY WITH?" do not pause; start asking whether the child plays with playthings from each of the categories listed. For example, ask: "DOES HE/SHE PLAY WITH HOUSEHOLD OBJECTS, SUCH AS BOWLS, PLATES, CUPS OR POTS?" and so on.<br><br>If the respondent answers 'Yes' to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying "WHAT DOES HE/SHE SPECIFICALLY PLAY WITH?" or "CAN YOU PLEASE GIVE AN EXAMPLE?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle the appropriate code.<br><br>Circle 'Y' if the child does not play with any of the items mentioned. Note that if 'Y' is circled, none of the other codes should be circled. |

| #51 CE3C: Homemade toys | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=588] [Valid(weighted)=555.963] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | I am interested in learning about the things that (NAME) plays with when he/she is at home.<br><br>What does (NAME) play with?<br><br>Does he/she play with |

# File ch (cont.)

| #51 CE3C: Homemade toys (cont.) | |
|---|---|
| | homemade toys, such as dolls, cars and other toys made at home? |
| Interviewer's 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.<br><br>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.<br><br>After asking "WHAT DOES (name) PLAY WITH?" do not pause; start asking whether the child plays with playthings from each of the categories listed. For example, ask: "DOES HE/SHE PLAY WITH HOUSEHOLD OBJECTS, SUCH AS BOWLS, PLATES, CUPS OR POTS?" and so on.<br><br>If the respondent answers 'Yes' to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying "WHAT DOES HE/SHE SPECIFICALLY PLAY WITH?" or "CAN YOU PLEASE GIVE AN EXAMPLE?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle the appropriate code.<br><br>Circle 'Y' if the child does not play with any of the items mentioned. Note that if 'Y' is circled, none of the other codes should be circled. |

| #52 CE3D: Toys that came from a store | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=1714] [Valid(weighted)=1676.583] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | I am interested in learning about the things that (NAME) plays with when he/she is at home.<br><br>What does (NAME) play with?<br><br>Does he/she play with<br><br>toys that came from a store? |
| Interviewer's 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.<br><br>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.<br><br>After asking "WHAT DOES (name) PLAY WITH?" do not pause; start asking whether the child plays with playthings from each of the categories listed. For example, ask: "DOES HE/SHE PLAY WITH HOUSEHOLD OBJECTS, SUCH AS BOWLS, PLATES, CUPS OR POTS?" and so on.<br><br>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 |

# File ch (cont.)

| #52 CE3D: Toys that came from a store (cont.) | |
|---|---|
| | PLAY WITH?" or "CAN YOU PLEASE GIVE AN EXAMPLE?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle the appropriate code.<br><br>Circle 'Y' if the child does not play with any of the items mentioned. Note that if 'Y' is circled, none of the other codes should be circled. |

| #53 CE3Y: No playthings mentioned | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=720] [Valid(weighted)=725.013] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | I am interested in learning about the things that (NAME) plays with when he/she is at home.<br><br>What does (NAME) play with?<br><br>Does he/she play with<br><br>household objects, such as bowls, plates, cups or pots? |
| Post-question | If the respondent says "YES" to any of the prompted categories, then probe to learn specifically what the child plays with to ascertain the response<br><br>Code Y if child does not play with any of the items mentioned. |
| Interviewer's 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.<br><br>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.<br><br>After asking "WHAT DOES (name) PLAY WITH?" do not pause; start asking whether the child plays with playthings from each of the categories listed. For example, ask: "DOES HE/SHE PLAY WITH HOUSEHOLD OBJECTS, SUCH AS BOWLS, PLATES, CUPS OR POTS?" and so on.<br><br>If the respondent answers 'Yes' to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying "WHAT DOES HE/SHE SPECIFICALLY PLAY WITH?" or "CAN YOU PLEASE GIVE AN EXAMPLE?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle the appropriate code.<br><br>Circle 'Y' if the child does not play with any of the items mentioned. Note that if 'Y' is circled, none of the other codes should be circled. |

| #54 CE4: How many time was he/her left in the care of another child | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3783] [Valid(weighted)=3782.926] [Range= 0-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |

# File ch (cont.)

| #54 CE4: How many time was he/her left in the care of another child (cont.) | |
|---|---|
| Literal question | Sometimes adults taking care of children have to leave the house to go shopping, wash clothes, or for other reasons and have to leave young children with others. since last (day of the week) how many times was (name) left in the care of another child (that is, someone less than 10 years old)? |
| Post-question | If 'none' enter 00 |
| Interviewer's instructions | This and the following question are used to assess whether children are at increased risk, either because they are left alone or are left with a child as caregiver. These situations have been shown to be associated with higher risk for children, although there are many exceptions.<br><br>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.<br><br>When asking this question, insert the name of the day of the interview. For example, if the interview is taking place on a Tuesday, ask: "SINCE LAST TUESDAY…" Enter the response in the spaces provided. If the child was not left in the care of another child during this period, enter '00' for 'None'. Note that 'another child' is defined as a child less than 10 years old. |

| #55 CE5: How many time he was left alone | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3783] [Valid(weighted)=3782.926] [Range= 0-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | In the past week, how many times was (name) left alone? |
| Post-question | If 'none' enter 00 |
| Interviewer's instructions | This question asks, given the same situation as in CE4, whether and how many times the child was left completely unattended, even by another child.<br><br>As in CE4, make it clear to the respondent that you are asking only about the week previous to the day of interview. Enter the response in the spaces provided. If the answer is 'None', enter '00'. |

| #56 CA1: Child had diarrhoea in last 2 weeks | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3783] [Valid(weighted)=3782.926] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Has (name) had diarrhoea in the last two weeks, that is, since (day of the week) of the week before last? |
| Post-question | Diarrhoea is determined as perceived by mother or caretaker, or as three or more loose or watery stools per day, or blood in stool. |
| Interviewer's instructions | These questions aim to find out if the child has recently had diarrhoea or any other illness and, if so, what treatments, drinks and foods the child took during the episode.<br><br>Diarrhoea is determined by the perception of the mother or caretaker, or by three or more loose or watery stools per day, or by blood in stool.<br><br>When asking this question, insert the name of the day of the interview. For example, if the interview is taking |

# File ch (cont.)

| #56 CA1: Child had diarrhoea in last 2 weeks (cont.) | |
|---|---|
| | place on a Tuesday, ask: "HAS (name) HAD DIARRHOEA IN THE LAST TWO WEEKS, THAT IS, SINCE TUESDAY OF THE WEEK BEFORE LAST?"<br><br>Record the mother's/primary caretaker's answer by circling the corresponding code. If a respondent is not sure what is meant by diarrhoea, tell her/him it means "THREE OR MORE LOOSE OR WATERY STOOLS PER DAY, OR BLOOD IN THE STOOL." Make sure the respondent understands what is meant by 'in the last 2 weeks'. If the child has not had diarrhoea in the last 2 weeks or the caretaker doesn't know, skip to CA5. |

| #57 CA2A: Drank fluid made from special packet (ORS) | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1303] [Valid(weighted)=1270.592] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | During this last episode of diarrhoea, did (name) drink any of the following:<br><br>Read each item aloud and record response before proceeding to the next item.<br><br>A fluid made from a special packet called (local name for ORS packet solution)? |
| Interviewer's instructions | We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea.<br><br>Ask each question separately: "WAS (name) GIVEN A FLUID MADE FROM A SPECIAL PACKET CALLED (local name for ORS packet solution)? WAS HE/SHE GIVEN GOVERNMENT-RECOMMENDED HOMEMADE FLUID?" and so forth. Read each item aloud and circle the code corresponding to the response before proceeding to the next item. |

| #58 CA2D: Drinking Water | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1303] [Valid(weighted)=1270.592] [Range= 1-9] |
| Literal question | During this last episode of diarrhoea, did (name) drink any of the following:<br><br>Read each item aloud and record response before proceeding to the next item. |

| #59 CA2E: Rice Water | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1303] [Valid(weighted)=1270.592] [Range= 1-9] |
| Literal question | During this last episode of diarrhoea, did (name) drink any of the following:<br><br>Read each item aloud and record response before proceeding to the next item. |

| #60 CA2F: Vegitable Soup | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1303] [Valid(weighted)=1270.592] [Range= 1-9] |
| Literal question | During this last episode of diarrhoea, did (name) drink any of the following:<br><br>Read each item aloud and record response before proceeding to the next item. |

# File ch (cont.)

| #61 CA2H: Fruit juice | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1303] [Valid(weighted)=1270.592] [Range= 1-9] |
| Literal question | During this last episode of diarrhoea, did (name) drink any of the following:<br><br>Read each item aloud and record response before proceeding to the next item. |

| #62 CA3: Child drank less or more during illness | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1303] [Valid(weighted)=1270.592] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | During (name's) illness, did he/she drink much less, about the same, or more than usual? |
| Interviewer's instructions | For those children who had diarrhoea in the past 2 weeks, 'illness' in this and the next question refers to the diarrhoea episode. Disregard any additional illness these children might have had.<br>If dehydrated, a child may take more fluids than usual. We want to know if the pattern of fluid consumption changed during the illness. The focus in this question is on how much fluid was actually consumed by the child.<br><br>Ask the question just as it is worded here. Read out the entire question and circle the appropriate code for the caretaker's response. Get the respondent's best judgement of the relative amount of total fluids actually consumed by the child. All fluids are included, not just special ones given during diarrhoea. For example, water, tea, fruit juice, breastmilk and formula are included as well as special fluids such as ORS.<br><br>Try to find out what actually happened, not what the respondent thinks ought to have happened. An answer such as, "A child with diarrhoea (or 'a child who is ill') needs more fluids" is not satisfactory. You would need to ask, "BUT HOW MUCH DID YOUR CHILD ACTUALLY DRINK DURING THIS DIARRHOEA?"<br><br>It may be difficult to estimate the relative amount of breastmilk taken by the child. The respondent may make an estimate based on whether the child nursed longer or more frequently. |

| #63 CA4: Child ate less or more during illness | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1303] [Valid(weighted)=1270.592] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | During (name's) illness, did he/she eat less, about the same, or more food than usual?<br><br>If "less", probe:<br>Much less or a little less? |
| Interviewer's instructions | During an episode of diarrhoea or other illness, a child may change the amount usually eaten. The focus in this question is on how much food was actually consumed by the child.<br><br>Ask the question just as it is worded here. Read out the entire question and circle the code corresponding to the caretaker's response. Get the caretaker's best judgement of the relative amount of total food actually consumed by the child. Try to find out what actually happened, not what the caretaker thinks ought to have happened. An answer such as, "A child with diarrhoea (or 'a child who is ill') needs more food" is not satisfactory. You would need to ask, "BUT HOW MUCH DID YOUR CHILD ACTUALLY EAT DURING THIS DIARRHOEA?"<br><br>If the caretaker replies that the child took only fluids (that is, the child did not 'eat'), circle '1' for 'None'. If the caretaker's answer is 'less than usual', probe by asking "MUCH LESS OR A LITTLE LESS?" to find out if she/he |

# File ch (cont.)

| #63 CA4: Child ate less or more during illness (cont.) | |
|---|---|
| | thinks the amount was 'much less' or 'somewhat less'. Then circle the appropriate code. If the mother/primary caretaker offered more food than usual, but the child ate much less, the answer is 'much less'; circle '2'.<br><br>Make sure that the respondent understands that this includes breastmilk, if the child is still being breastfed. If the child is very young and the caretaker replies that he/she takes only fluids or breastmilk (that is, has not started 'eating' yet), there is no need to probe, since 'drinking' and 'eating' count as the same for this child. Circle the answer for this question (eating) that comes closest to the answer you circle for CA3 (drinking). |

| #64 CA5: Child ill with cough in last 2 weeks | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3783] [Valid(weighted)=3782.926] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Has (name) had an illness with a cough at any time in the last two weeks, that is, since (day of the week) of the week before last? |
| Interviewer's instructions | Illness with a cough means a cold or other acute respiratory illness with a cough.<br><br>Circle the code corresponding to the response given. If the respondent says "He coughs all the time," or "She's been coughing for months," do not count this as an 'illness with a cough' since it is a chronic problem. If the answer is 'No' or 'DK', circle the appropriate code and go to CA12. If the symptoms started before but continued into the 2-week period, this counts as 'Yes'. |

| #65 CA6: Difficulty breathing during illness with cough | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1236] [Valid(weighted)=1254.154] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | When (name) had an illness with a cough, did he/she breathe faster than usual with short, quick breaths or have difficulty breathing? |
| Interviewer's instructions | The question aims to find out if the child has or had an illness needing assessment by a health professional (as defined by the US Centers for Disease Control/Integrated Management of Childhood Illness programme).<br><br>If the respondent asks "What do you mean by 'fast breathing'?" you may say "NOTICEABLY FASTER THAN NORMAL WHEN THE CHILD IS RESTED." If the respondent asks "What do you mean by 'difficulty breathing'?" you may say "THE CHILD SOUNDED/LOOKED AS IF HE/SHE WAS HAVING TROUBLE BREATHING." You may give other explanations that were developed and tested during the adaptation and pre-testing of the questionnaire. Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. Otherwise, skip to CA12. |

| #66 CA7: Symptoms due to problem in chest or blocked nose | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=794] [Valid(weighted)=795.334] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Were the symptoms due to a problem in the chest or a blocked nose? |

# File ch (cont.)

| #66 CA7: Symptoms due to problem in chest or blocked nose (cont.) | |
|---|---|
| Interviewer's instructions | This question aims to find out if the problem needs assessment by a health professional, which does not include a simple cold.<br><br>Circle the code corresponding to the caretaker's response. If the symptoms were from a 'Blocked nose', skip to CA12. If the symptoms were due to 'Other' reasons, write the respondent's description in the line provided, circle '6' and skip to CA12. Otherwise, continue to the next question. |

| #67 CA8: Sought advice or teatment for illness | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=550] [Valid(weighted)=544.644] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Did you seek advice or treatment for the illness outside the home? |
| Interviewer's instructions | 'Seeking care outside the home' means going outside the family or household for advice or treatment. Seeking care could include anything from asking a neighbour for advice, to holding a religious ceremony on the child's behalf, to going to a hospital. If a physician or other provider visits the household to give care, this counts as seeking care outside the home. The child may or may not have accompanied the respondent when he/she sought care. For example, going to buy medicine without the child counts as seeking care.<br><br>Circle the code corresponding to the response given. If the answer is 'Yes', continue to the next question. Otherwise, skip to CA10. |

| #68 CA9: Place sought advice or treatment | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=331] [Valid(weighted)=331.029] |
| Pre-question | From where did you seek care? |
| Literal question | From where did you seek care? |

| #69 CA10: Given medicine to treat this illness | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=550] [Valid(weighted)=544.644] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Was (name) given medicine to treat this illness? |
| Interviewer's instructions | Circle the appropriate code. If the answer is 'Yes', continue to the next question. Otherwise, go to CA12. |

| #70 CA11A: Antibiotic | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=195] [Valid(weighted)=187.803] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | What medicine was (name) given? |

# File ch (cont.)

| #70 CA11A: Antibiotic (cont.) | |
|---|---|
| Post-question | Circle all medicines given. |
| Interviewer's instructions | This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. Circle the codes corresponding to all medicines given.<br><br>If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.<br><br>If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.<br><br>If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'. |

| #71 CA11S: Antipyretics | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=134] [Valid(weighted)=133.936] |
| Literal question | What medicine was (name) given? |

| #72 CA11T: Decongestant | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=16] [Valid(weighted)=15.754] |
| Literal question | What medicine was (name) given? |

| #73 CA11U: Antitusiv | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=278] [Valid(weighted)=273.053] |
| Literal question | What medicine was (name) given? |

| #74 CA11X: Other | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=54] [Valid(weighted)=53.379] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | What medicine was (name) given? |
| Post-question | Circle all medicines given. |
| Interviewer's instructions | This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. Circle the codes corresponding to all medicines given.<br><br>If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.<br><br>If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.<br><br>If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'. |

# File ch (cont.)

| #75 CA11Z: DK | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=18] [Valid(weighted)=18.665] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | What medicine was (name) given? |
| Post-question | Circle all medicines given. |
| Interviewer's instructions | This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. Circle the codes corresponding to all medicines given.<br><br>If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.<br><br>If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.<br><br>If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'. |

| #76 CA14A: Symptoms: Child not able to drink or breastfeed | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=625] [Valid(weighted)=617.628] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | Ask the following question (CA14) only once for each caretaker. |
| Literal question | Sometimes children have severe illnesses and should be taken immediately to a health facility.<br>What types of symptoms would cause you to take your child to a health facility right away? |
| Post-question | Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms.<br>Circle all symptoms mentioned,<br>But do NOT prompt with any suggestions. |
| Interviewer's instructions | This question asks for symptoms that would cause the respondent to take a child to a health facility right away.<br><br>Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers.<br><br>Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later. |

| #77 CA14B: Symptoms: Child becomes sicker | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=2112] [Valid(weighted)=2078.885] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |

# File ch (cont.)

| #77 CA14B: Symptoms: Child becomes sicker (cont.) | |
|---|---|
| Pre-question | Ask the following question (CA14) only once for each caretaker. |
| Literal question | Sometimes children have severe illnesses and should be taken immediately to a health facility.<br>What types of symptoms would cause you to take your child to a health facility right away? |
| Post-question | Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms.<br>Circle all symptoms mentioned,<br>But do NOT prompt with any suggestions. |
| Interviewer's instructions | This question asks for symptoms that would cause the respondent to take a child to a health facility right away.<br><br>Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers.<br><br>Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later. |

| #78 CA14C: Symptoms: Child develops a fever | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=2749] [Valid(weighted)=2742.667] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | Ask the following question (CA14) only once for each caretaker. |
| Literal question | Sometimes children have severe illnesses and should be taken immediately to a health facility.<br>What types of symptoms would cause you to take your child to a health facility right away? |
| Post-question | Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms.<br>Circle all symptoms mentioned,<br>But do NOT prompt with any suggestions. |
| Interviewer's instructions | This question asks for symptoms that would cause the respondent to take a child to a health facility right away.<br><br>Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers.<br><br>Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later. |

| #79 CA14D: Symptoms: Child has faster breathing | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=987] [Valid(weighted)=934.271] |

# File ch (cont.)

| #79 CA14D: Symptoms: Child has faster breathing (cont.) | |
|---|---|
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | Ask the following question (CA14) only once for each caretaker. |
| Literal question | Sometimes children have severe illnesses and should be taken immediately to a health facility.<br>What types of symptoms would cause you to take your child to a health facility right away? |
| Post-question | Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms.<br>Circle all symptoms mentioned,<br>But do NOT prompt with any suggestions. |
| Interviewer's instructions | This question asks for symptoms that would cause the respondent to take a child to a health facility right away.<br><br>Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers.<br><br>Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later. |

| #80 CA14E: Symptoms: Child has difficult breathing | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=1140] [Valid(weighted)=1103.714] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | Ask the following question (CA14) only once for each caretaker. |
| Literal question | Sometimes children have severe illnesses and should be taken immediately to a health facility.<br>What types of symptoms would cause you to take your child to a health facility right away? |
| Post-question | Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms.<br>Circle all symptoms mentioned,<br>But do NOT prompt with any suggestions. |
| Interviewer's instructions | This question asks for symptoms that would cause the respondent to take a child to a health facility right away.<br><br>Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers.<br><br>Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later. |

# File ch (cont.)

| #81 CA14F: Symptoms: Child has blood in stool | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=978] [Valid(weighted)=927.035] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | Ask the following question (CA14) only once for each caretaker. |
| Literal question | Sometimes children have severe illnesses and should be taken immediately to a health facility.<br>What types of symptoms would cause you to take your child to a health facility right away? |
| Post-question | Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms.<br>Circle all symptoms mentioned,<br>But do NOT prompt with any suggestions. |
| Interviewer's instructions | This question asks for symptoms that would cause the respondent to take a child to a health facility right away.<br><br>Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers.<br><br>Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later. |

| #82 CA14G: Symptoms: Child is drinking poorly | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=354] [Valid(weighted)=337.891] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | Ask the following question (CA14) only once for each caretaker. |
| Literal question | Sometimes children have severe illnesses and should be taken immediately to a health facility.<br>What types of symptoms would cause you to take your child to a health facility right away? |
| Post-question | Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms.<br>Circle all symptoms mentioned,<br>But do NOT prompt with any suggestions. |
| Interviewer's instructions | This question asks for symptoms that would cause the respondent to take a child to a health facility right away.<br><br>Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers.<br><br>Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later. |

# File ch (cont.)

| #83 CA14I: Symptoms: Child is vomiting continously | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=0] [Valid(weighted)=0] |
| Interviewer's instructions | Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms.<br>Circle all symptoms mentioned,<br>But do NOT prompt with any suggestions. |

| #84 CA14X: Symptoms: Other | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=1844] [Valid(weighted)=1808.247] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | Ask the following question (CA14) only once for each caretaker. |
| Literal question | Sometimes children have severe illnesses and should be taken immediately to a health facility.<br>What types of symptoms would cause you to take your child to a health facility right away? |
| Post-question | Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms.<br>Circle all symptoms mentioned,<br>But do NOT prompt with any suggestions. |
| Interviewer's instructions | This question asks for symptoms that would cause the respondent to take a child to a health facility right away.<br><br>Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers.<br><br>Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later. |

| #85 CA14Y: Symptoms: Other | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=1263] [Valid(weighted)=1369.614] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | Ask the following question (CA14) only once for each caretaker. |
| Literal question | Sometimes children have severe illnesses and should be taken immediately to a health facility.<br>What types of symptoms would cause you to take your child to a health facility right away? |
| Post-question | Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms.<br>Circle all symptoms mentioned,<br>But do NOT prompt with any suggestions. |
| Interviewer's instructions | This question asks for symptoms that would cause the respondent to take a child to a health facility right away.<br><br>Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are |

# File ch (cont.)

| #85 CA14Y: Symptoms: Other (cont.) | |
|---|---|
| | interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers.<br><br>Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later. |

| #86 CA14Z: Symptoms: Other | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=416] [Valid(weighted)=470.447] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | Ask the following question (CA14) only once for each caretaker. |
| Literal question | Sometimes children have severe illnesses and should be taken immediately to a health facility.<br>What types of symptoms would cause you to take your child to a health facility right away? |
| Post-question | Keep asking for more signs or symptoms until the caretaker cannot recall any additional symptoms.<br>Circle all symptoms mentioned,<br>But do NOT prompt with any suggestions. |
| Interviewer's instructions | This question asks for symptoms that would cause the respondent to take a child to a health facility right away.<br><br>Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers.<br><br>Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "ANY OTHERS?" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later. |

| #87 IM1: Vaccination card for child | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3783] [Valid(weighted)=3782.926] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | If an immunization card is available, copy the dates in IM2-IM8 for each type of immunization or vitamin A dose recorded on the card. IM10-IM18 are for recording vaccinations that are not recorded on the card. IM10-IM18 will only be asked when a card is not available. |
| Literal question | Is there a vaccination card for (name)? |
| Interviewer's instructions | If the respondent reports that there is a vaccination card for the child, ask to see it. You should have obtained vaccination cards at the beginning of the interview. If you did not already obtain the card for the child, now is the time to ask for it again. |

# File ch (cont.)

| #87 IM1: Vaccination card for child (cont.) | |
|---|---|
| | In some cases, the respondent may not be willing to take time to look for the vaccination card, thinking that you are in a hurry. Encourage the respondent to look for the vaccination card for the child. It is critical to obtain written documentation of the child's immunization history. Therefore, be patient if the respondent needs to search for the card.<br><br>If the respondent does not have a vaccination card but the vaccine doses are registered in another document (for example, a booklet with records of clinic visits), ask to see it. If the card or other document is seen, circle '1' and continue to the next question. If the card or other document is not seen, circle '2' and skip to IM10 - you will be asking the respondent to recall the child's vaccinations. If the respondent does not have a vaccination card or any other document where the vaccine doses are registered for the child, circle '3' and skip to IM10. |

| #88 IM2D: Day of BCG immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1313] [Valid(weighted)=1302.222] [Range= 0-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>BCG |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #89 IM2M: Month of BCG immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1016] [Valid(weighted)=1004.597] [Range= 1-99] |
| Universe | Children aged 0-4 |

# File ch (cont.)

| #89 IM2M: Month of BCG immunization (cont.) | |
|---|---|
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>BCG |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #90 IM2Y: Year of BCG immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1016] [Valid(weighted)=1004.597] [Range= 2000-9999] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>BCG |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations |

# File ch (cont.)

| #90 IM2Y: Year of BCG immunization (cont.) | |
|---|---|
| | were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #91 IM3AD: Day of OPV0 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1313] [Valid(weighted)=1302.222] [Range= 0-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>Polio at birth |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

# File ch (cont.)

| #92 IM3AM: Month of OPV0 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=444] [Valid(weighted)=448.52] [Range= 1-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>Polio at birth |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #93 IM3AY: Year of OPV0 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=444] [Valid(weighted)=448.52] [Range= 2000-9999] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>Polio at birth |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. |

# File ch (cont.)

| #93 IM3AY: Year of OPV0 immunization (cont.) | |
|---|---|
| | " If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #94 IM3BD: Day of OPV1 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1313] [Valid(weighted)=1302.222] [Range= 0-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>Polio 1 |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. |

# File ch (cont.)

| #94 IM3BD: Day of OPV1 immunization (cont.) | |
|---|---|
| | After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #95 IM3BM: Month of OPV1 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1172] [Valid(weighted)=1162.551] [Range= 1-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>Polio 1 |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #96 IM3BY: Year of OPV1 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1172] [Valid(weighted)=1162.551] [Range= 2000-9999] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>Polio 1 |

# File ch (cont.)

| #96 IM3BY: Year of OPV1 immunization (cont.) | |
|---|---|
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #97 IM3CD: Day of OPV2 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1313] [Valid(weighted)=1302.222] [Range= 0-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>Polio 2 |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) |

# File ch (cont.)

| #97 IM3CD: Day of OPV2 immunization (cont.) | |
|---|---|
| | that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #98 IM3CM: Month of OPV2 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1037] [Valid(weighted)=1014.659] [Range= 1-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>Polio 2 |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #99 IM3CY: Year of OPV2 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1037] [Valid(weighted)=1014.659] [Range= 2001-9999] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |

# File ch (cont.)

| #99 IM3CY: Year of OPV2 immunization (cont.) | |
|---|---|
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>Polio 2 |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #100 IM3DD: Day of OPV3 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1313] [Valid(weighted)=1302.222] [Range= 0-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>Polio 3 |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day. |

# File ch (cont.)

| #100 IM3DD: Day of OPV3 immunization (cont.) | |
|---|---|
| | Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #101 IM3DM: Month of OPV3 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=888] [Valid(weighted)=874.03] [Range= 1-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>Polio 3 |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

# File ch (cont.)

| #102 IM3DY: Year of OPV3 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=888] [Valid(weighted)=874.03] [Range= 2001-9999] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>Polio 3 |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #103 IM4AD: Day of DPT1 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1313] [Valid(weighted)=1302.222] [Range= 0-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>DPT 1 |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. |

# File ch (cont.)

| #103 IM4AD: Day of DPT1 immunization (cont.) | |
|---|---|
| | " If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #104 IM4AM: Month of DPT1 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=662] [Valid(weighted)=644.699] [Range= 1-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>DPT 1 |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. |

# File ch (cont.)

| #104 IM4AM: Month of DPT1 immunization (cont.) | |
|---|---|
| | After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #105 IM4AY: Year of DPT1 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=662] [Valid(weighted)=644.699] [Range= 2000-9999] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>DPT 1 |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #106 IM4BD: Day of DPT2 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1313] [Valid(weighted)=1302.222] [Range= 0-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>DPT 2 |

# File ch (cont.)

| #106 IM4BD: Day of DPT2 immunization (cont.) | |
|---|---|
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #107 IM4BM: Month of DPT2 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=619] [Valid(weighted)=604.736] [Range= 1-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>DPT 2 |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) |

# File ch (cont.)

| #107 IM4BM: Month of DPT2 immunization (cont.) | |
|---|---|
| | that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #108 IM4BY: Year of DPT2 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=619] [Valid(weighted)=604.736] [Range= 2001-9999] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>DPT 2 |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #109 IM4CD: Day of DPT3 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1313] [Valid(weighted)=1302.222] [Range= 0-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |

# File ch (cont.)

| #109 IM4CD: Day of DPT3 immunization (cont.) | |
|---|---|
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>DPT 3 |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #110 IM4CM: Month of DPT3 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=569] [Valid(weighted)=561.719] [Range= 1-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>DPT 3 |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day. |

# File ch (cont.)

| #110 IM4CM: Month of DPT3 immunization (cont.) | |
|---|---|
| | Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #111 IM4CY: Year of DPT3 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=569] [Valid(weighted)=561.719] [Range= 2001-9999] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>DPT 3 |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

# File ch (cont.)

| #112 IM5AD: Day of HepB1 or DPTHepB1 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1313] [Valid(weighted)=1302.222] [Range= 0-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>HepB1 (or DPTHepB1) |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #113 IM5AM: Month of HepB1 or DPThepB1 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=540] [Valid(weighted)=538.04] [Range= 1-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>HepB1 (or DPTHepB1) |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. |

# File ch (cont.)

| #113 IM5AM: Month of HepB1 or DPThepB1 immunization (cont.) | |
|---|---|
| | " If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #114 IM5AY: Year of HepB1 or DPTHepB1 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=540] [Valid(weighted)=538.04] [Range= 2000-9999] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>HepB1 (or DPTHepB1) |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. |

# File ch (cont.)

| #114 IM5AY: Year of HepB1 or DPTHepB1 immunization (cont.) | |
|---|---|
| | After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #115 IM5BD: Day HepB2 or DPTHepB2 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1313] [Valid(weighted)=1302.222] [Range= 0-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>HepB2 (or DPTHepB2) |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #116 IM5BM: Month of HepB2 or DPTHepB2 imunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=498] [Valid(weighted)=489.265] [Range= 1-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>HepB2 (or DPTHepB2) |

# File ch (cont.)

| #116 IM5BM: Month of HepB2 or DPTHepB2 imunization (cont.) | |
|---|---|
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #117 IM5BY: Year of HepB2 or DPTHepB2 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=498] [Valid(weighted)=489.265] [Range= 2001-9999] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>HepB2 (or DPTHepB2) |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) |

# File ch (cont.)

| #117 IM5BY: Year of HepB2 or DPTHepB2 immunization (cont.) | |
|---|---|
| | that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #118 IM5CD: Day of DPTHepB3 or HepB3 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1313] [Valid(weighted)=1302.222] [Range= 0-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>HepB3 (or DPTHepB3) |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #119 IM5CM: Month of DPTHepB3 or HepB3 ummunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=419] [Valid(weighted)=409.407] [Range= 1-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |

# File ch (cont.)

| #119 IM5CM: Month of DPTHepB3 or HepB3 ummunization (cont.) | |
|---|---|
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>HepB3 (or DPTHepB3) |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #120 IM5CY: Year of DPTHepB3 or HepB3 immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=419] [Valid(weighted)=409.407] [Range= 2001-9999] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>HepB3 (or DPTHepB3) |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day. |

# File ch (cont.)

| #120 IM5CY: Year of DPTHepB3 or HepB3 immunization (cont.) | |
|---|---|
| | Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #121 IM6D: Day Measles or MMR immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1313] [Valid(weighted)=1302.222] [Range= 0-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>Measles (or MMR) |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

# File ch (cont.)

| #122 IM6M: Month Measles or MMR immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=709] [Valid(weighted)=699.164] [Range= 1-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>Measles (or MMR) |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'.<br>" If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #123 IM6Y: Year of Measles or MMR immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=709] [Valid(weighted)=699.164] [Range= 2002-9999] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Pre-question | (a) Copy dates for each vaccination from the card.<br>(b) Write '44' in day column if card shows that vaccination was given but no date recorded.<br><br>Date of immunization<br>Measles (or MMR) |
| Interviewer's instructions | You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:<br>" Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or vitamin A dose recorded on the card or document.<br>" If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'Year'. |

# File ch (cont.)

| #123 IM6Y: Year of Measles or MMR immunization (cont.) | |
|---|---|
| | " If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.<br>" However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.<br><br>Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.<br><br>Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.<br><br>After you have completed transferring the information from the card to the questionnaire, proceed with question IM9. |

| #124 IM6AD: Day date of Poster dose for measles MMR immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1313] [Valid(weighted)=1302.222] [Range= 0-99] |

| #125 IM6AM: Month date of Poster dose for measles MMR immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=238] [Valid(weighted)=232.865] [Range= 1-99] |

| #126 IM6AY: Date year of Poster dose for measles MMR immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=238] [Valid(weighted)=232.865] [Range= 2002-9999] |

| #127 IM6BD: Day of Pen Sa Valent1 Vaccine immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1313] [Valid(weighted)=1302.222] [Range= 0-99] |

| #128 IM6BM: Month of Pen Sa Valent1 Vaccine immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=539] [Valid(weighted)=543.402] [Range= 1-99] |

| #129 IM6BY: Year of of Pen Sa Valent1 Vaccine immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=539] [Valid(weighted)=543.402] [Range= 2004-9999] |

# File ch (cont.)

| #130 IM6CD: Day Date of Pen Sa Valent2 Vaccine immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1313] [Valid(weighted)=1302.222] [Range= 0-99] |

| #131 IM6CM: Month Date of Pen Sa Valent2 Vaccine immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=458] [Valid(weighted)=451.057] [Range= 1-99] |

| #132 IM6CY: Year Date of Pen Sa Valent2 Vaccine immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=458] [Valid(weighted)=451.057] [Range= 2004-9999] |

| #133 IM6ED: Day Date of Pen Sa Valent3 Vaccine immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1313] [Valid(weighted)=1302.222] [Range= 0-99] |

| #134 IM6EM: Month Date of Pen Sa Valent3 Vaccine immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=374] [Valid(weighted)=367.791] [Range= 1-99] |

| #135 IM6EY: Year Date of Pen Sa Valent3 Vaccine immunization | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=374] [Valid(weighted)=367.791] [Range= 2004-9999] |

| #136 IM9: Received additional vaccinations | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1313] [Valid(weighted)=1302.222] [Range= 1-9] |
| Literal question | In addition to the vaccinations and vitamin A capsules shown on this card, did (name) receive any other vaccinations - including vaccinations received in campaigns or immunization days? |
| Post-question | Record 'Yes' only if respondent mentions BCG, OPV 0-3, DPT 1-3, Hepatitis B 1-3, Measles, Yellow Fever vaccine(s), or Vitamin A supplements.<br><br>(If yes, Probe for vaccinations and write '66' in the corresponding day column on IM2 to IM8B.) |
| Interviewer's instructions | It is possible that some of the vaccinations received by the child were not recorded. For example, the respondent may have forgotten to bring the card to the health facility or the respondent may have taken (name) to a National Immunization Day.<br><br>If the answer is 'Yes', circle '1' only if the respondent mentions vaccines included in the questionnaire. You can refer to the information already obtained from the vaccination card to make sure that the mother/primary caretaker is referring only to these vaccines. Write '66' in the corresponding 'Day' column for IM2-IM8B, and leave the month and year columns blank. For example, if two doses of DPT were recorded on the card, and another dose was given but not recorded, the answer to IM4C should be '66' in the 'Day' column.<br><br>Do not ask the respondent to supply dates from memory. Enter a date only if the card or other document is available and lists a date for the immunization dose.<br><br>Once you have probed for all vaccinations, skip to IM19. |

# File ch (cont.)

| #137 IM10: Child ever received any vaccinations | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2470] [Valid(weighted)=2480.704] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Has (name) ever received any vaccinations to prevent him/her from getting diseases, including vaccinations received in a campaign or immunization day? |
| Interviewer's instructions | Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown.<br><br>---<br><br>Only ask IM10-18 to obtain the child's vaccination status if a vaccination card or other document is not available (that is, if the answer to IM1 was '2' for 'Yes, 'Not seen' or '3' for 'No'). Describe the vaccination techniques in detail to the caretaker and provide further explanations if needed. When mentioning the vaccines or the specific diseases, use local synonyms if needed. We are not interested in injections for treating a disease - antibiotics, antimalarials, etc. - but only in vaccines.<br><br>Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question, to start asking about each of the vaccines. If the answer is 'No' or 'DK', skip to IM19. |

| #138 IM11: Child ever given BCG vaccination | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1894] [Valid(weighted)=1921.342] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Has (name) ever been given a BCG vaccination against tuberculosis - that is, an injection in the arm or shoulder that caused a scar? |
| Interviewer's instructions | Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown.<br><br>---<br><br>Circle the code corresponding to the response. |

| #139 IM12: Child ever given Polio vaccination | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1894] [Valid(weighted)=1921.342] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Has (name) ever been given any "vaccination drops in the mouth" to protect him/her from getting diseases - that is, polio? |
| Interviewer's instructions | Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown.<br><br>---<br><br>Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If the answer |

# File ch (cont.)

| #139 IM12: Child ever given Polio vaccination (cont.) | |
|---|---|
| | is 'No' or 'DK', skip to IM15. |

| #140 IM13: Polio first given just after birth or later | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1504] [Valid(weighted)=1513.556] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | How old was he/she when the first dose was given - just after birth (within two weeks) or later? |
| Interviewer's instructions | Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown.<br><br>---<br><br>Ask how old the child was at first dose, prompting "JUST AFTER BIRTH OR LATER?" Circle the code corresponding to the response. |

| #141 IM14: Times child given Polio vaccination | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1504] [Valid(weighted)=1513.556] [Range= 1-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | How many times has he/she been given these drops? |
| Interviewer's instructions | Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown.<br><br>---<br><br>Fill in the number in the space provided. |

| #142 IM15: Child ever given DPT vaccination | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1894] [Valid(weighted)=1921.342] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Has (name) ever been given "DPT vaccination injections" - that is, an injection in the thigh or buttocks - to prevent him/her from getting tetanus, whooping cough, diphtheria? (sometimes given at the same time as polio) |
| Interviewer's instructions | Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown.<br><br>---<br><br>Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If 'No' or 'DK', skip to IM17. |

# File ch (cont.)

| #143 IM16: Times child given DPT vaccination | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1028] [Valid(weighted)=1050.562] [Range= 1-99] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | How many times? |
| Interviewer's instructions | Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown.<br><br>---<br><br>Fill in the number in the space provided. |

| #144 IM16A: Ever given Hepatitis B | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1894] [Valid(weighted)=1921.342] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Has (name) ever been given "Hepatitis B vaccination injections" - that is, an injection in the thigh or buttocks - to prevent him/her from getting Hepatitis B? (sometimes given at the same time as DPT) |
| Interviewer's instructions | Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown.<br><br>---<br><br>Circle the code corresponding to the response. |

| #145 IM16B: Times child given Hepatitis B | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=820] [Valid(weighted)=846.442] [Range= 1-98] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | How many times? |
| Interviewer's instructions | Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown.<br><br>---<br><br>Fill in the number in the space provided. |

| #146 IM16C: Child ever given Pen Sa Valent vaccine | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=516] [Valid(weighted)=517.502] [Range= 1-9] |

# File ch (cont.)

| #147 IM16D: Times child given Pen SA Valent vaccine | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=265] [Valid(weighted)=280.996] [Range= 1-99] |

| #148 IM17: Child ever given Measles or MMR vaccination | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1894] [Valid(weighted)=1921.342] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Has (name) ever been given "Measles vaccination injections" or MMR - that is, a shot in the arm at the age of 9 months or older - to prevent him/her from getting measles? |
| Interviewer's instructions | Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown.<br><br>---<br><br>Circle the code corresponding to the response. If the caretaker specifically mentions measles vaccine but refers to an injection in the thigh, accept the answer as valid and circle '1' for 'Yes'. |

| #149 IM19A: Child participated in national immunization day A | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3783] [Valid(weighted)=3782.926] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days:<br><br>Date/type of campaign A |
| Interviewer's instructions | This question is asked to provide information about immunization programmes. It also provides a check on IM9 for children with a vaccination card, since doses given in National Immunization Days are usually not recorded on the card.<br><br>Circle the code corresponding to the response. If the respondent answers 'Yes' here to at least one of the dates, check back to IM9. If the answer given there (to IM9) was 'No', ask again. |

| #150 IM19B: Child participated in national immunization day B | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3783] [Valid(weighted)=3782.926] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | The mother or caretaker of the child aged 0-4. |
| Literal question | Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days:<br><br>Date/type of campaign B |
| Interviewer's instructions | This question is asked to provide information about immunization programmes. It also provides a check on IM9 for children with a vaccination card, since doses given in National Immunization Days are usually not recorded on the card. |

# File ch (cont.)

| #150 IM19B: Child participated in national immunization day B (cont.) | |
|---|---|
| | Circle the code corresponding to the response. If the respondent answers 'Yes' here to at least one of the dates, check back to IM9. If the answer given there (to IM9) was 'No', ask again. |

| #151 HL4: Sex | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | Head of household or other responsible household member |

| #152 ED3A: Highest level of school attended | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1383] [Valid(weighted)=1360.673] [Range= 0-9] |
| Universe | Children aged 0-4 |
| Source | Head of household or other responsible household member |
| Literal question | What is the highest level of school (name) attended? |

| #153 HH3: Interviewer number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-52] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Interviewer name and number: |
| Interviewer's instructions | Enter your own name and identification number provided to you at the time of training. |

| #154 HH4: Supervisor Number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-14] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Supervisor name and number: |
| Interviewer's instructions | Enter your supervisor's name and identification number. You will be provided with your supervisor's identification number as soon as you know who you will be working with. |

| #155 HH5D: Day of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-30] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |

# File ch (cont.)

| #155 HH5D: Day of interview (cont.) | |
|---|---|
| Pre-question | Day/Month/Year of interview: |
| Interviewer's 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. |

| #156 HH5M: Month of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 9-10] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Day/Month/Year of interview: |
| Interviewer's 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. |

| #157 HH5Y: Year of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 2005-2005] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Day/Month/Year of interview: |
| Interviewer's 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. |

| #158 HH6: Area | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-2] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Area: |
| Interviewer's instructions | Circle the code for area of residence as instructed by your supervisor. This will have been pre-determined; you will not be required to assess whether the household is in an urban or rural area. |

| #159 HH7: Governorate | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-5] |
| Universe | Households |

# File ch (cont.)

| #159 HH7: Governorate (cont.) | |
|---|---|
| Source | Interview information fields completed by interviewer |
| Pre-question | Governorate: |
| Interviewer's instructions | Circle the code for region. |

| #160 HH9: Result of HH interview | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-6] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | After all questionnaires for the household have been completed, fill in the following information:<br><br>Result of HH interview: |
| Interviewer's instructions | If the Household Questionnaire is completed, circle '1' for 'Completed'. If you have not been able to contact the household after repeated visits, circle '2' for 'Not at home'. If the household refuses to be interviewed, circle '3' for 'Refused'. If you are unable to locate the household or if the dwelling is destroyed, circle '4' for 'HH not found/destroyed'. If you have not been able to complete the Household Questionnaire for another reason, you should circle '6' for 'Other' and specify the reason in the space provided. Some examples of 'Other' codes might be: the household respondent is incapacitated; the questionnaire is partly completed; adult household members were not found at home after repeated visits. |

| #161 HH10: Respondent HH questionnaire | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-99] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Respondent to HH questionnaire: |
| Interviewer's instructions | Enter the name and line number (from the Household Listing, columns HL1 and HL2) of the respondent to the Household Questionnaire. |

| #162 HH11: Number of household members | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-25] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Total number of household members: |
| Interviewer's instructions | Count the number of household members recorded in column HL1 of the Household Listing and enter the total here. |

| #163 HH12: Total eligible women | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 0-11] |

# File ch (cont.)

| #163 HH12: Total eligible women (cont.) | |
|---|---|
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | No.of women eligible for interview: |
| Interviewer's instructions | Enter the total number of women eligible for interview for the Questionnaire for Individual Women - you will copy this from the row for totals at the bottom of the Household Listing, for HL6. |

| #164 HH13: Women interviews completed | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 0-11] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | No.of women questionnaires completed: |
| Interviewer's instructions | Once all of the Questionnaires for Individual Women have been completed for a particular household, enter the number completed here. |

| #165 HH14: Total children under 5 | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 0-7] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | No.of children under age 5: |
| Interviewer's instructions | Enter the total number of children under five eligible for inclusion in the survey from the row for totals at the bottom of the Household Listing, for HL8. You will be using the Questionnaire for Children Under Five to interview the mothers or primary caretakers of these children. |

| #166 HH15: Child interviews completed | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 0-7] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | No.of under-5 questionnaires completed: |
| Interviewer's instructions | Once all of the Questionnaires for Children Under Five have been completed for a particular household, enter the number completed here. |

| #167 HH16: Data entry clerk | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-12] |
| Universe | Households |
| Source | Interview information fields completed by interviewer |
| Pre-question | Data entry clerk: |

# File ch (cont.)

| #167 HH16: Data entry clerk (cont.) | |
|---|---|
| Interviewer's instructions | Leave this space blank. The data clerk will enter his/her number in the space provided. |

| #168 WS1: Main source of drinking water | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 11-99] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What is the main source of drinking water for members of your household? |
| Interviewer's instructions | The purpose of the first two questions of this module is to assess the type of household water used for drinking as well as for other purposes, such as cooking and washing hands.<br><br>Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2):<br>'11' - Piped into dwelling, also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom.<br>'12' - Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house.<br>'13' - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete.<br>'21' - A tube-well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater supplies. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy.<br>'31' - A protected dug well is a dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole.<br>'32' - An unprotected dug well is a dug well for which one or both of the following are true: (1) the well is not protected from run-off water; (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected.<br>'41' - A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a 'spring box' that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution.<br>'42' - An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a 'spring box' (described above).<br>'51' - Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used.<br>'61' - A tanker-truck water source transports and sells water by means of a tanker truck.<br>'71' - Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means.<br>'81' - Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly.<br>'91' - Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles - this should not be coded as bottled water.<br><br>---<br><br>Circle the code for the most usual source. If several sources are mentioned, probe to determine the most usual source. If the source varies by season, record the source for the season of the interview. Note that the next question is only asked if the response to this question is 'Bottled water'. You should skip WS2 if the response to WS1 is other than 'Bottled water'. If the response is 'Piped into dwelling' or 'Piped into yard/plot', circle '11' or '12', respectively, and skip to WS5. Otherwise, skip to WS3. |

# File ch (cont.)

| #169 WS2: Main source of water used for other purposes (if bottled wat | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=278] [Valid(weighted)=279.584] [Range= 11-99] |
| Universe | Households |
| Source | 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's instructions | The purpose of the first two questions of this module is to assess the type of household water used for drinking as well as for other purposes, such as cooking and washing hands.<br><br>Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2):<br>'11' - Piped into dwelling, also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom.<br>'12' - Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house.<br>'13' - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete.<br>'21' - A tube-well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater supplies. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy.<br>'31' - A protected dug well is a dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole.<br>'32' - An unprotected dug well is a dug well for which one or both of the following are true: (1) the well is not protected from run-off water; (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected.<br>'41' - A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a 'spring box' that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution.<br>'42' - An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a 'spring box' (described above).<br>'51' - Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used.<br>'61' - A tanker-truck water source transports and sells water by means of a tanker truck.<br>'71' - Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means.<br>'81' - Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly.<br>'91' - Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles - this should not be coded as bottled water.<br><br>---<br><br>This question should only be asked to households that use 'Bottled water' for drinking. Circle the code for the most usual source. If the source varies by season, record the source for the season of the interview. If the most usual source of non-drinking water is 'Piped into dwelling' or 'Piped into yard/plot', circle '11' or '12', respectively, and skip to WS5. Otherwise continue to the next question. |

| #170 WS3: Time to get water and come back | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2622] [Valid(weighted)=2600.584] [Range= 1-999] |

# File ch (cont.)

| #170 WS3: Time to get water and come back (cont.) | |
|---|---|
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | How long does it take to go there, get water, and come back? |
| Interviewer's instructions | This question is used to find out how convenient the source of water is to the dwelling. Note that the question is asked for water sources coded as '13-81' and '96' in WS1, or water sources coded as '13-96' in WS2.<br><br>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.<br><br>If the water source is on the dwelling premises or if water is delivered to the dwelling by a vendor, circle '995' for 'Water on premises' and skip to WS5. If the respondent does not know how long it takes, circle '998' and continue on to the next question. |

| #171 WS4: Person fetching water | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1978] [Valid(weighted)=2024.325] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Who usually goes to this source to fetch the water for your household?<br><br>Probe:<br>Is this person under age 15? What sex? |
| Post-question | Circle code that best describes this person. |
| Interviewer's 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.<br><br>Probe: "IS THIS PERSON UNDER AGE 15? WHAT SEX IS THIS PERSON?" Circle the code that corresponds with the response or '8' if the respondent does not know. Adult refers to anyone age 15 or over, regardless of whether he/she is a household member. Child refers to anyone under the age of 15, regardless of whether he/she is a household member. |

| #172 WS5: Treat water to make safer for drinking | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Do you treat your water in any way to make it safer to drink? |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>Circle '1' if 'Yes', and continue to the next question. If 'No' or 'DK' (Doesn't know'), circle '2' or '8', respectively, and |

# File ch (cont.)

| #172 WS5: Treat water to make safer for drinking (cont.) | |
|---|---|
| | skip to WS7. |

| #173 WS6A: Boil | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=114] [Valid(weighted)=122.282] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #174 WS6B: Add bleach/chlorine | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=16] [Valid(weighted)=12.833] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink? |

# File ch (cont.)

| #174 WS6B: Add bleach/chlorine (cont.) | |
|---|---|
| | Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #175 WS6C: Strain it through a cloth | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=86] [Valid(weighted)=102.416] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>Circle the code corresponding to the response. The household may be using a method that you know does not |

# File ch (cont.)

| #175 WS6C: Strain it through a cloth (cont.) | |
|---|---|
| | 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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #176 WS6D: Use water filter | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=52] [Valid(weighted)=51.643] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) |

# File ch (cont.)

| #176 WS6D: Use water filter (cont.) | |
|---|---|
| | 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #177 WS6F: Let it stand and settle | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=16] [Valid(weighted)=18.746] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles |

# File ch (cont.)

| #177 WS6F: Let it stand and settle (cont.) | |
|---|---|
| | 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. |

| #178 WS6X: Other | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=5] [Valid(weighted)=4.687] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #179 WS6Z: DK | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=0] [Valid(weighted)=0] |
| Universe | Households |
| Source | Head of household or other responsible household member |

# File ch (cont.)

| #179 WS6Z: DK (cont.) | |
|---|---|
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #180 WS7: Kind of toilet facility | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 11-99] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What kind of toilet facility do members of your household usually use?<br><br>If "flush" or "pour flush", probe:<br>Where does it flush to? |
| Post-question | If necessary, ask permission to observe the facility. |
| Interviewer's instructions | Questions WS7, WS8 and WS9 are about the toilet facility household members use.<br><br>---<br><br>The purpose of this question is to obtain a measure of the cleanliness of the sanitary facility used by the |

# File ch (cont.)

| #180 WS7: Kind of toilet facility (cont.) | |
|---|---|
| | household members.<br><br>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.<br><br>Definitions of various types of toilet facilities are as follows:<br>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).<br>. '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.<br>. '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.<br>. '13' - A flush/pour flush to pit latrine refers to a system that flushes excreta to a hole in the ground.<br>. '14' - A flush/pour flush to somewhere else refers to excreta being deposited in or nearby the household environment (not into pit, septic tank or sewer); excreta may be flushed to the street, yard/plot, drainage way or other location.<br>. '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.<br>'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.<br>'22' - A pit latrine with slab uses a hole in the ground for excreta collection and has a squatting slab, platform or seat that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit.<br>'23' - A pit latrine without slab uses a hole in the ground for excreta collection and does not have a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected.<br>'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.<br>'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.<br>'51' - A hanging toilet or hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly.<br>'95' - No facilities or bush or field includes excreta wrapped and thrown with garbage, the 'cat' method of burying excreta in dirt, defecation in the bush or field or ditch, and defecation into surface water (drainage channel, beach, river, stream or sea). |

| #181 WS8: Toilet facility shared | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3044] [Valid(weighted)=2930.415] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Do you share this facility with other households? |
| Interviewer's instructions | Questions WS7, WS8 and WS9 are about the toilet facility household members use.<br><br>---<br><br>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 |

# File ch (cont.)

| #181 WS8: Toilet facility shared (cont.) | |
|---|---|
| | and flies) may discourage use of the facility.<br><br>---<br><br>Circle the code corresponding to the response given. If 'No', go to the next module. |

| #182 WS9: Households using this toilet facility | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=209] [Valid(weighted)=180.847] [Range= 1-99] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | How many households in total use this toilet facility? |
| Interviewer's instructions | Questions WS7, WS8 and WS9 are about the toilet facility household members use.<br><br>---<br><br>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.<br><br>---<br><br>The total number of households using this facility should include the household being interviewed. If less than ten households use this toilet facility, enter the number of households on the line provided. Circle '10' if ten or more households use this toilet facility. Note that '01' is not a valid response (since it means that this is the only this household that uses the facility; if that is the case, you should go back to WS8 and correct the response there). Circle '98' for 'DK' ('Doesn't know'). |

| #183 HC2: Number of rooms for sleeping | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-99] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | How many rooms in this household are used for sleeping? |
| Interviewer's 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.<br><br>Enter the number of rooms in this household that are used for sleeping. |

| #184 HC3: Main material of floor | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 11-99] |

# File ch (cont.)

| #184 HC3: Main material of floor (cont.) | |
|---|---|
| Universe | Households |
| Source | Head of household or other responsible household member |
| Pre-question | Main material of the dwelling floor: |
| Post-question | Record observation. |
| Interviewer's instructions | Circle the correct code for the material of the dwelling floor based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the floor, record the main flooring material (the material that covers the largest amount of floor space). |

| #185 HC6: Type of fuel using for cooking | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-99] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | What type of fuel does your household mainly use for cooking? |
| Interviewer's instructions | Information on the type of fuel used for cooking is collected as another measure of the socio-economic status of the household. The use of some cooking fuels can also have adverse health consequences.<br><br>Circle the code corresponding to the answer given. Remember that this question asks about fuel for cooking, not fuel for heating or lighting. If the household uses more than one fuel for cooking, find out which type of fuel is used most often. If electricity, liquid propane gas (LPG), natural gas, or biogas is mainly used, circle '01', '02', '03', or '04', respectively, and skip to HC8. If any fuel other than the pre-coded ones is reported as being the main fuel used for cooking, circle '96' and specify the type of fuel on the line provided.<br><br>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. |

| #186 HC8: Cooking location | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Is the cooking usually done in the house, in a separate building, or outdoors? |
| Interviewer's instructions | Circle the code corresponding to the response given. If a response is given other than the pre-coded ones, circle '6' and specify on the line provided. |

| #187 HC9A: Electricity | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |

# File ch (cont.)

| #187 HC9A: Electricity (cont.) | |
|---|---|
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #188 HC9B: Radio | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #189 HC9C: Television | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #190 HC9D: Mobile phone | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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'. |

# File ch (cont.)

| #190 HC9D: Mobile phone (cont.) | |
|---|---|
| | Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #191 HC9E: Non-mobile phone | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #192 HC9F: Refrigerator | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #193 HC9G: Satalite Dish | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

# File ch (cont.)

| #194 HC9H: Electric Generator | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #195 HC10B: Bicycle | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #196 HC10C: Motorcycle or scooter | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #197 HC10D: Animal-drawn cart | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |

# File ch (cont.)

| #197 HC10D: Animal-drawn cart (cont.) | |
|---|---|
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #198 HC10E: Car or truck | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #199 HC10F: Boat with a motor | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #200 HC10G: Agricultural Land | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |

# File ch (cont.)

| #200 HC10G: Agricultural Land (cont.) | |
|---|---|
| Universe | Households |
| Source | Head of household or other responsible household member |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #201 HC10H: Workshop/Factory | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #202 HC10I: Real State/Land | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Households |
| Source | Head of household or other responsible household member |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #203 HC10J: Shop/Company | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Households |

# File ch (cont.)

| #203 HC10J: Shop/Company (cont.) | |
|---|---|
| Source | Head of household or other responsible household member |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #204 cmcdoic: Date of interview child (CMC) | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1269-1270] |
| Universe | Children aged 0-4 |
| Source | Constructed variables used for analysis |
| Pre-question | Recoded variable |

| #205 cdob: Date of birth (CMC) | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3783] [Valid(weighted)=3782.926] [Range= 1210-1269] |
| Universe | Children aged 0-4 |
| Source | Constructed variables used for analysis |
| Pre-question | Recoded variable |
| Imputation | The variable is created from variables on age of the child. See makech.sps in the data processing external documentation. |

| #206 cage: Age (months) | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3783] [Valid(weighted)=3782.926] [Range= 0-59] |
| Universe | Children aged 0-4 |
| Source | Constructed variables used for analysis |
| Pre-question | Recoded variable |
| Imputation | The variable is created from variables on age of the child. See makech.sps in the data processing folder under technical information. |

| #207 cage_6: Age | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3779] [Valid(weighted)=3780.442] [Range= 1-6] |
| Universe | Children aged 0-4 |
| Source | Constructed variables used for analysis |

# File ch (cont.)

| #207 cage_6: Age (cont.) | |
|---|---|
| Pre-question | Recoded variable |
| Imputation | The variable is created from variables on age of the child. See makech.sps in the data processing folder under technical information. |

| #208 cage_11: Age | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3779] [Valid(weighted)=3780.442] [Range= 1-5] |
| Universe | Children aged 0-4 |
| Source | Constructed variables used for analysis |
| Pre-question | Recoded variable |
| Imputation | The variable is created from variables on age of the child. See makech.sps in the data processing folder under technical information. |

| #209 melevel: Mother's education | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 1-9] |
| Universe | Children aged 0-4 |
| Source | Constructed variables used for analysis |
| Pre-question | Recoded variable |
| Recoding and Derivation | The variable is created from information collected on educational level in the HL file. See makewm.sps in the data processing folder under technical information. |

| #210 wlthscor: Wealth index score | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= -2.52999196552133-2.23273965290285] |
| Universe | Children aged 0-4 |
| Source | Constructed variables used for analysis |
| Pre-question | Recoded variable |
| Imputation | The wealth index is calculated by the program wealth.sps, which creates a data file wealth.sav that contains identification variables, a variable containing each household wealth score and a variable containing each household's wealth index. The program wealth.sps first produces frequencies of all household variables concerned with wealth or assets. It then recodes variables describing household and individual assets into dichotomous variables. The program then uses factor analysis (specifically principal components analysis) to calculate a wealth score for each household. Finally, it uses the wealth score to create household wealth quintiles (that is, the wealth index) and then saves them in an SPSS data file. Once the wealth index has been calculated, executing the program wealth_merge.sps will add it to the analysis files.<br><br>All the above mentioned SPSS files can be found in the data processing folder under technical information. |

| #211 wlthind5: Wealth index quintiles | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3918] [Valid(weighted)=3943.584] [Range= 0-5] |

# File ch (cont.)

| #211 wlthind5: Wealth index quintiles (cont.) | |
|---|---|
| Universe | Children aged 0-4 |
| Source | Constructed variables used for analysis |
| Pre-question | Recoded variable |
| Imputation | The wealth index is calculated by the program wealth.sps, which creates a data file wealth.sav that contains identification variables, a variable containing each household wealth score and a variable containing each household's wealth index. The program wealth.sps first produces frequencies of all household variables concerned with wealth or assets. It then recodes variables describing household and individual assets into dichotomous variables. The program then uses factor analysis (specifically principal components analysis) to calculate a wealth score for each household. Finally, it uses the wealth score to create household wealth quintiles (that is, the wealth index) and then saves them in an SPSS data file. Once the wealth index has been calculated, executing the program wealth_merge.sps will add it to the analysis files.<br><br>All the above mentioned SPSS files can be found in the data processing folder under technical information. |

| #212 chweight: Children's sample weight | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3918] [Range= 0-1.206914] |
| Universe | Children aged 0-4 |
| Source | Sample is not self weighting. Variables constructed for analysis |
| Pre-question | Recoded variable |
| Imputation | Sample weights are added to the files by using the spreadsheet weights.xls and the SPSS programs weights_table.sps, weights.sps and weights_merge.sps. All these files can be found in the data processing sub-folder. The spreadsheet is used to calculate the sample weights. It has two worksheets, calculations and output. The calculations worksheet performs the calculations. The output worksheet contains only the sample weights and a list of cluster numbers; this format is useful for reading the data into SPSS. The program weights_table.sps produces data needed for calculating the sample weights. The program weights_merge.sps adds the appropriate sample weights to the analysis files. The program weights.sps, which you will never directly execute, describes the structure of the data in the output worksheet. |

# File wm

| #1 HH1: Cluster number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-250] |
| Definition | Unique identifier for the cluster in which the household exists |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | We are from (COUNTRY-SPECIFIC AFFILIATION). We are working on a project concerned with family health and education. I would like to talk to you about this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. During this time I would like to speak with the household head and all mothers or others who take care of children in the household.<br><br>May I start now? If permission is given, begin the interview. |

# File wm (cont.)

| #1 HH1: Cluster number (cont.) | |
|---|---|
| | Cluster number: |
| Interviewer's instructions | Enter the cluster number as instructed by your supervisor. |

| #2 HH2: Household number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-20] |
| Definition | Houshold number within the cluster |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Household number: |
| Interviewer's instructions | Enter the household number as instructed by your supervisor. |

| #3 LN: Line number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-22] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Woman's Line Number: |

| #4 WM1: Cluster number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-250] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Cluster number: |
| Interviewer's instructions | Enter the cluster number from the Household Questionnaire, question HH1. |

| #5 WM2: Household number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-20] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Household number: |
| Interviewer's instructions | Enter the household number from the Household Questionnaire, question HH2. |

| #6 WM4: Woman's line number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-22] |

# File wm (cont.)

| #6 WM4: Woman's line number (cont.) | |
|---|---|
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Woman's Line Number: |
| Interviewer's instructions | Enter the woman's line number from the Household Questionnaire, column HL1 of the Household Listing. |

| #7 WM5: Interviewer number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-52] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Interviewer name and number: |
| Interviewer's instructions | Enter your own name and identifying number. You will be provided with these identification numbers at the time of training. |

| #8 WM6D: Day of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-30] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Day/Month/Year of interview: |
| Interviewer's instructions | Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household to interview the woman again, revise and enter the final date of interview. In other words, the date here should be the date when you have either completed the woman's questionnaire, or when the interview has not been conducted but it has been decided that there will be no more attempts to interview the eligible woman. |

| #9 WM6M: Month of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 9-10] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Day/Month/Year of interview: |
| Interviewer's instructions | Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household to interview the woman again, revise and enter the final date of interview. In other words, the date here should be the date when you have either completed the woman's questionnaire, or when the interview has not been conducted but it has been decided that there will be no more attempts to interview the eligible woman. |

| #10 WM6Y: Year of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 2005-2005] |

# File wm (cont.)

| #10 WM6Y: Year of interview (cont.) | |
|---|---|
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Day/Month/Year of interview: |
| Interviewer's instructions | Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household to interview the woman again, revise and enter the final date of interview. In other words, the date here should be the date when you have either completed the woman's questionnaire, or when the interview has not been conducted but it has been decided that there will be no more attempts to interview the eligible woman. |

| #11 WM7: Result of women 's interview | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-6] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Result of women's interview |
| Interviewer's 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 '1' for 'Completed'. If you have not been able to contact the woman after repeated visits, circle '2' for 'Not at home'. If the woman refuses to be interviewed, circle '3' for 'Refused'. If you were able to only partly complete the questionnaire, circle '4' for 'Partly completed'. If the woman is incapacitated, circle '5'. If you have not been able to complete this questionnaire for another reason, you should circle '6' for 'Other' and specify the reason in the space provided.<br><br>Make every attempt to carry out the woman's interview in privacy. Ask all other household members or anyone else who is present (including male members of the survey team) to leave in a courteous manner.<br><br>If the respondent is a mother/caretaker, ask her to collect all the birth certificates and health/ immunization cards she has for her children or the children she cares for before you begin the interview. You will need these when you go on to interview her about her children under age five.<br><br>Repeat greeting if not already read to this woman: "WE ARE FROM (country-specific affiliation). WE ARE WORKING ON A PROJECT CONCERNED WITH FAMILY HEALTH AND EDUCATION. I WOULD LIKE TO TALK TO YOU ABOUT THIS. THE INTERVIEW WILL TAKE ABOUT (number) MINUTES. ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE IDENTIFIED. ALSO, YOU ARE NOT OBLIGED TO ANSWER ANY QUESTION YOU DON'T WANT TO, AND YOU MAY WITHDRAW FROM THE INTERVIEW AT ANY TIME. MAY I START NOW?"<br><br>As with the similar sentence at the beginning of the Household Questionnaire, you may change the wording of these introductory sentences as appropriate. You must make sure, however, to include the following when you are introducing yourself: The name of the implementing agency; the topic of the survey; approximate duration of the interview; the issue of confidentiality; and with whom you would like to speak.<br><br>If permission is given, begin the interview. If the respondent does not agree to continue, thank her and go on to the next interview. Later, discuss the refusal with your supervisor; you or another person from the team may attempt to interview the woman for a second time. This will depend on your description of the refusal. However, remember that a woman's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate. |

| #12 WM8M: Month of birth of woman | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 1-99] |

# File wm (cont.)

| #12 WM8M: Month of birth of woman (cont.) | |
|---|---|
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Pre-question | Repeat greeting if not already read to this woman:<br>We are from (COUNTRY-SPECIFIC AFFILIATION). We are working on a project concerned with family health and education. I would like to talk to you about this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. Also, you are not obliged to answer any question you don't want to, and you may withdraw from the interview at any time. May I start now?<br><br>If permission is given, begin the interview. If the woman does not agree to continue, thank her, complete WM7, and go to the next interview. Discuss this result with your supervisor for a future revisit. |
| Literal question | In what month and year were you born? |
| Interviewer's instructions | Age (WM8 or WM9) is one of the most important questions in the interview, since almost all analysis of the data depends on the respondent's age. This question must be asked independently of the information on the Household Questionnaire. Even if you already asked the respondent her age when you were completing the Household Questionnaire, you must ask again for her date of birth and age on the Questionnaire for Individual Women.<br><br>---<br><br>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'. |

| #13 WM8Y: Year of birth of woman | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 1955-9999] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Pre-question | Repeat greeting if not already read to this woman:<br>We are from (COUNTRY-SPECIFIC AFFILIATION). We are working on a project concerned with family health and education. I would like to talk to you about this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. Also, you are not obliged to answer any question you don't want to, and you may withdraw from the interview at any time. May I start now?<br><br>If permission is given, begin the interview. If the woman does not agree to continue, thank her, complete WM7, and go to the next interview. Discuss this result with your supervisor for a future revisit. |
| Literal question | In what month and year were you born? |
| Interviewer's instructions | Age (WM8 or WM9) is one of the most important questions in the interview, since almost all analysis of the data depends on the respondent's age. This question must be asked independently of the information on the Household Questionnaire. Even if you already asked the respondent her age when you were completing the Household Questionnaire, you must ask again for her date of birth and age on the Questionnaire for Individual Women. |

# File wm (cont.)

| #13 WM8Y: Year of birth of woman (cont.) | |
|---|---|
| | ---<br><br>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'. |

| #14 WM9: Age of woman | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 15-49] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | How old were you at your last birthday? |
| Interviewer's instructions | Age (WM8 or WM9) is one of the most important questions in the interview, since almost all analysis of the data depends on the respondent's age. This question must be asked independently of the information on the Household Questionnaire. Even if you already asked the respondent her age when you were completing the Household Questionnaire, you must ask again for her date of birth and age on the Questionnaire for Individual Women.<br><br>---<br><br>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.<br><br>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.<br><br>Finally, before moving on to the next question, verify that the respondent is indeed eligible. If the woman is younger than 15 or older than 49, you have to terminate the interview. Do this tactfully by asking two or three more questions and then thank the respondent for her cooperation; write 'INELIGIBLE' on the cover page of the questionnaire, and correct the age and eligibility information for this woman on the cover page and in Columns HL5 and HL6 of the Household Questionnaire. |

| #15 WM10: Have you ever attended school | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Have you ever attended school? |

# File wm (cont.)

| #15 WM10: Have you ever attended school (cont.) | |
|---|---|
| Interviewer's instructions | Questions WM10-WM14 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.<br><br>---<br><br>Circle the code corresponding to the response given. If 'No', skip to WM14. Otherwise, continue on to the next question.<br><br>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.<br><br>Schools that carry out non-standard curriculum are also included here. Ensure that the woman understands what is meant by 'non-standard curriculum'. A non-standard curriculum includes religious schools, such as Koranic schools, that do not teach a full, standard school curriculum. If a school teaches religious courses but also includes the standard curriculum - such as many Catholic schools - it would be coded as a standard school. |

| #16 WM11: What is the highest level of school you attended | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1290] [Valid(weighted)=1272.73] [Range= 0-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | What is the highest level of school you attended: primary, secondary, or higher? |
| Interviewer's instructions | Questions WM10-WM14 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.<br><br>---<br><br>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'. |

| #17 WM12: What is the highest grade completed at that level | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1290] [Valid(weighted)=1272.73] [Range= 1-99] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | What is the highest grade you completed at that level? |
| Interviewer's instructions | Questions WM10-WM14 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.<br><br>---<br><br>For this question, record the number of years that the respondent successfully completed at that level recorded in |

# File wm (cont.)

| #17 WM12: What is the highest grade completed at that level (cont.) | |
|---|---|
| | WM11. For example, if a woman was attending grade 3 of secondary school and left school before completing that year, record '02'. Although grade 3 was the highest year she attended, she completed 2 years of secondary school. If less than 1 year, record '00' for completed years. For example, if she attended only 2 weeks of grade 1 of secondary school, record '00' for completed years. |

| #18 WM14: Can read part of the sentence | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3408] [Valid(weighted)=3397.596] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Pre-question | Check WM11:<br><br>Secondary or higher. Go to Next Module<br><br>Primary or non-standard curriculum. Continue with WM14 |
| Literal question | Now I would like you to read this sentence to me.<br><br>Show sentences to respondent.<br>If respondent cannot read whole sentence, probe:<br>Can you read part of the sentence to me? |
| Post-question | Example sentences for literacy test:<br><br>1. The child is reading a book.<br>2. The rains came late this year.<br>3. Parents must care for their children.<br>4. Farming is hard work |
| Interviewer's instructions | Questions WM10-WM14 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.<br><br>---<br><br>If the respondent attended secondary school or a higher level, check the corresponding box and go to the next module. If the highest level the respondent attended was primary school, check the appropriate box and continue to WM14.<br><br>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.<br><br>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?"<br><br>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 |

# File wm (cont.)

| #18 WM14: Can read part of the sentence (cont.) | |
|---|---|
| | is no card with sentences in the language required, circle '4', and specify the language. If the respondent is blind/mute or visually/speech impaired, circle '5'.<br><br>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. |

| #19 CM1: Ever given birth | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 1-2] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Now i would like to ask about all the births you have had during your life. Have you ever given birth?<br><br>If "No" probe by asking:<br>I mean, to a child who ever breathed or cried or showed other signs of life - even if he or she lived only a few minutes or hours? |
| Interviewer's instructions | This module is to be administered to all eligible women age 15-49. All questions refer only to live births. These questions are used to collect information about all births the woman has ever had (including births from earlier marriages). The answers are used to estimate childhood mortality rates.<br><br>It is important that the respondent understands which events to include in these reports. We want to know about all of the woman's natural births, even if the child no longer lives with her and even if the child is no longer alive. We want to know about children who were born alive - ever breathed or cried or showed other signs of life - even if they lived only a few minutes or hours.<br><br>We do not want you to record any stillbirths (children who were born dead), or miscarriages, or children adopted by the woman, or children of her present husband born to another wife (to whom the respondent herself did not give birth).<br><br>The first question of the module is used to determine if the rest of the module and several subsequent modules should be administered to this woman. If the answer is 'Yes', circle '1', and continue with the next question. If the woman says she has never given birth, read out the probe to make sure the woman understands the meaning of 'birth', as described during your training. Explain:" I MEAN, TO A CHILD WHO EVER BREATHED OR CRIED OR SHOWED OTHER SIGNS OF LIFE - EVEN IF HE OR SHE LIVED ONLY A FEW MINUTES OR HOURS?" If her answer is still 'No', skip directly to the Marriage/Union module. |

| #20 CM3: Any sons or daughters living with you | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3308] [Valid(weighted)=3314.829] [Range= 1-2] |
| Universe | Women aged 15-49 |
| Source | 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's instructions | Read the question slowly. The sons and daughters being considered are those who live with her in her household (these children should have been listed in the Household Listing). Circle the code corresponding to the response. If she answers 'No', skip to CM5. |

# File wm (cont.)

| #21 CM4A: Sons living with you | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3240] [Valid(weighted)=3247.044] [Range= 0-7] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | How many sons live with you? |
| Interviewer's instructions | If the answer to CM3 is 'Yes', record the number of sons and daughters living with the woman in the space provided. If the answer is 'None' for sons (or if she does not have any sons), record '00' in the space provided for sons. Similarly, if she has no daughters now living with her (or if she does not have any daughters), record '00' in the space for daughters. Do not leave either of the spaces blank. Since the question is asked only to women who have children living with them in the same household, at least one of the spaces should have a value higher than 00.<br><br>Remember, we are interested only in the respondent's OWN children - not foster children, children of her husband by another woman, or children of another relative. |

| #22 CM4B: Daughters living with you | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3240] [Valid(weighted)=3247.044] [Range= 0-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | How many daughters live with you? |
| Interviewer's instructions | If the answer to CM3 is 'Yes', record the number of sons and daughters living with the woman in the space provided. If the answer is 'None' for sons (or if she does not have any sons), record '00' in the space provided for sons. Similarly, if she has no daughters now living with her (or if she does not have any daughters), record '00' in the space for daughters. Do not leave either of the spaces blank. Since the question is asked only to women who have children living with them in the same household, at least one of the spaces should have a value higher than 00.<br><br>Remember, we are interested only in the respondent's OWN children - not foster children, children of her husband by another woman, or children of another relative. |

| #23 CM5: Any sons or daughters not living with you | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3308] [Valid(weighted)=3314.829] [Range= 1-2] |
| Universe | Women aged 15-49 |
| Source | 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's 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.<br><br>Make sure the respondent is not reporting dead children in this question. Circle the code corresponding to the response. If she answers 'No', skip to CM7. |

# File wm (cont.)

| #24 CM6A: Sons living not with you | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=732] [Valid(weighted)=742.327] [Range= 0-4] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | How many sons are alive but do not live with you? |
| Interviewer's instructions | If the answer to CM5 is 'Yes', record the number of sons and daughters who are alive but not living with the respondent in the space provided. If the answer is 'None' for sons (or if she does not have any sons who are alive), record '00' in the space provided for sons. If the answer is 'None' for daughters (or if she does not have any daughters who are alive), record '00' in the space provided for daughters.<br><br>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. |

| #25 CM6B: Daughters not living with you | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=732] [Valid(weighted)=742.327] [Range= 0-6] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | How many daughters are alive but do not live with you? |
| Interviewer's instructions | If the answer to CM5 is 'Yes', record the number of sons and daughters who are alive but not living with the respondent in the space provided. If the answer is 'None' for sons (or if she does not have any sons who are alive), record '00' in the space provided for sons. If the answer is 'None' for daughters (or if she does not have any daughters who are alive), record '00' in the space provided for daughters.<br><br>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. |

| #26 CM7: Ever had child who later died | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3308] [Valid(weighted)=3314.829] [Range= 1-2] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Have you ever given birth to a boy or girl who was born alive but later died? |
| Interviewer's instructions | This question is extremely important.<br><br>Circle the code corresponding to the response. Some respondents may fail to mention children who died very young, so if she answers 'No', it is important to probe by asking "…THAT IS, ANY BABY WHO CRIED OR SHOWED SIGNS OF LIFE BUT SURVIVED ONLY A FEW HOURS OR DAYS (OR ONLY A SHORT TIME)?" If the answer is still 'No', skip to CM9.<br><br>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. |

# File wm (cont.)

| #27 CM8A: Boys dead | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1078] [Valid(weighted)=1089.086] [Range= 0-5] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | How many boys have died? |
| Interviewer's instructions | If the answer to CM7 is 'Yes', record the number of sons and daughters who were born alive but later died in the spaces provided. Do not leave either of the spaces blank. For women who have been asked this question, at least one of the spaces should have a value higher than 00. |

| #28 CM8B: Girls dead | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1078] [Valid(weighted)=1089.086] [Range= 0-7] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | How many girls have died? |
| Interviewer's instructions | If the answer to CM7 is 'Yes', record the number of sons and daughters who were born alive but later died in the spaces provided. Do not leave either of the spaces blank. For women who have been asked this question, at least one of the spaces should have a value higher than 00. |

| #29 CM9: Children ever born | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3308] [Valid(weighted)=3314.829] [Range= 1-14] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Pre-question | Sum answers to CM4, CM6, and CM8. |
| Post-question | Just to make sure that I have this right, you have had in total (total number) births during your life. Is this correct?<br><br>Yes. Go to CM11<br><br>No. Check responses and make corrections before proceeding to CM11 |
| Interviewer's instructions | Add the numbers of births reported in CM4, CM6 and CM8 and write the sum here, then check:<br><br>If she says it is correct, check the box marked 'Yes' and continue to the next question. If she says 'No', first check your addition and then go back through the list to check with the respondent whether you have obtained the information correctly. For example, starting with CM4, you would ask: "YOU HAVE TWO SONS AND ONE DAUGHTER LIVING WITH YOU, IS THAT CORRECT?" Do the same for CM6 and CM8. Correct the answers and the sum mentioned in CM9 and then continue to the next question. Make sure to cancel the 'No' in CM10 and check 'Yes' after you have made the corrections. |

| #30 CM12: Live birth in last 2 years | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=3912] [Valid(weighted)=3924.263] |
| Universe | Women aged 15-49 |
| Source | Control fields completed by interviewer |

# File wm (cont.)

| #30 CM12: Live birth in last 2 years (cont.) | |
|---|---|
| Pre-question | Check CM11: Did the woman's last birth occur within the last 2 years, that is, since (day and month of interview in 2003)?<br><br>If child has died, take special care when referring to this child by name in the following modules.<br><br>No live birth in last 2 years. Go to MARRIAGE/UNION module.<br><br>Yes, live birth in last 2 years. Continue with CM13<br><br>Name of child_____ |
| Interviewer's instructions | If the respondent's last birth occurred in the last 2 years, enter the name of the child on the line provided and check the box marked 'Yes'. Then continue with CM13. If the respondent's last birth did not occur in the last 2 years, check the box marked 'No' and go to the Marriage/Union module. |

| #31 TT1: Tetanus toxoid card | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1585] [Valid(weighted)=1610.173] [Range= 1-9] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Pre-question | This module is to be administered to all women with a live birth in the 2 years preceding date of interview. |
| Literal question | Do you have a card or other document with your own immunizations listed? |
| Post-question | If a card is presented, use it to assist with answers to the following questions. |
| Interviewer's instructions | This module is to be administered to all women who have had a live birth in the 2 years preceding the date of the interview. If the woman has had no live births during the 2 years preceding the interview, you should leave this module blank and skip to the next module.<br><br>The purpose of this module is to obtain information about protection from tetanus for infants through vaccination of their mothers. Neonatal tetanus is easily prevented if a woman receives the immunization while she is pregnant with the baby, or receives several vaccinations against it at an appropriate interval before the birth.<br><br>Ask these questions, even if the most recent baby is no longer alive.<br><br>---<br><br>First, ask whether she has a vaccination card or other documentary evidence of vaccination. Ask to see this evidence and record that you have seen it by circling '1'. If a card is presented, use it to assist with answers to the following questions. If the woman says she has a card but does not/cannot show it to you, circle '2'.<br><br>If the card is not available ('2' or '3' circled in TT1), you must try to find out how long ago the last tetanus toxoid (TT) dose was received, and the total number of TT doses the mother has received in her lifetime. Use the probing questions, and record her answers in the spaces provided.<br><br>Women who do not have immunization cards may have difficulty identifying whether injections they received were tetanus toxoid injections. |

| #32 TT2: Tetanus toxoid given in pregnancy | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1585] [Valid(weighted)=1610.173] [Range= 1-9] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |

# File wm (cont.)

| #32 TT2: Tetanus toxoid given in pregnancy (cont.) | |
|---|---|
| Source | The eligible woman selected for interview |
| Literal question | When you were pregnant with your last child, did you receive any injection to prevent him or her from getting tetanus, that is convulsions after birth (an anti-tetanus shot, an injection at the top of the arm or shoulder)? |
| Interviewer's instructions | Ask if she received any tetanus toxoid injection during her last pregnancy. Circle '1' for a 'Yes' response. If the answer is 'No' or 'DK', circle the code corresponding to the response and skip to TT5. |

| #33 TT3: Times given tetanus toxoid in pregnancy | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=465] [Valid(weighted)=479.542] [Range= 1-99] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | If yes: How many times did you receive this anti-tetanus injection during your last pregnancy? |
| Post-question | How many TT doses during last pregnancy were reported in TT3?<br><br>At least two TT injections during last pregnancy. Go to Next Module<br><br>Fewer than two TT injections during last pregnancy. Continue with TT5 |
| Interviewer's instructions | Enter the number of doses she reports in the space provided and continue to TT4. If she does not know, circle '98' and skip to TT5. |

| #34 TT5: Given tetanus toxoid before pregnancy | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1284] [Valid(weighted)=1296.933] [Range= 1-9] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Did you receive any tetanus toxoid injection at any time before your last pregnancy? |
| Interviewer's instructions | Check the box corresponding to the number of TT doses during last pregnancy. If she reported at least two TT injections during her last pregnancy, go to the next module. If she reported fewer than two TT injections during her last pregnancy, continue with TT5.<br><br>---<br><br>Circle the code corresponding to her response. If she reports never having received any TT prior to her last pregnancy, or does not know, circle the code corresponding to the answer given and go to the next module. If 'Yes', continue with TT6. |

| #35 TT6: Times given tetanus toxoid before pregnancy | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=341] [Valid(weighted)=350.702] [Range= 1-99] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | How many times did you receive it? |
| Interviewer's instructions | Ask about doses received during or before the next-to-last pregnancy or between pregnancies (at any time before |

# File wm (cont.)

| #35 TT6: Times given tetanus toxoid before pregnancy (cont.) | |
|---|---|
| | the last pregnancy). Enter her response in the space provided, as in TT3. |

| #36 TT7M: Month last given tetanus toxoid before pregnancy | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=341] [Valid(weighted)=350.702] [Range= 1-99] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | In what month and year did you receive the last anti-tetanus injection before that last pregnancy? |
| Post-question | Skip to next module only if year of injection is given. Otherwise, continue with TT8. |
| Interviewer's instructions | Ask the mother the month and year in which she received the last dose of TT before her last pregnancy. You will need to convert the month to a number, as done earlier. If she cannot supply the month, circle '98' for 'DK Month'. If she can provide the year, fill in the year in the space provided and skip to the next module. If she does not know the year, circle '9998' and continue to TT8. |

| #37 TT7Y: Year last given tetanus toxoid before pregnancy | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=341] [Valid(weighted)=350.702] [Range= 1985-9999] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | In what month and year did you receive the last anti-tetanus injection before that last pregnancy? |
| Post-question | Skip to next module only if year of injection is given. Otherwise, continue with TT8. |
| Interviewer's instructions | Ask the mother the month and year in which she received the last dose of TT before her last pregnancy. You will need to convert the month to a number, as done earlier. If she cannot supply the month, circle '98' for 'DK Month'. If she can provide the year, fill in the year in the space provided and skip to the next module. If she does not know the year, circle '9998' and continue to TT8. |

| #38 TT8: Years ago last received tetanus toxoid before pregnancy | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=94] [Valid(weighted)=98.762] [Range= 7-99] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | How many years ago did you receive the last anti-tetanus injection before that last pregnancy? |
| Interviewer's instructions | Ask her to estimate how long ago she received the last dose of TT (the dose before her last pregnancy), and enter her response in years. |

| #39 MN1: Vitamin A dose after last birth | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1585] [Valid(weighted)=1610.173] [Range= 1-9] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |

# File wm (cont.)

| #39 MN1: Vitamin A dose after last birth (cont.) | |
|---|---|
| Pre-question | This module is to be administered to all women with a live birth in the 2 years preceding date of interview.<br>Check child mortality module CM12 and record name of last-born child here _____.<br>Use this child's name in the following questions, where indicated. |
| Literal question | In the first two months after your last birth [the birth of name], did you receive a Vitamin A dose like this? |
| Post-question | Show 200,000 IU capsule or dispenser. |
| Interviewer's instructions | This module is to be administered to all women who have had a live birth in the 2 years preceding the date of the interview. Check Child Mortality module CM12 and record the name of the last-born child in the space provided. Use this child's name in the following questions, where indicated.<br><br>If the woman has not had any live births in the 2 years preceding the date of interview, leave this module blank and skip to the next module.<br><br>The purpose of this module is to obtain information on the health of the mother and newborn child. The module asks about health and care received by the mother during pregnancy and during labour and delivery. We also ask about the weight of the child and breastfeeding at the time of birth.<br><br>---<br><br>Vitamin A given to nursing mothers is transferred to her infant and can improve the health status of both mother and child. The recommended dose for post-partum women is 200,000 International Units (IU).<br><br>Show the 200,000 IU vitamin A capsule or dispenser you were given to help the respondent remember. Circle the code corresponding to the response. |

| #40 MN2A: Antenatal care: Doctor | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=626] [Valid(weighted)=636.693] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Did you see anyone for antenatal care for this pregnancy?<br><br>If yes: Whom did you see? Anyone else? |
| Post-question | Probe for the type of person seen and circle all answers given. |
| Interviewer's instructions | Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.<br><br>This is a three-part question. First, ask if she saw anyone for antenatal care for this pregnancy. Then, if the woman answers 'Yes', you must ask whom she saw for the check-up. Finally, ask if she saw more than one person and record all persons seen. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'. If she saw no one for antenatal checks, circle 'Y' and skip to MN7.<br><br>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.<br><br>If the woman gives the name of a health facility, ask her to tell you who she saw there. |

# File wm (cont.)

| #41 MN2B: Antenatal care: Nurse/midwife | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=87] [Valid(weighted)=86.749] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Did you see anyone for antenatal care for this pregnancy?<br><br>If yes: Whom did you see? Anyone else? |
| Post-question | Probe for the type of person seen and circle all answers given. |
| Interviewer's instructions | Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.<br><br>This is a three-part question. First, ask if she saw anyone for antenatal care for this pregnancy. Then, if the woman answers 'Yes', you must ask whom she saw for the check-up. Finally, ask if she saw more than one person and record all persons seen. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'. If she saw no one for antenatal checks, circle 'Y' and skip to MN7.<br><br>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.<br><br>If the woman gives the name of a health facility, ask her to tell you who she saw there. |

| #42 MN2C: Antenatal care: Auxilary midwife | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=64] [Valid(weighted)=65.95] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Did you see anyone for antenatal care for this pregnancy?<br><br>If yes: Whom did you see? Anyone else? |
| Post-question | Probe for the type of person seen and circle all answers given. |
| Interviewer's instructions | Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.<br><br>This is a three-part question. First, ask if she saw anyone for antenatal care for this pregnancy. Then, if the woman answers 'Yes', you must ask whom she saw for the check-up. Finally, ask if she saw more than one person and record all persons seen. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'. If she saw no one for antenatal checks, circle 'Y' and skip to MN7.<br><br>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.<br><br>If the woman gives the name of a health facility, ask her to tell you who she saw there. |

# File wm (cont.)

| #43 MN2F: Antenatal care: Traditional birth attendant | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=8] [Valid(weighted)=6.516] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Did you see anyone for antenatal care for this pregnancy?<br><br>If yes: Whom did you see? Anyone else? |
| Post-question | Probe for the type of person seen and circle all answers given. |
| Interviewer's instructions | Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.<br><br>This is a three-part question. First, ask if she saw anyone for antenatal care for this pregnancy. Then, if the woman answers 'Yes', you must ask whom she saw for the check-up. Finally, ask if she saw more than one person and record all persons seen. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'. If she saw no one for antenatal checks, circle 'Y' and skip to MN7.<br><br>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.<br><br>If the woman gives the name of a health facility, ask her to tell you who she saw there. |

| #44 MN2G: Antenatal care: Community health worker | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=1] [Valid(weighted)=1.48] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Did you see anyone for antenatal care for this pregnancy?<br><br>If yes: Whom did you see? Anyone else? |
| Post-question | Probe for the type of person seen and circle all answers given. |
| Interviewer's instructions | Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.<br><br>This is a three-part question. First, ask if she saw anyone for antenatal care for this pregnancy. Then, if the woman answers 'Yes', you must ask whom she saw for the check-up. Finally, ask if she saw more than one person and record all persons seen. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'. If she saw no one for antenatal checks, circle 'Y' and skip to MN7.<br><br>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.<br><br>If the woman gives the name of a health facility, ask her to tell you who she saw there. |

# File wm (cont.)

| #45 MN2H: Antenatal care: Relative/friend | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=21] [Valid(weighted)=23.015] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Did you see anyone for antenatal care for this pregnancy?<br><br>If yes: Whom did you see? Anyone else? |
| Post-question | Probe for the type of person seen and circle all answers given. |
| Interviewer's instructions | Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.<br><br>This is a three-part question. First, ask if she saw anyone for antenatal care for this pregnancy. Then, if the woman answers 'Yes', you must ask whom she saw for the check-up. Finally, ask if she saw more than one person and record all persons seen. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'. If she saw no one for antenatal checks, circle 'Y' and skip to MN7.<br><br>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.<br><br>If the woman gives the name of a health facility, ask her to tell you who she saw there. |

| #46 MN2X: Antenatal care: Other | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=12] [Valid(weighted)=13.075] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Did you see anyone for antenatal care for this pregnancy?<br><br>If yes: Whom did you see? Anyone else? |
| Post-question | Probe for the type of person seen and circle all answers given. |
| Interviewer's instructions | Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.<br><br>This is a three-part question. First, ask if she saw anyone for antenatal care for this pregnancy. Then, if the woman answers 'Yes', you must ask whom she saw for the check-up. Finally, ask if she saw more than one person and record all persons seen. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'. If she saw no one for antenatal checks, circle 'Y' and skip to MN7.<br><br>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.<br><br>If the woman gives the name of a health facility, ask her to tell you who she saw there. |

# File wm (cont.)

| #47 MN2Y: Antenatal care: No one | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=807] [Valid(weighted)=820.446] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Did you see anyone for antenatal care for this pregnancy?<br><br>If yes: Whom did you see? Anyone else? |
| Post-question | Probe for the type of person seen and circle all answers given. |
| Interviewer's instructions | Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.<br><br>This is a three-part question. First, ask if she saw anyone for antenatal care for this pregnancy. Then, if the woman answers 'Yes', you must ask whom she saw for the check-up. Finally, ask if she saw more than one person and record all persons seen. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'. If she saw no one for antenatal checks, circle 'Y' and skip to MN7.<br><br>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.<br><br>If the woman gives the name of a health facility, ask her to tell you who she saw there. |

| #48 MN3A: Weighed | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=778] [Valid(weighted)=789.727] [Range= 1-9] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | As part of your antenatal care, were any of the following done at least once?<br><br>Were you weighed? |
| Interviewer's instructions | Ask about each procedure and record the response before asking about the next one. Circle '1' for 'Yes', or '2' for 'No' in each case. It may be necessary to explain some of the procedures. We want to know whether each of the procedures listed was performed during any of the antenatal check-ups during her last pregnancy. It does not matter if they were performed only once or more than once, or performed in the same visit or spread over several visits. The question asks for the following procedures:<br><br>A. WERE YOU WEIGHED? |

| #49 MN3B: Blood pressure measured | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=778] [Valid(weighted)=789.727] [Range= 1-9] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | As part of your antenatal care, were any of the following done at least once? |

# File wm (cont.)

| #49 MN3B: Blood pressure measured (cont.) | |
|---|---|
| | Was your blood pressure measured? |
| Interviewer's instructions | Ask about each procedure and record the response before asking about the next one. Circle '1' for 'Yes', or '2' for 'No' in each case. It may be necessary to explain some of the procedures. We want to know whether each of the procedures listed was performed during any of the antenatal check-ups during her last pregnancy. It does not matter if they were performed only once or more than once, or performed in the same visit or spread over several visits. The question asks for the following procedures:<br><br>B. WAS YOUR BLOOD PRESSURE MEASURED?<br>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. |

| #50 MN3C: Urine sample | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=778] [Valid(weighted)=789.727] [Range= 1-9] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | As part of your antenatal care, were any of the following done at least once?<br><br>Did you give a urine sample? |
| Interviewer's instructions | Ask about each procedure and record the response before asking about the next one. Circle '1' for 'Yes', or '2' for 'No' in each case. It may be necessary to explain some of the procedures. We want to know whether each of the procedures listed was performed during any of the antenatal check-ups during her last pregnancy. It does not matter if they were performed only once or more than once, or performed in the same visit or spread over several visits. The question asks for the following procedures:<br><br>C. DID YOU GIVE A URINE SAMPLE? |

| #51 MN3D: Blood sample | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=778] [Valid(weighted)=789.727] [Range= 1-9] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | As part of your antenatal care, were any of the following done at least once?<br><br>Did you give a blood sample? |
| Interviewer's instructions | Ask about each procedure and record the response before asking about the next one. Circle '1' for 'Yes', or '2' for 'No' in each case. It may be necessary to explain some of the procedures. We want to know whether each of the procedures listed was performed during any of the antenatal check-ups during her last pregnancy. It does not matter if they were performed only once or more than once, or performed in the same visit or spread over several visits. The question asks for the following procedures:<br><br>D. DID YOU GIVE A BLOOD SAMPLE?<br>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. |

# File wm (cont.)

| #52 MN4: Counseled about AIDS or the AIDS virus | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=778] [Valid(weighted)=789.727] [Range= 1-9] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | During any of the antenatal visits for the pregnancy, were you given any information or counseled about AIDS or the AIDS virus? |
| Interviewer's instructions | We want to know if someone spoke with the respondent about AIDS or the AIDS virus during any of her antenatal care visits. This covers topics such as babies getting the AIDS virus, things that you can do to prevent getting the AIDS virus, or getting tests for the AIDS virus. It does not matter whether the topic was discussed only once or more than once, or discussed in one visit or over several visits. |

| #53 MN5: Tested for HIV/AIDS | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=778] [Valid(weighted)=789.727] [Range= 1-9] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | I don't want to know the results, but were you tested for HIV/AIDS as part of your antenatal care? |
| Interviewer's instructions | Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to MN7. |

| #54 MN6: Received result of HIV test | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=11] [Valid(weighted)=11.782] [Range= 1-9] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | I don't want to know the results, but did you get the results of the test? |
| Interviewer's instructions | Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results.<br><br>Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she knows the results of the test. Circle the code corresponding to the response. |

| #55 MN7A: Assistance at delivery: Doctor | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=324] [Valid(weighted)=336.34] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Who assisted with the delivery of your last child (name)?<br><br>Anyone else? |
| Post-question | Probe for the type of person assisting and circle all answers given. |
| Interviewer's instructions | When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion. |

# File wm (cont.)

| #55 MN7A: Assistance at delivery: Doctor (cont.) | |
|---|---|
| | Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'. |

| #56 MN7B: Assistance at delivery: Nurse | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=113] [Valid(weighted)=111.972] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Who assisted with the delivery of your last child (name)?<br><br>Anyone else? |
| Post-question | Probe for the type of person assisting and circle all answers given. |
| Interviewer's instructions | When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.<br><br>Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'. |

| #57 MN7C: Assistance at delivery: Auxiliary midwife | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=173] [Valid(weighted)=162.372] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Who assisted with the delivery of your last child (name)?<br><br>Anyone else? |
| Post-question | Probe for the type of person assisting and circle all answers given. |
| Interviewer's instructions | When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.<br><br>Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'. |

| #58 MN7F: Assistance at delivery: Traditional birth attendant | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=133] [Valid(weighted)=134.926] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |

# File wm (cont.)

| #58 MN7F: Assistance at delivery: Traditional birth attendant (cont.) | |
|---|---|
| Literal question | Who assisted with the delivery of your last child (name)?<br><br>Anyone else? |
| Post-question | Probe for the type of person assisting and circle all answers given. |
| Interviewer's instructions | When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.<br><br>Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'. |

| #59 MN7G: Assistance at delivery: Community health worker | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=2] [Valid(weighted)=1.752] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Who assisted with the delivery of your last child (name)?<br><br>Anyone else? |
| Post-question | Probe for the type of person assisting and circle all answers given. |
| Interviewer's instructions | When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.<br><br>Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'. |

| #60 MN7H: Assistance at delivery: Relative/friend | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=810] [Valid(weighted)=845.562] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Who assisted with the delivery of your last child (name)?<br><br>Anyone else? |
| Post-question | Probe for the type of person assisting and circle all answers given. |
| Interviewer's instructions | When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.<br><br>Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'. |

# File wm (cont.)

| #61 MN7X: Assistance at delivery: Other | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=46] [Valid(weighted)=42.531] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Who assisted with the delivery of your last child (name)?<br><br>Anyone else? |
| Post-question | Probe for the type of person assisting and circle all answers given. |
| Interviewer's instructions | When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.<br><br>Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'. |

| #62 MN7Y: Assistance at delivery: No one | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=63] [Valid(weighted)=59.95] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Who assisted with the delivery of your last child (name)?<br><br>Anyone else? |
| Post-question | Probe for the type of person assisting and circle all answers given. |
| Interviewer's instructions | When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.<br><br>Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'. |

| #63 MN8: Place of delivery | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1585] [Valid(weighted)=1610.173] [Range= 11-99] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Where did you give birth to (NAME)? |
| Post-question | If source is hospital, health center, or clinic, write the name of the place below. Probe to identify the type of source and circle the appropriate code. |
| Interviewer's instructions | The intent of this question is to identify births delivered in a health facility. If the woman gave birth in a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the place is in the public (run by the government) or private sector. If the place is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle '26'. Similarly, if the place is in the private medical sector, but is not one of the pre-coded choices, write the description in the space |

# File wm (cont.)

| #63 MN8: Place of delivery (cont.) | |
|---|---|
| | provided for 'Other private medical' and circle '36'.<br><br>If the respondent answers that she delivered in another place not listed, write the description of the place in the space provided for 'Other' and circle '96'. Then write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response. Places that are not health facilities, other than home, should also be coded as 'Other' and described. |

| #64 MN9: Size of child at birth | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1585] [Valid(weighted)=1610.173] [Range= 1-9] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | When your last child (name) was born, was he/she very large, larger than average, average, smaller than average, or very small? |
| Interviewer's 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.<br><br>Read the entire question exactly as written before accepting an answer. This is the woman's own opinion about the size of her baby. Even if she knows the child's birthweight, tell her that you want to know her own idea of whether the baby was very large, larger than average, average, smaller than average or very small. If the respondent is unable to tell you, do not try to guess the answer based on the birthweight information or the appearance of the baby; circle '8' for 'DK'. In cases when the woman knows the birthweight of the baby and tells you the exact weight, do not use your judgement to influence her response in MN9. In other words, even if the woman tells you that her baby was smaller than average while the birthweight she is stating is quite large in your opinion, do not probe further to 'correct' the woman's perception of the size of the baby. |

| #65 MN10: Child weighed at birth | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1585] [Valid(weighted)=1610.173] [Range= 1-9] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Was (name) weighed at birth? |
| Interviewer's instructions | Circle the code corresponding to the response given. If the baby was not weighed at birth or the mother doesn't know, skip to MN12. |

| #66 MN11A: Weight from card or recall | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=189] [Valid(weighted)=193.987] [Range= 1-9] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | How much did (name) weigh? |

# File wm (cont.)

| #66 MN11A: Weight from card or recall (cont.) | |
|---|---|
| Post-question | Record weight from health card, if available. |
| Interviewer's 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.<br><br>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. |

| #67 MN11B: Weight at birth (Kilograms) | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=189] [Valid(weighted)=193.987] [Range= 0.999-9.999] |

| #68 MN12: Ever breastfeed | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1585] [Valid(weighted)=1610.173] [Range= 1-9] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | Did you ever breastfeed (name)? |
| Interviewer's instructions | Breastfeeding is important for a child's health and because it prevents pregnancy during the period when the mother is breastfeeding. For this question, it does not matter how long the respondent breastfed the child, only whether or not she ever gave the child the breast, even if the baby died very young.<br><br>Circle the code corresponding to the response given. If the response is 'No' (she never breastfed the child), go to the next module. |

| #69 MN13U: Time baby put to breast (unit) | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1537] [Valid(weighted)=1562.253] [Range= 0-9] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | How long after birth did you first put (name) to the breast? |
| Post-question | If less than 1 hour, record '00' hours.<br>If less than 24 hours, record hours.<br>Otherwise, record days. |
| Interviewer's 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.<br><br>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.<br><br>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. |

# File wm (cont.)

| #69 MN13U: Time baby put to breast (unit) (cont.) | |
|---|---|
| | 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.<br>If the woman does not know or does not remember how long after birth she put the baby to the breast, circle '998'. |

| #70 MN13N: Time baby put to breast (number) | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1537] [Valid(weighted)=1562.253] [Range= 0-99] |
| Universe | Women aged 15-49 who gave birth to a child in the 2 years preceding the survey |
| Source | The eligible woman selected for interview |
| Literal question | How long after birth did you first put (name) to the breast? |
| Post-question | If less than 1 hour, record '00' hours.<br>If less than 24 hours, record hours.<br>Otherwise, record days. |
| Interviewer's 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.<br><br>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.<br><br>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.<br><br>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.<br>If the woman does not know or does not remember how long after birth she put the baby to the breast, circle '998'. |

| #71 MA1: Currently married or living with a man | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 1-3] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Are you currently married or living together with a man as if married? |
| Interviewer's instructions | This module is to be administered to all women aged 15-49 years (including women age 15 and age 49).<br><br>In the questionnaire and this manual, 'marriage' always refers to both formal and informal unions, such as living together. An informal union is one in which the man and woman live together for some time, intending to have a lasting relationship, but do not have a formal civil or religious ceremony.<br><br>For example, if a woman went to live with her boyfriend and his family and stayed there for several years, they would be considered 'living together', whether or not they have any children. On the other hand, if a woman has a boyfriend but has never lived with him, she would not be considered in a union. Casual sexual encounters are not included here. |

# File wm (cont.)

| #71 MA1: Currently married or living with a man (cont.) | |
|---|---|
| | ---<br><br>The options here are currently married, living with a man, or not in union (the woman is neither married nor living with a man). Circle the code corresponding to the respondent's status at the time of the interview. If the woman is currently neither married or in a union, skip to MA3. |

| #72 MA2: Age of husband/partner | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3519] [Valid(weighted)=3514.425] [Range= 16-99] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | How old was your husband/partner on his last birthday? |
| Interviewer's instructions | If she knows the age of her current partner on his last birthday, enter his age in the space provided. If she does not know his age, circle '98'.<br><br>Skip to MA5, irrespective of the response. |

| #73 MA5: Married or lived with a man once or more than once | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Have you been married or lived with a man only once or more than once? |
| Interviewer's instructions | As with MA1, we are interested in formal marriages as well as informal arrangements. If a woman was married or lived with a man and then was widowed, divorced, or separated from her husband or partner and is now either married to or living with someone else, record 'More than once'. If a woman is not currently married or in an informal union but was previously married or living with someone else two or more times, record 'More than once' by circling '2'. If she has married or lived with someone else only once, circle '1.'<br><br>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. |

| #74 MA6M: Month of first union | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 1-99] |
| Universe | Women aged 15-49 |
| Source | 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's 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.<br><br>If she does not recall the date that she first married or started living with a man as if married, ask whether she has |

# File wm (cont.)

| #74 MA6M: Month of first union (cont.) | |
|---|---|
| | any documentation that might give the date. If she does not know or have documentation of the month, circle '98' for 'DK month' and ask her the year that she first married or started living with a man as if married. Enter the year in the space provided. Once again, if she does not know and does not have documentation of the year that she first married or started living with a man as if married, circle '9998' for 'DK year'. |

| #75 MA6Y: Year of first union | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 1970-9999] |
| Universe | Women aged 15-49 |
| Source | 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's 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.<br><br>If she does not recall the date that she first married or started living with a man as if married, ask whether she has any documentation that might give the date. If she does not know or have documentation of the month, circle '98' for 'DK month' and ask her the year that she first married or started living with a man as if married. Enter the year in the space provided. Once again, if she does not know and does not have documentation of the year that she first married or started living with a man as if married, circle '9998' for 'DK year'. |

| #76 MA8: Age at first union | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3736] [Valid(weighted)=3735.353] [Range= 1-96] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Pre-question | Check MA6:<br><br>Both month and year of marriage/union known? Go to Next Module<br><br>Either month or year of marriage/union not known? Continue with MA8 |
| Literal question | How old were you when you started living with your first husband/partner? |
| Interviewer's instructions | If both the month and year are known, go to the next module. If either the month or the year is not known, continue to MA8.<br><br>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. |

| #77 MA8A: First Husband was a relative | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 1-9] |

# File wm (cont.)

| #78 MA8B: What was the relationship with your first husband | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1747] [Valid(weighted)=1743.933] [Range= 1-5] |

| #79 CP1: Currently pregnant | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3519] [Valid(weighted)=3514.425] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Pre-question | I would like to talk with you about another subject - family planning - and your reproductive health. |
| Literal question | Are you pregnant now? |
| Interviewer's instructions | The module should be administered to all women aged 15-49 years (including women age 15 and age 49). These questions and the ones in the HIV/AIDS module deal with private behaviour and attitudes. These questions are designed to collect the basic information needed to estimate contraceptive prevalence rates and types of methods used, as well as to measure the need for family planning by identifying women who want no more children or want to postpone their next birth.<br><br>If present, male members of field teams (such as supervisors, editors and drivers) should be asked to leave the interview area. Even in cases where women are being interviewed alone, they will be reluctant to answer these questions if they sense that you are part of a team that includes males and that her responses may be shared with the males in the team.<br><br>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!<br><br>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'. In both cases, skip to CP2. |

| #80 CP1A: Did you want to wait later or not want any more children | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=569] [Valid(weighted)=573.434] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | At the time you became pregnant did you want to become pregnant <u>then</u>, did you want to wait until <u>later</u>, or did you <u>not want</u> to have any more children? |
| Interviewer's instructions | This question is asked only to women who are pregnant at the time of interview (CP1=1), and the answer is used to assess the woman's need for contraception: If she did not want to become pregnant, she is considered to have 'unmet need'. Read the entire question to the respondent before accepting an answer, stressing the underlined words. Circle the code corresponding to the response given. Whatever the woman's response to this question, you should skip to CP4B. |

| #81 CP2: Currently using a method to avoid pregnancy | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2950] [Valid(weighted)=2940.99] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |

# File wm (cont.)

| #81 CP2: Currently using a method to avoid pregnancy (cont.) | |
|---|---|
| Literal question | Some people use various ways or methods to delay or avoid a pregnancy.<br>Are you currently doing something or using any method to delay or avoid getting pregnant? |
| Interviewer's instructions | Circle the code corresponding to the response given. If the answer is 'No', go to the next module. |

| #82 CP3A: Current method: Female sterilization | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=79] [Valid(weighted)=79.262] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Which method are you using? |
| Post-question | Do not prompt.<br>If more than one method is mentioned, circle each one. |
| Interviewer's 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'.<br><br>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.<br><br>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.<br><br>If needed, consider the last 1 month as 'current use'.<br><br>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. |

| #83 CP3B: Current method: Male sterilization | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=4] [Valid(weighted)=3.79] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Which method are you using? |
| Post-question | Do not prompt.<br>If more than one method is mentioned, circle each one. |
| Interviewer's 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'.<br><br>Since methods are effective for different lengths of time, you may have difficulty determining if a particular |

# File wm (cont.)

| #83 CP3B: Current method: Male sterilization (cont.) | |
|---|---|
| | 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.<br><br>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.<br><br>If necessary, consider the last 1 month as 'current use'.<br><br>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. |

| #84 CP3C: Current method: Pill | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=311] [Valid(weighted)=316.853] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Which method are you using? |
| Post-question | Do not prompt.<br>If more than one method is mentioned, circle each one. |
| Interviewer's 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'.<br><br>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.<br><br>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.<br><br>If needed, consider the last 1 month as 'current use'.<br><br>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. |

| #85 CP3D: Current method: IUD | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=146] [Valid(weighted)=148.49] |

# File wm (cont.)

| #85 CP3D: Current method: IUD (cont.) | |
|---|---|
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Which method are you using? |
| Post-question | Do not prompt.<br>If more than one method is mentioned, circle each one. |
| Interviewer's 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'.<br><br>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.<br><br>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.<br><br>If needed, consider the last 1 month as 'current use'.<br><br>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. |

| #86 CP3E: Current method: Injections | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=136] [Valid(weighted)=127.999] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Which method are you using? |
| Post-question | Do not prompt.<br>If more than one method is mentioned, circle each one. |
| Interviewer's 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'.<br><br>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.<br><br>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.<br><br>If needed, consider the last 1 month as 'current use'. |

# File wm (cont.)

| #86 CP3E: Current method: Injections (cont.) | |
|---|---|
| | 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. |

| #87 CP3F: Current method: Implants | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=5] [Valid(weighted)=6.664] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Which method are you using? |
| Post-question | Do not prompt.<br>If more than one method is mentioned, circle each one. |
| Interviewer's 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'.<br><br>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.<br><br>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.<br><br>If needed, consider the last 1 month as 'current use'.<br><br>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. |

| #88 CP3G: Current method: Condom | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=13] [Valid(weighted)=15.202] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Which method are you using? |
| Post-question | Do not prompt.<br>If more than one method is mentioned, circle each one. |
| Interviewer's 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'. |

# File wm (cont.)

| #88 CP3G: Current method: Condom (cont.) | |
|---|---|
| | 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.<br><br>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.<br><br>If needed, consider the last 1 month as 'current use'.<br><br>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. |

| #89 CP3H: Current method: Female condom | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=1] [Valid(weighted)=1.379] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Which method are you using? |
| Post-question | Do not prompt.<br>If more than one method is mentioned, circle each one. |
| Interviewer's 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'.<br><br>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.<br><br>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.<br><br>If needed, consider the last 1 month as 'current use'.<br><br>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. |

# File wm (cont.)

| #90 CP3I: Current method: Diaphragm | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=1] [Valid(weighted)=1.024] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Which method are you using? |
| Post-question | Do not prompt.<br>If more than one method is mentioned, circle each one. |
| Interviewer's 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'.<br><br>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.<br><br>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.<br><br>If needed, consider the last 1 month as 'current use'.<br><br>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. |

| #91 CP3J: Current method: Foam/jelly | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=1] [Valid(weighted)=1.032] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Which method are you using? |
| Post-question | Do not prompt.<br>If more than one method is mentioned, circle each one. |
| Interviewer's 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'.<br><br>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.<br><br>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. |

# File wm (cont.)

| #91 CP3J: Current method: Foam/jelly (cont.) | |
|---|---|
| | If needed, consider the last 1 month as 'current use'.<br><br>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. |

| #92 CP3K: Current method: Lactational amenorrhea method | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=223] [Valid(weighted)=222.792] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Which method are you using? |
| Post-question | Do not prompt.<br>If more than one method is mentioned, circle each one. |
| Interviewer's 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'.<br><br>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.<br><br>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.<br><br>If needed, consider the last 1 month as 'current use'.<br><br>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. |

| #93 CP3L: Current method: Periodic abstinence | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=43] [Valid(weighted)=44.169] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Which method are you using? |
| Post-question | Do not prompt.<br>If more than one method is mentioned, circle each one. |
| Interviewer's instructions | Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one |

# File wm (cont.)

| #93 CP3L: Current method: Periodic abstinence (cont.) | |
|---|---|
| | 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'.<br><br>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.<br><br>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.<br><br>If needed, consider the last 1 month as 'current use'.<br><br>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. |

| #94 CP3M: Current method: Withdrawal | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=26] [Valid(weighted)=26.144] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Which method are you using? |
| Post-question | Do not prompt.<br>If more than one method is mentioned, circle each one. |
| Interviewer's 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'.<br><br>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.<br><br>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.<br><br>If needed, consider the last 1 month as 'current use'.<br><br>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. |

# File wm (cont.)

| #95 CP3X: Current method: Other | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=29] [Valid(weighted)=29.244] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Which method are you using? |
| Post-question | Do not prompt.<br>If more than one method is mentioned, circle each one. |
| Interviewer's 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'.<br><br>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.<br><br>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.<br><br>If needed, consider the last 1 month as 'current use'.<br><br>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. |

| #96 CP3A11_98: Place got contaceptive method | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=970] [Valid(weighted)=971.841] [Range= 11-98] |

| #97 CP4A: Prefer to have or not to have any more children | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3519] [Valid(weighted)=3514.425] [Range= 1-8] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | a. Now I would like to ask some questions about the future. Would you like to have (a/another) child, or would you prefer not to have any (more) children?<br><br>b. If currently pregnant: 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's instructions | CP4A. Ask the question choosing the appropriate wording, based on what you know about the woman. If she is not pregnant, and has no living children, ask: "NOW I WOULD LIKE TO ASK SOME QUESTIONS ABOUT THE FUTURE. WOULD YOU LIKE TO HAVE A CHILD OR WOULD YOU PREFER NOT TO HAVE ANY CHILDREN?" Ask the entire question before accepting an answer.<br>If she is not pregnant and has one or more children, you will have to word the question differently, saying "WOULD YOU LIKE TO HAVE ANOTHER CHILD OR WOULD YOU PREFER NOT TO HAVE ANY MORE |

# File wm (cont.)

| #97 CP4A: Prefer to have or not to have any more children (cont.) | |
|---|---|
| | CHILDREN?"<br><br>Circle the code corresponding to the response given. Note that each response leads to a different skip instruction. If the woman wants to have a/another child, you should circle '1' and continue with CP4C. If she wants no more children or does not want to have children at all, you should circle '2' and skip to CP4D. If she says she cannot get pregnant, circle '3' and skip to the next module. If she is undecided or does not know, circle '8' and skip to CP4D.<br><br>For women who are currently pregnant, you will not be asking CP4A. Instead, you will be asking CP4B, which uses the same response categories and is essentially the same question as CP4A, worded slightly differently:<br><br>CP4B. 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. Response categories and skip instructions are the same as those for CP4A. |

| #98 CP4CU: Desired waiting time (units) | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1422] [Valid(weighted)=1445.91] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | How long would you like to wait before the birth of (a/another) child? |
| Interviewer's 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.<br><br>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 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 the next module. |

| #99 CP4CN: Desired waiting time (number) | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1422] [Valid(weighted)=1445.91] [Range= 0-99] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | How long would you like to wait before the birth of (a/another) child? |
| Interviewer's 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.<br><br>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 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 the next module. |

# File wm (cont.)

| #100 CP4E: Able to get pregnant | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3257] [Valid(weighted)=3263.648] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Pre-question | Check CP1:<br><br>Currently pregnant? Go to Next Module<br><br>Not currently pregnant or unsure? Continue with CP4E |
| Literal question | Do you think you are physically able to get pregnant at this time? |
| Interviewer's instructions | This is a filter that you will use to make sure that you do not ask question CP4E to women who are pregnant at the time of the interview. Check her response to CP1: If the woman is currently pregnant, mark the corresponding box and skip to the next module. If she is currently not pregnant or is unsure, continue with the next question, CP4E.<br><br>---<br><br>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.<br><br>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'. |

| #101 HA1: Ever heard of HIV or AIDS | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Pre-question | Now I would like to talk with you about something else. |
| Literal question | Have you ever heard of the virus HIV or an illness called AIDS? |
| Interviewer's instructions | This module is to be administered to all women aged 15-49 years (including woman age 15 and age 49). The purpose of this module is to obtain information to help programme managers and policy makers plan more effective programmes to prevent HIV infection. The questions assess knowledge, attitudes and behaviour related to AIDS transmission, prevention and testing for the virus that causes AIDS.<br><br>First, questions are asked to estimate the respondent's basic knowledge about HIV transmission and AIDS.<br><br>This question serves as an introduction and allows us to verify whether a respondent has heard of AIDS. If there is a local term for AIDS, use the local term in addition to 'AIDS'.<br><br>If a respondent has never heard of the HIV virus or AIDS, go to the next module. |

| #102 HA3: Can get AIDS through supernatural means | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2265] [Valid(weighted)=2267.943] [Range= 1-9] |

# File wm (cont.)

| #102 HA3: Can get AIDS through supernatural means (cont.) | |
|---|---|
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Can people get infected with the AIDS virus because of witchcraft or other supernatural means? |
| Interviewer's instructions | The following questions ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV - by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example.<br><br>For questions HA2-HA8, circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.<br><br>--- |

| #103 HA4: Can avoid AIDS by using a condom correctly every time | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2265] [Valid(weighted)=2267.943] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Can people reduce their chance of getting the AIDS virus by using a condom every time they have sex? |
| Interviewer's instructions | The following questions ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV - by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example.<br><br>For questions HA2-HA8, circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.<br><br>--- |

| #104 HA5: Can get AIDS from mosquito bites | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2265] [Valid(weighted)=2267.943] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Can people get the AIDS virus from mosquito bites? |
| Interviewer's instructions | The following questions ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV - by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example.<br><br>For questions HA2-HA8, circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.<br><br>--- |

# File wm (cont.)

| #105 HA6: Can avoid AIDS by not having sex at all | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2265] [Valid(weighted)=2267.943] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Can people reduce their chance of getting infected with the AIDS virus by not having sex at all? |
| Interviewer's instructions | The following questions ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV - by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example.<br><br>For questions HA2-HA8, circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.<br><br>--- |

| #106 HA7: Can get AIDS by sharing food with person with AIDS virus | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2265] [Valid(weighted)=2267.943] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Can people get the AIDS virus by sharing food with a person who has AIDS? |
| Interviewer's instructions | The following questions ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV - by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example.<br><br>For questions HA2-HA8, circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.<br><br>--- |

| #107 HA7A: Can get AIDS by injection with needle already used by someon | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2265] [Valid(weighted)=2267.943] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Can people get the AIDS virus by getting injections with a needle that was already used by someone else? |
| Interviewer's instructions | The following questions ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV - by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example.<br><br>For questions HA2-HA8, circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.<br><br>--- |

# File wm (cont.)

| #108 HA8: Healthy-looking person can have AIDS | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2265] [Valid(weighted)=2267.943] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Is it possible for a healthy-looking person to have the AIDS virus? |
| Interviewer's instructions | The following questions ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV - by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example.<br><br>For questions HA2-HA8, circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.<br><br>--- |

| #109 HA9A: AIDS from mother to child during pregnancy | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2265] [Valid(weighted)=2267.943] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Can the AIDS virus be transmitted from a mother to a baby?<br><br>During pregnancy? |
| Interviewer's instructions | An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby.<br><br>Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'. |

| #110 HA9B: AIDS from mother to child at delivery | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2265] [Valid(weighted)=2267.943] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Can the AIDS virus be transmitted from a mother to a baby?<br><br>During delivery? |
| Interviewer's instructions | An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby.<br><br>Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'. |

# File wm (cont.)

| #111 HA9C: AIDS from mother to child through breastmilk | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2265] [Valid(weighted)=2267.943] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Can the AIDS virus be transmitted from a mother to a baby?<br><br>By breastfeeding? |
| Interviewer's instructions | An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby.<br><br>Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'. |

| #112 HA10: Should female teacher with HIV/AIDS be allowed to teach in school | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2265] [Valid(weighted)=2267.943] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | If a female teacher has the AIDS virus but is not sick, should she be allowed to continue teaching in school? |
| Interviewer's instructions | The following four questions are meant to ascertain the respondent's personal opinion and attitude towards people with AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.<br><br>Circle the code for the response given. Once again, do not prompt the respondent or indicate the 'correct' answer in any way. If a respondent says she doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.<br><br>---<br><br>If a school learns that a female teacher has the AIDS virus, but she is not sick, how should the school handle this information? Should the teacher be allowed to continue teaching at the school, or should she be removed from her teaching position? We are not asking about whether or not a teacher has actually been asked to leave a teaching position, but rather, what is the respondent's opinion about how such a case should be handled; should the teacher be allowed to continue teaching? |

| #113 HA11: Would buy fresh vegetables from shopseller with HIV/AIDS | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2265] [Valid(weighted)=2267.943] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had the AIDS virus? |
| Interviewer's instructions | The following four questions are meant to ascertain the respondent's personal opinion and attitude towards people with AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation. |

# File wm (cont.)

| #113 HA11: Would buy fresh vegetables from shopseller with HIV/AIDS (cont.) | |
|---|---|
| | Circle the code for the response given. Once again, do not prompt the respondent or indicate the 'correct' answer in any way. If a respondent says she doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.<br><br>--- |

| #114 HA12: If a member became infected with the virus, would you want i | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2265] [Valid(weighted)=2267.943] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | If a member of your family became infected with the AIDS virus, would you want it to remain a secret? |
| Interviewer's instructions | The following four questions are meant to ascertain the respondent's personal opinion and attitude towards people with AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.<br><br>Circle the code for the response given. Once again, do not prompt the respondent or indicate the 'correct' answer in any way. If a respondent says she doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.<br><br>--- |

| #115 HA13: Willing to care for person with AIDS in household | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2265] [Valid(weighted)=2267.943] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | If a member of your family became sick with the AIDS virus, would you be willing to care for him or her in your household? |
| Interviewer's instructions | The following four questions are meant to ascertain the respondent's personal opinion and attitude towards people with AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.<br><br>Circle the code for the response given. Once again, do not prompt the respondent or indicate the 'correct' answer in any way. If a respondent says she doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.<br><br>--- |

| #116 HA15: Ever had HIV test | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2265] [Valid(weighted)=2267.943] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Pre-question | Check MN5: Tested for HIV during antenatal care? |

# File wm (cont.)

| #116 HA15: Ever had HIV test (cont.) | |
|---|---|
| | Yes. Go to HA18A<br><br>No. Continue with HA15 |
| Literal question | I do not want to know the results, but have you ever been tested to see if you have HIV, the virus that causes AIDS? |
| Interviewer's instructions | The following questions aim to obtain information about the level of 'unmet need' for HIV-testing. They first ask about experience of HIV testing. Voluntary testing and counselling are now encouraged, in the belief that if a person knows his or her status, he or she is more likely to adopt behaviours to prevent contracting the virus or (if positive) transmitting it. Many of those who get tested do not return to learn the results of the test, but the proportion of those who return should rise as the quality of pre-test counselling improves. It is important to obtain an estimate of the number of those tested who return to learn the results, in order to monitor this proxy indicator of the quality of available counselling and the level of demand for such services.<br><br>---<br><br>Check the respondent's answer to MN5 in the Maternal and Newborn Health module regarding whether or not she was tested for HIV during her antenatal care visits. If the respondent has already answered that she was tested during antenatal care visits, you do not need to ask her questions HA15-HA18. In such cases, check the box marked 'Yes' and go to HA18A. If her answer was 'No', check the corresponding box and continue to HA15.<br><br>---<br><br>Ask the respondent if she was tested for the HIV. Be clear to the respondent that you are not asking to know the results of the test. Circle the code for the response given. If her answer is 'No', skip to HA18. |

| #117 HA16: Received results of HIV test | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=64] [Valid(weighted)=63.788] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | I do not want you to tell me the results of the test, but have you been told the results? |
| Interviewer's instructions | The following questions aim to obtain information about the level of 'unmet need' for HIV-testing. They first ask about experience of HIV testing. Voluntary testing and counselling are now encouraged, in the belief that if a person knows his or her status, he or she is more likely to adopt behaviours to prevent contracting the virus or (if positive) transmitting it. Many of those who get tested do not return to learn the results of the test, but the proportion of those who return should rise as the quality of pre-test counselling improves. It is important to obtain an estimate of the number of those tested who return to learn the results, in order to monitor this proxy indicator of the quality of available counselling and the level of demand for such services.<br><br>---<br><br>Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results.<br><br>It is important that you do not attempt to find out the HIV status of any respondent who has been tested, or imply that you have any interest in knowing her HIV status. Ask the question, ensuring that the respondent knows that you are not interested in learning the results of any test she may have undergone. Circle the code corresponding to her response. |

# File wm (cont.)

| #118 HA17: Asked for HIV test or was it offered to you | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=64] [Valid(weighted)=63.788] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | Did you, yourself, ask for the test, was it offered to you and you accepted, or was it required? |
| Interviewer's instructions | The following questions aim to obtain information about the level of 'unmet need' for HIV-testing. They first ask about experience of HIV testing. Voluntary testing and counselling are now encouraged, in the belief that if a person knows his or her status, he or she is more likely to adopt behaviours to prevent contracting the virus or (if positive) transmitting it. Many of those who get tested do not return to learn the results of the test, but the proportion of those who return should rise as the quality of pre-test counselling improves. It is important to obtain an estimate of the number of those tested who return to learn the results, in order to monitor this proxy indicator of the quality of available counselling and the level of demand for such services.<br><br>---<br><br>If the respondent has been tested for HIV, we want to know whose idea it was to get the test. There are three options, so read the entire question before expecting an answer. Perhaps the respondent asked to be tested for HIV. Perhaps a health worker offered to test the respondent and the respondent accepted being tested. Perhaps the test was required for some reason.<br>Circle the code corresponding to the response. If the respondent got tested because her partner asked her to do so, you would circle '1', corresponding to 'Asked for the test', because she got the test of her own volition, in response to someone asking her to do so. This would be the case if a girlfriend or boyfriend or spouse or other concerned person personally asked them to get tested. If the respondent was offered the test during a normal health centre visit, for instance, and the respondent accepted the test, this would be coded as '2', 'Offered and accepted'. By 'required', we mean formally required. For example, an employer may require their employees to get tested for the AIDS virus. If so, you would circle '3' for 'Required'. Also, some countries require applicants applying for work permits or applicants applying for visas to show proof of an AIDS test. |

| #119 HA18: Know a place to get HIV test | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=2201] [Valid(weighted)=2204.155] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | The eligible woman selected for interview |
| Literal question | At this time, do you know of a place where you can go to get such a test to see if you have the AIDS virus?<br><br>A. If tested for HIV during antenatal care: Other than at the antenatal clinic, do you know of a place where you can go to get a test to see if you have the AIDS virus? |
| Interviewer's instructions | Note that some women will be asked HA18 and others will be asked HA18A, but the same set of response codes will be used to indicate the woman's response. Specifically, women who have not been tested for HIV during antenatal care ('No' marked in HA14) or any other time ('2' circled in HA15) are asked HA18. For women who have been tested for HIV during antenatal care, you should ask HA18A.<br>Even if the respondent has been tested for HIV during antenatal care, we still ask this question, since the original testing place may no longer be accessible to the respondent.<br><br>Circle the code corresponding to the response.<br><br>When you have finished asking HA18 or HA18A, thank the woman. Check whether she is the mother or primary caretaker of any children that live with her and that are under the age of five by checking the Household Questionnaire, column HL8, for the woman's line number. If so, start interviewing her with the Questionnaire for Children Under Five for those children. |

# File wm (cont.)

| #119 HA18: Know a place to get HIV test (cont.) | |
|---|---|
| | If this woman is not the mother or primary caretaker of any children under five in the household, check if there is another eligible woman residing in the same household. If so, go on to administer the Questionnaire for Individual Women to the next eligible woman. Continue until you have completed questionnaires for all eligible women and children in the household. |

| #120 HH3: Interviewer number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-52] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Interviewer name and number: |
| Interviewer's instructions | Enter your own name and identification number provided to you at the time of training. |

| #121 HH4: Supervisor Number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-14] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Supervisor name and number: |
| Interviewer's instructions | Enter your supervisor's name and identification number. You will be provided with your supervisor's identification number as soon as you know who you will be working with. |

| #122 HH5D: Day of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-30] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Day/Month/Year of interview: |
| Interviewer's 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. |

| #123 HH5M: Month of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 9-10] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Day/Month/Year of interview: |
| Interviewer's 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 |

# File wm (cont.)

| #123 HH5M: Month of interview (cont.) | |
|---|---|
| | 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. |

| #124 HH5Y: Year of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 2005-2005] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Day/Month/Year of interview: |
| Interviewer's 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. |

| #125 HH6: Area | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-2] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Area: |
| Interviewer's instructions | Circle the code for area of residence as instructed by your supervisor. This will have been pre-determined; you will not be required to assess whether the household is in an urban or rural area. |

| #126 HH7: Governorate | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-5] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Governorate: |
| Interviewer's instructions | Circle the code for region. |

| #127 HH9: Result of HH interview | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-6] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | After all questionnaires for the household have been completed, fill in the following information:<br><br>Result of HH interview: |
| Interviewer's instructions | If the Household Questionnaire is completed, circle '1' for 'Completed'. If you have not been able to contact the household after repeated visits, circle '2' for 'Not at home'. If the household refuses to be interviewed, circle '3' for |

# File wm (cont.)

| #127 HH9: Result of HH interview (cont.) | |
|---|---|
| | 'Refused'. If you are unable to locate the household or if the dwelling is destroyed, circle '4' for 'HH not found/destroyed'. If you have not been able to complete the Household Questionnaire for another reason, you should circle '6' for 'Other' and specify the reason in the space provided. Some examples of 'Other' codes might be: the household respondent is incapacitated; the questionnaire is partly completed; adult household members were not found at home after repeated visits. |

| #128 HH10: Respondent HH questionnaire | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-99] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Respondent to HH questionnaire: |
| Interviewer's instructions | Enter the name and line number (from the Household Listing, columns HL1 and HL2) of the respondent to the Household Questionnaire. |

| #129 HH11: Number of household members | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-25] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Total number of household members: |
| Interviewer's instructions | Count the number of household members recorded in column HL1 of the Household Listing and enter the total here. |

| #130 HH12: Total eligible women | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 0-11] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | No.of women eligible for interview: |
| Interviewer's instructions | Enter the total number of women eligible for interview for the Questionnaire for Individual Women - you will copy this from the row for totals at the bottom of the Household Listing, for HL6. |

| #131 HH13: Women interviews completed | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 0-11] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | No.of women questionnaires completed: |
| Interviewer's instructions | Once all of the Questionnaires for Individual Women have been completed for a particular household, enter the number completed here. |

# File wm (cont.)

| #132 HH14: Total children under 5 | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 0-7] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | No.of children under age 5: |
| Interviewer's instructions | Enter the total number of children under five eligible for inclusion in the survey from the row for totals at the bottom of the Household Listing, for HL8. You will be using the Questionnaire for Children Under Five to interview the mothers or primary caretakers of these children. |

| #133 HH15: Child interviews completed | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 0-7] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | No.of under-5 questionnaires completed: |
| Interviewer's instructions | Once all of the Questionnaires for Children Under Five have been completed for a particular household, enter the number completed here. |

| #134 HH16: Data entry clerk | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-12] |
| Universe | Women aged 15-49 |
| Source | Interview information fields completed by interviewer |
| Pre-question | Data entry clerk: |
| Interviewer's instructions | Leave this space blank. The data clerk will enter his/her number in the space provided. |

| #135 WS1: Main source of drinking water | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 11-99] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | What is the main source of drinking water for members of your household? |
| Interviewer's instructions | The purpose of the first two questions of this module is to assess the type of household water used for drinking as well as for other purposes, such as cooking and washing hands.<br><br>Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2):<br>'11' - Piped into dwelling, also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom.<br>'12' - Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house.<br>'13' - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete. |

# File wm (cont.)

| #135 WS1: Main source of drinking water (cont.) | |
|---|---|
| | '21' - A tube-well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater supplies. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy.<br>'31' - A protected dug well is a dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole.<br>'32' - An unprotected dug well is a dug well for which one or both of the following are true: (1) the well is not protected from run-off water; (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected.<br>'41' - A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a 'spring box' that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution.<br>'42' - An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a 'spring box' (described above).<br>'51' - Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used.<br>'61' - A tanker-truck water source transports and sells water by means of a tanker truck.<br>'71' - Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means.<br>'81' - Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly.<br>'91' - Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles - this should not be coded as bottled water.<br><br>---<br><br>Circle the code for the most usual source. If several sources are mentioned, probe to determine the most usual source. If the source varies by season, record the source for the season of the interview. Note that the next question is only asked if the response to this question is 'Bottled water'. You should skip WS2 if the response to WS1 is other than 'Bottled water'. If the response is 'Piped into dwelling' or 'Piped into yard/plot', circle '11' or '12', respectively, and skip to WS5. Otherwise, skip to WS3. |

| #136 WS2: Main source of water used for other purposes (if bottled wat | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=323] [Valid(weighted)=317.782] [Range= 11-99] |
| Universe | Women aged 15-49 |
| Source | 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's instructions | The purpose of the first two questions of this module is to assess the type of household water used for drinking as well as for other purposes, such as cooking and washing hands.<br><br>Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2):<br>'11' - Piped into dwelling, also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom.<br>'12' - Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house.<br>'13' - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete.<br>'21' - A tube-well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching |

# File wm (cont.)

| #136 WS2: Main source of water used for other purposes (if bottled wat (cont.) | |
|---|---|
| | groundwater supplies. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy.<br>'31' - A protected dug well is a dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole.<br>'32' - An unprotected dug well is a dug well for which one or both of the following are true: (1) the well is not protected from run-off water; (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected.<br>'41' - A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a 'spring box' that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution.<br>'42' - An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a 'spring box' (described above).<br>'51' - Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used.<br>'61' - A tanker-truck water source transports and sells water by means of a tanker truck.<br>'71' - Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means.<br>'81' - Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly.<br>'91' - Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles - this should not be coded as bottled water.<br><br>---<br><br>This question should only be asked to households that use 'Bottled water' for drinking. Circle the code for the most usual source. If the source varies by season, record the source for the season of the interview. If the most usual source of non-drinking water is 'Piped into dwelling' or 'Piped into yard/plot', circle '11' or '12', respectively, and skip to WS5. Otherwise continue to the next question. |

| #137 WS3: Time to get water and come back | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1726] [Valid(weighted)=1789.705] [Range= 1-994] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | How long does it take to go there, get water, and come back? |
| Interviewer's instructions | This question is used to find out how convenient the source of water is to the dwelling. Note that the question is asked for water sources coded as '13-81' and '96' in WS1, or water sources coded as '13-96' in WS2.<br><br>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.<br><br>If the water source is on the dwelling premises or if water is delivered to the dwelling by a vendor, circle '995' for 'Water on premises' and skip to WS5. If the respondent does not know how long it takes, circle '998' and continue on to the next question. |

# File wm (cont.)

| #138 WS4: Person fetching water | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=1778] [Valid(weighted)=1822.252] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Who usually goes to this source to fetch the water for your household?<br><br>Probe:<br>Is this person under age 15? What sex? |
| Post-question | Circle code that best describes this person. |
| Interviewer's 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.<br><br>Probe: "IS THIS PERSON UNDER AGE 15? WHAT SEX IS THIS PERSON?" Circle the code that corresponds with the response or '8' if the respondent does not know. Adult refers to anyone age 15 or over, regardless of whether he/she is a household member. Child refers to anyone under the age of 15, regardless of whether he/she is a household member. |

| #139 WS5: Treat water to make safer for drinking | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Do you treat your water in any way to make it safer to drink? |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>Circle '1' if 'Yes', and continue to the next question. If 'No' or 'DK' (Doesn't know'), circle '2' or '8', respectively, and skip to WS7. |

| #140 WS6A: Boil | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=120] [Valid(weighted)=130.927] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level. |

# File wm (cont.)

| #140 WS6A: Boil (cont.) | |
|---|---|
| | ---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #141 WS6B: Add bleach/chlorine | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=17] [Valid(weighted)=14.46] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. |

# File wm (cont.)

| #141 WS6B: Add bleach/chlorine (cont.) | |
|---|---|
| | SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #142 WS6C: Strain it through a cloth | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=93] [Valid(weighted)=107.888] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. |

# File wm (cont.)

| #142 WS6C: Strain it through a cloth (cont.) | |
|---|---|
| | 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #143 WS6D: Use water filter | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=59] [Valid(weighted)=58.285] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #144 WS6F: Let it stand and settle | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=11] [Valid(weighted)=11.298] |

# File wm (cont.)

| #144 WS6F: Let it stand and settle (cont.) | |
|---|---|
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #145 WS6X: Other | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=10] [Valid(weighted)=9.699] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level. |

# File wm (cont.)

| #145 WS6X: Other (cont.) | |
|---|---|
| | ---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel.<br>'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #146 WS6Z: DK | |
|---|---|
| Information | [Type= discrete] [Format=character] [Valid=0] [Valid(weighted)=0] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | What do you usually do to the water to make it safer to drink?<br><br>Anything else? |
| Post-question | Record all items mentioned. |
| Interviewer's instructions | The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.<br><br>---<br><br>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'.<br><br>Definitions of various methods of water treatment are as follows:<br>'A' - Boil refers to boiling or heating water with fuel. |

# File wm (cont.)

| #146 WS6Z: DK (cont.) | |
|---|---|
| | 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.<br><br>SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME)<br><br>'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.<br>'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.<br><br>SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES.<br><br>'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.<br>'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. |

| #147 WS7: Kind of toilet facility | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 11-99] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | What kind of toilet facility do members of your household usually use?<br><br>If "flush" or "pour flush", probe:<br>Where does it flush to? |
| Post-question | If necessary, ask permission to observe the facility. |
| Interviewer's instructions | Questions WS7, WS8 and WS9 are about the toilet facility household members use.<br><br>---<br><br>The purpose of this question is to obtain a measure of the cleanliness of the sanitary facility used by the household members.<br><br>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.<br><br>Definitions of various types of toilet facilities are as follows:<br>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).<br>. '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.<br>. '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.<br>. '13' - A flush/pour flush to pit latrine refers to a system that flushes excreta to a hole in the ground.<br>. '14' - A flush/pour flush to somewhere else refers to excreta being deposited in or nearby the household environment (not into pit, septic tank or sewer); excreta may be flushed to the street, yard/plot, drainage way or |

# File wm (cont.)

| #147 WS7: Kind of toilet facility (cont.) | |
|---|---|
| | other location.<br>. '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.<br>'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.<br>'22' - A pit latrine with slab uses a hole in the ground for excreta collection and has a squatting slab, platform or seat that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit.<br>'23' - A pit latrine without slab uses a hole in the ground for excreta collection and does not have a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected.<br>'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.<br>'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.<br>'51' - A hanging toilet or hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly.<br>'95' - No facilities or bush or field includes excreta wrapped and thrown with garbage, the 'cat' method of burying excreta in dirt, defecation in the bush or field or ditch, and defecation into surface water (drainage channel, beach, river, stream or sea). |

| #148 WS8: Toilet facility shared | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3163] [Valid(weighted)=3068.126] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Do you share this facility with other households? |
| Interviewer's instructions | Questions WS7, WS8 and WS9 are about the toilet facility household members use.<br><br>---<br><br>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.<br><br>---<br><br>Circle the code corresponding to the response given. If 'No', go to the next module. |

| #149 WS9: Households using this toilet facility | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=187] [Valid(weighted)=170.075] [Range= 1-10] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | How many households in total use this toilet facility? |
| Interviewer's instructions | Questions WS7, WS8 and WS9 are about the toilet facility household members use.<br><br>--- |

# File wm (cont.)

| #149 WS9: Households using this toilet facility (cont.) | |
|---|---|
| | 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.<br><br>---<br><br>The total number of households using this facility should include the household being interviewed. If less than ten households use this toilet facility, enter the number of households on the line provided. Circle '10' if ten or more households use this toilet facility. Note that '01' is not a valid response (since it means that this is the only this household that uses the facility; if that is the case, you should go back to WS8 and correct the response there). Circle '98' for 'DK' ('Doesn't know'). |

| #150 HC2: Number of rooms for sleeping | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-99] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | How many rooms in this household are used for sleeping? |
| Interviewer's 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.<br><br>Enter the number of rooms in this household that are used for sleeping. |

| #151 HC3: Main material of floor | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 11-99] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Pre-question | Main material of the dwelling floor: |
| Post-question | Record observation. |
| Interviewer's instructions | Circle the correct code for the material of the dwelling floor based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the floor, record the main flooring material (the material that covers the largest amount of floor space). |

| #152 HC6: Type of fuel using for cooking | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-99] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |

# File wm (cont.)

| #152 HC6: Type of fuel using for cooking (cont.) | |
|---|---|
| Literal question | What type of fuel does your household mainly use for cooking? |
| Interviewer's instructions | Information on the type of fuel used for cooking is collected as another measure of the socio-economic status of the household. The use of some cooking fuels can also have adverse health consequences.<br><br>Circle the code corresponding to the answer given. Remember that this question asks about fuel for cooking, not fuel for heating or lighting. If the household uses more than one fuel for cooking, find out which type of fuel is used most often. If electricity, liquid propane gas (LPG), natural gas, or biogas is mainly used, circle '01', '02', '03', or '04', respectively, and skip to HC8. If any fuel other than the pre-coded ones is reported as being the main fuel used for cooking, circle '96' and specify the type of fuel on the line provided.<br><br>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. |

| #153 HC8: Cooking location | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Is the cooking usually done in the house, in a separate building, or outdoors? |
| Interviewer's instructions | Circle the code corresponding to the response given. If a response is given other than the pre-coded ones, circle '6' and specify on the line provided. |

| #154 HC9A: Electricity | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #155 HC9B: Radio | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's instructions | Read out each item and circle the code corresponding to the answer given after each item. If the respondent |

# File wm (cont.)

| #155 HC9B: Radio (cont.) | |
|---|---|
| | 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #156 HC9C: Television | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #157 HC9D: Mobile phone | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #158 HC9E: Non-mobile phone | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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. |

# File wm (cont.)

| #158 HC9E: Non-mobile phone (cont.) | |
|---|---|
| | Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #159 HC9F: Refrigerator | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #160 HC9G: Satalite Dish | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

| #161 HC9H: Electric Generator | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Literal question | Does your household have: |
| Interviewer's 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.<br><br>Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, SATELITE DISH, ELECTRIC GENERATOR? |

# File wm (cont.)

| #162 HC10B: Bicycle | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #163 HC10C: Motorcycle or scooter | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #164 HC10D: Animal-drawn cart | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

# File wm (cont.)

| #165 HC10E: Car or truck | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #166 HC10F: Boat with a motor | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #167 HC10G: Agricultural Land | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

# File wm (cont.)

| #168 HC10H: Workshop/Factory | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #169 HC10I: Real State/Land | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

| #170 HC10J: Shop/Company | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Head of household or other responsible household member |
| Literal question | Does any member of your household own: |
| Interviewer's 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.<br><br>Ask the question for the following items: BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, AGRICULTURAL LAND, WORKSHOP/FACTORY, REAL ESTATE/LAND, SHOP/COMPANY. |

# File wm (cont.)

| #171 cmcdoiw: Date of interview women (CMC) | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 1269-1270] |
| Universe | Women aged 15-49 |
| Source | Variable constructed for analsys |
| Pre-question | Recoded variable |

| #172 wdob: Date of birth (CMC) | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 670-1089] |
| Universe | Women aged 15-49 |
| Source | Variable constructed for analsys |
| Pre-question | Recoded variable |

| #173 Imp_Age: Imputed Age of woman using HL Age | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 15-49] |

| #174 wage: Age | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 1-7] |
| Universe | Women aged 15-49 |
| Source | Variable constructed for analsys |
| Pre-question | Recoded variable |
| Imputation | The variable is created from variables on age of the women. See makewm.sps in the data processing external documentation. |

| #175 agem: Age at first marriage/union | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3736] [Valid(weighted)=3735.353] [Range= 4-43] |
| Universe | Women aged 15-49 |
| Source | Variable constructed for analsys |
| Pre-question | Recoded variable |
| Imputation | The variable is created from variables on the date the woman was first maried. See makewm.sps in the data processing external documentation. |

| #176 mstatus: Marital/Union status | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 1-3] |
| Universe | Women aged 15-49 |
| Source | Variable constructed for analsys |

# File wm (cont.)

| #176 mstatus: Marital/Union status (cont.) | |
|---|---|
| Pre-question | Recoded variable |
| Imputation | The variable is created from variables on the marital status of women. See makewm.sps in the data processing external documentation. |

| #177 ceb: Children ever born | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 0-14] |
| Universe | Women aged 15-49 |
| Source | Variable constructed for analyses |
| Pre-question | Recoded variable |
| Recoding and Derivation | Obtained from infomation provided in the child mortality module of the women's questionnaire. See the makewm.sps in the data processing folder under technical information. |

| #178 deadkids: Dead children | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 0-11] |
| Universe | Women aged 15-49 |
| Source | Variable constructed for analysis |
| Pre-question | Recoded variable |
| Recoding and Derivation | Obtained from infomation provided in the child mortality module of the women's questionnaire. See the makewm.sps in the data processing folder under technical information. |

| #179 surviv: Surviving children | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 0-12] |
| Source | Variable constructed for analysis |
| Pre-question | Recoded variable |
| Recoding and Derivation | Obtained from infomation provided in the child mortality module of the women's questionnaire. See the makewm.sps in the data processing folder under technical information. |

| #180 wlthscor: Wealth index score | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Range= -2.52999196552133-2.23273965290285] |
| Universe | Women aged 15-49 |
| Source | Variable constructed for analysis |
| Pre-question | Recoded variable |
| Imputation | The wealth index is calculated by the program wealth.sps, which creates a data file wealth.sav that contains identification variables, a variable containing each household wealth score and a variable containing each household's wealth index. The program wealth.sps first produces frequencies of all household variables concerned with wealth or assets. It then recodes variables describing household and individual assets into dichotomous variables. The program then uses factor analysis (specifically principal components analysis) to |

# File wm (cont.)

| #180 wlthscor: Wealth index score (cont.) | |
|---|---|
| | calculate a wealth score for each household. Finally, it uses the wealth score to create household wealth quintiles (that is, the wealth index) and then saves them in an SPSS data file. Once the wealth index has been calculated, executing the program wealth_merge.sps will add it to the analysis files.<br><br>All the above mentioned SPSS files can be found in the data processing folder under technical information. |

| #181 wlthind5: Wealth index quintiles | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3912] [Valid(weighted)=3924.263] [Range= 0-5] |
| Universe | Women aged 15-49 |
| Source | Variable constructed for analysis |
| Pre-question | Recoded variable |
| Imputation | The wealth index is calculated by the program wealth.sps, which creates a data file wealth.sav that contains identification variables, a variable containing each household wealth score and a variable containing each household's wealth index. The program wealth.sps first produces frequencies of all household variables concerned with wealth or assets. It then recodes variables describing household and individual assets into dichotomous variables. The program then uses factor analysis (specifically principal components analysis) to calculate a wealth score for each household. Finally, it uses the wealth score to create household wealth quintiles (that is, the wealth index) and then saves them in an SPSS data file. Once the wealth index has been calculated, executing the program wealth_merge.sps will add it to the analysis files.<br><br>All the above mentioned SPSS files can be found in the data processing folder under technical information. |

| #182 melevel: Education | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 1-9] |
| Universe | Women aged 15-49 |
| Source | Variable constructed for analsys |
| Pre-question | Recoded variable |
| Recoding and Derivation | The variable is created from information collected on educational level in the HL file. See makewm.sps in the data processing folder under technical information. |

| #183 wmweight: Women's sample weight | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3912] [Range= 0-1.204163] |
| Universe | Women aged 15-49 |
| Source | Sample is not self weighting. Variable constructed for analysis |
| Pre-question | Recoded variable |
| Imputation | Sample weights are added to the files by using the spreadsheet weights.xls and the SPSS programs weights_table.sps, weights.sps and weights_merge.sps. All these files can be found in the data processing sub-folder. The spreadsheet is used to calculate the sample weights. It has two worksheets, calculations and output. The calculations worksheet performs the calculations. The output worksheet contains only the sample weights and a list of cluster numbers; this format is useful for reading the data into SPSS. The program weights_table.sps produces data needed for calculating the sample weights. The program weights_merge.sps adds the appropriate sample weights to the analysis files. The program weights.sps, which you will never directly |

# File wm (cont.)

| #183 wmweight: Women's sample weight (cont.) | |
|---|---|
| | execute, describes the structure of the data in the output worksheet. |

| #184 awfactt: All woman factors for total | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 100-1778.10193360057] |
| Universe | Women aged 15-49 |
| Pre-question | Recoded variable |

| #185 awfactu: All woman factors for urban-rural | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 100-4141.54167037471] |
| Universe | Women aged 15-49 |
| Pre-question | Recoded variable |

| #186 awfacte: All woman factors for education - none and basic+ | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3675] [Valid(weighted)=3674.809] [Range= 100-5498.79885285932] |
| Universe | Women aged 15-49 |
| Pre-question | Recoded variable |

| #187 awfactw: All woman factors for wealth quintiles | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3742] [Valid(weighted)=3741.957] [Range= 100-9192.20722125307] |
| Universe | Women aged 15-49 |
| Pre-question | Recoded variable |

# File bh

| #1 HH1: Cluster number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-250] |
| Definition | Unique identifier for the cluster in which the household exists |
| Universe | Ever married women age 15-49 who have given birth |
| Source | Interview information fields completed by interviewer |
| Pre-question | We are from (COUNTRY-SPECIFIC AFFILIATION). We are working on a project concerned with family health and education. I would like to talk to you about this. The interview will take about (NUMBER) minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. During this time I |

# File bh (cont.)

| #1 HH1: Cluster number (cont.) | |
|---|---|
| | would like to speak with the household head and all mothers or others who take care of children in the household.<br><br>May I start now? If permission is given, begin the interview.<br><br>Cluster number: |
| Interviewer's instructions | Enter the cluster number as instructed by your supervisor. |

| #2 HH2: Household number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-24] |
| Universe | Ever married women age 15-49 who have given birth |
| Source | Interview information fields completed by interviewer |
| Pre-question | Household number: |
| Interviewer's instructions | Enter the household number as instructed by your supervisor. |

| #3 LN: Line number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-13] |
| Universe | Ever married women age 15-49 who have given birth |

| #4 WM1: Cluster number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-250] |
| Universe | Ever married women age 15-49 who have given birth |

| #5 WM2: Household number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-65] |
| Universe | Ever married women age 15-49 who have given birth |

| #6 WM4: Woman's line number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-13] |
| Universe | Ever married women age 15-49 who have given birth |

| #7 WM5: Interviewer number | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-99] |
| Universe | Ever married women age 15-49 who have given birth |

# File bh (cont.)

| #8 WM6D: Day of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-31] |
| Universe | Ever married women age 15-49 who have given birth |

| #9 WM6M: Month of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 8-9] |
| Universe | Ever married women age 15-49 who have given birth |

| #10 WM6Y: Year of interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 2006-2006] |
| Universe | Ever married women age 15-49 who have given birth |

| #11 WM7: Result of women 's interview | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-6] |
| Universe | Ever married women age 15-49 who have given birth |

| #12 WM8M: Month of birth of woman | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17078] [Valid(weighted)=17044.885] [Range= 1-98] |
| Universe | Ever married women age 15-49 who have given birth |
| Interviewer's instructions | In what month and year were you born? |

| #13 WM8Y: Year of birth of woman | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17166] [Valid(weighted)=17119.236] [Range= 1956-9998] |
| Universe | Ever married women age 15-49 who have given birth |
| Interviewer's instructions | In what month and year were you born? |

| #14 WM9: Age of woman | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 15-49] |
| Universe | Ever married women age 15-49 who have given birth |
| Interviewer's instructions | How old were you at your last birthday? |

| #15 WM10: Have you ever attended school | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17195] [Valid(weighted)=17140.835] [Range= 1-2] |

# File bh (cont.)

| #15 WM10: Have you ever attended school (cont.) | |
|---|---|
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | Have you ever attended school? |
| Interviewer's instructions | Have you ever attended school? |

| #16 WM11: What is the highest level of school you attended | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3890] [Valid(weighted)=3830.32] [Range= 1-5] |
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | What is the highest level of school you attended: primary, secondary, or higher? |
| Interviewer's instructions | What is the highest level of school you attended: primary, secondary, or higher? |

| #17 WM12: What is the highest grade completed at that level | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=3830] [Valid(weighted)=3771.963] [Range= 0-98] |
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | What is the highest grade you completed at that level? |
| Interviewer's instructions | What is the highest grade you completed at that level? |

| #18 WM14: Can read part of the sentence | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=16318] [Valid(weighted)=16232.225] [Range= 1-5] |
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | Now I would like you to read this sentence to me.<br><br>Show sentences to respondent.<br>If respondent cannot read whole sentence, probe:<br>Can you read part of the sentence to me? |
| Interviewer's instructions | Show sentences to respondent.<br>If respondent cannot read whole sentence, probe |

| #19 MA1: Currently married | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-3] |
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | Are you currently married or living together with a man as if married? |

| #20 MA2: Age of husband | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=16306] [Valid(weighted)=16229.653] [Range= 10-98] |
| Universe | Ever married women age 15-49 who have given birth |

# File bh (cont.)

| #20 MA2: Age of husband (cont.) | |
|---|---|
| Literal question | How old was your husband/partner on his last birthday? |

| #21 MA5: Married once or more than once | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17046] [Valid(weighted)=16975.499] [Range= 1-2] |
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | Have you been married or lived with a man only once or more than once? |

| #22 MA6M: Month of first union | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=16981] [Valid(weighted)=16945.18] [Range= 1-98] |
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | In what month and year did you first marry or start living with a man as if married? |

| #23 MA6Y: Year of first union | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17107] [Valid(weighted)=17066.155] [Range= 1962-9998] |
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | In what month and year did you first marry or start living with a man as if married? |

| #24 MA8: Age at first union | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17188] [Valid(weighted)=17140.016] [Range= 0-98] |
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | How old were you when you started living with your first husband/partner? |

| #25 MA8A: First Husband was a relative | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-9] |
| Universe | Ever married women age 15-49 who have given birth |

| #26 MA8B: What was the relationship with your first husband | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=7533] [Valid(weighted)=7420.411] [Range= 1-5] |
| Universe | Ever married women age 15-49 who have given birth |

| #27 CM1: Ever given birth | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-2] |

# File bh (cont.)

| #27 CM1: Ever given birth (cont.) | |
|---|---|
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | Now i would like to ask about all the births you have had during your life. Have you ever given birth?<br><br>If "No" probe by asking:<br>I mean, to a child who ever breathed or cried or showed other signs of life - even if he or she lived only a few minutes or hours? |

| #28 CM3: Any sons or daughters living with you | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-2] |
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | Do you have any sons or daughters to whom you have given birth who are now living with you? |

| #29 CM4A: Sons living with you | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17049] [Valid(weighted)=16986.386] [Range= 0-9] |
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | How many sons live with you? |

| #30 CM4B: Daughters living with you | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17049] [Valid(weighted)=16986.386] [Range= 0-8] |
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | How many daughters live with you? |

| #31 CM5: Any sons or daughters not living with you | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-2] |
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | Do you have any sons or daughters to whom you have given birth who are alive but do not live with you? |

| #32 CM6A: Sons living not with you | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=6181] [Valid(weighted)=6260.643] [Range= 0-6] |
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | How many sons are alive but do not live with you? |

| #33 CM6B: Daughters not living with you | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=6181] [Valid(weighted)=6260.643] [Range= 0-5] |

# File bh (cont.)

| #33 CM6B: Daughters not living with you (cont.) | |
|---|---|
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | How many daughters are alive but do not live with you? |

| #34 CM7: Ever had child who later died | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-2] |
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | Have you ever given birth to a boy or girl who was born alive but later died? |

| #35 CM8A: Boys dead | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=8043] [Valid(weighted)=8073.131] [Range= 0-7] |
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | How many boys have died? |

| #36 CM8B: Girls dead | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=8043] [Valid(weighted)=8073.131] [Range= 0-7] |
| Universe | Ever married women age 15-49 who have given birth |
| Literal question | How many girls have died? |
| Interviewer's instructions | Add the numbers of births reported in CM4, CM6 and CM8 and write the sum here, then check:<br><br>If she says it is correct, check the box marked 'Yes' and continue to the next question. If she says 'No', first check your addition and then go back through the list to check with the respondent whether you have obtained the information correctly. For example, starting with CM4, you would ask: "YOU HAVE TWO SONS AND ONE DAUGHTER LIVING WITH YOU, IS THAT CORRECT?" Do the same for CM6 and CM8. Correct the answers and the sum mentioned in CM9 and then continue to the next question. Make sure to cancel the 'No' in CM10 and check 'Yes' after you have made the corrections. |

| #37 CM9: Children ever born | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-17] |
| Universe | Ever married women age 15-49 who have given birth |
| Interviewer's instructions | If the respondent's last birth occurred in the last 2 years, enter the name of the child on the line provided and check the box marked 'Yes'. Then continue with CM13. If the respondent's last birth did not occur in the last 2 years, check the box marked 'No' and go to the Marriage/Union module. |

| #38 BH1: Line number of live birth | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-17] |
| Universe | Ever married women age 15-49 who have given birth |
| Interviewer's instructions | BH1 should be a list in chronological order of all the names of all the babies a women has ever had in her life |

# File bh (cont.)

| #38 BH1: Line number of live birth (cont.) | |
|---|---|
| | time. Each child's name should be recorded on a separate line. Once a name is recorded go onto BH2. Do not list all the names at once as the women may not at first report births where they child has later died. From constant probing she may then talk about children that have died. |

| #39 BH2: Type of pregnancy | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-2] |
| Universe | Ever married women age 15-49 who have given birth |
| Source | Ever married women age 15-49 |
| Literal question | WERE ANY OF THESE BIRTHS TWINS? |
| Interviewer's instructions | If the woman responds that (name) was part of a twin or triplets etc circle '2' for multiple birth. For all other births circle '1' for single. |

| #40 BH3: Sex of child | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-2] |
| Universe | Ever married women age 15-49 who have given birth |
| Source | Ever married women age 15-49 |
| Literal question | IS (name) A BOY OR A GIRL? |
| Interviewer's instructions | Circle '1' for 'Male' and '2' for 'Female'. Do not guess the sex of the child from the name provided to you. When the woman is listing each birth she may indicate the sex at the same time, by saying “My son Ahmed,” for instance. In this case, you do not need to ask the sex again, since it is already obvious that the person is a male. 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. |

| #41 BH4M: Month of birth of child | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17052] [Valid(weighted)=17026.261] [Range= 1-98] |
| Universe | Ever married women age 15-49 who have given birth |
| Source | Ever married women age 15-49 |
| Literal question | In what month and year was (name) born? |
| Interviewer's instructions | If the woman knows the 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 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 the 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. Only when it is absolutely impossible to even estimate the year of birth should you circle '9998' for 'DK year'.<br><br>If she does not know the probe to clues that might indicate the age. Ask how old she was when she gave birth. Try to find out how long ago she got married or had her first child. You MUST fill in this information. Do not leave this blank. |

# File bh (cont.)

| #42 BH4Y: Year of birth of child | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17165] [Valid(weighted)=17119.25] [Range= 1971-9998] |
| Universe | Ever married women age 15-49 who have given birth |
| Source | Ever married women age 15-49 |
| Literal question | In what month and year was (name) born? |
| Interviewer's instructions | Probe:<br>What is his/her birthday?<br><br>If the woman knows the 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 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 the 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. Only when it is absolutely impossible to even estimate the year of birth should you circle '9998' for 'DK year'.<br><br>If she does not know the probe to clues that might indicate the age. Ask how old she was when she gave birth. Try to find out how long ago she got married or had her first child. You MUST fill in this information. Do not leave this blank. |

| #43 BH5: Survival status of child | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-2] |
| Universe | Ever married women age 15-49 who have given birth |
| Source | Ever married women age 15-49 |
| Literal question | IS (name) STILL ALIVE? |

| #44 BH6: Age of alive child in years | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=15271] [Valid(weighted)=15175.326] [Range= 0-99] |
| Universe | Ever married women age 15-49 who have given birth |
| Source | Ever married women age 15-49 |
| Literal question | How old was (name) at his/her last birthday? |
| Interviewer's instructions | Record age in completed years |

| #45 BH7: Residence of alive child | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=15271] [Valid(weighted)=15175.326] [Range= 1-2] |
| Universe | Ever married women age 15-49 who have given birth |
| Source | Ever married women age 15-49 |
| Literal question | IS (name) LIVING WITH YOU? |

# File bh (cont.)

| #46 BH8: Line number of child in HH | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=15271] [Valid(weighted)=15175.326] [Range= 0-99] |
| Universe | Ever married women age 15-49 who have given birth |
| Source | Ever married women age 15-49 |
| Interviewer's instructions | Refer back to the household listing module in the household questionnaire and observe the line number of the child. Transfer this number into the column under BH8.<br>If the child was not on the household list check again to make sure the child does not live in the household. If the woman confirms that the child lives elsewhere record '00'.<br><br>Move to the next birth. If no more births go to BH11A |

| #47 BH9U: Code for age at death | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1896] [Valid(weighted)=1942.415] [Range= 1-3] |
| Universe | Ever married women age 15-49 who have given birth |

| #48 BH9N: Age at death | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=1915] [Valid(weighted)=1959.895] [Range= 0-98] |
| Universe | Ever married women age 15-49 who have given birth |

| #49 cmcdoiw: Date of interview women (CMC) | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1280-1281] |
| Universe | Ever married women age 15-49 who have given birth |
| Pre-question | Recoded Variable |

| #50 ccdob: Child's date of birth (CMC) | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17027] [Valid(weighted)=17002.226] [Range= 854-1283] |
| Universe | Ever married women age 15-49 who have given birth |
| Pre-question | Recoded Variable |

| #51 wdob: Women's date of birth (CMC) | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 681-1097] |
| Universe | Ever married women age 15-49 who have given birth |
| Pre-question | Recoded Variable |

| #52 Imp_Age: Imputed Age of woman | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 15-49] |

# File bh (cont.)

| #52 Imp_Age: Imputed Age of woman (cont.) | |
|---|---|
| Universe | Ever married women age 15-49 who have given birth |

| #53 wage: Women's age | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-7] |
| Universe | Ever married women age 15-49 who have given birth |
| Pre-question | Recoded Variable |

| #54 agem: Age at first marriage | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17174] [Valid(weighted)=17125.202] [Range= -11-43] |
| Universe | Ever married women age 15-49 who have given birth |
| Pre-question | Recoded Variable |

| #55 mstatus: Marital status | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-3] |
| Universe | Ever married women age 15-49 who have given birth |
| Pre-question | Recoded Variable |

| #56 melevel: Education | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 0-9] |
| Universe | Ever married women age 15-49 who have given birth |
| Pre-question | Recoded Variable |

| #57 ceb: Children ever born | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-17] |
| Universe | Ever married women age 15-49 who have given birth |
| Pre-question | Recoded Variable |

| #58 deadkids: Dead children | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 0-9] |
| Universe | Ever married women age 15-49 who have given birth |
| Pre-question | Recoded Variable |

# File bh (cont.)

| #59 surviv: Number of children surviving | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 0-14] |
| Universe | Ever married women age 15-49 who have given birth |
| Pre-question | Recoded Variable |

| #60 HH6: Area | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-22] |
| Universe | Ever married women age 15-49 who have given birth |
| Source | Variables merged from Household File. for full variable documentation refer to HH.sav. |
| Interviewer's instructions | Circle the code for area of residence as instructed by your supervisor. This will have been pre-determined; you will not be required to assess whether the household is in an urban or rural area. |

| #61 HH7: Governorate | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-3] |
| Universe | Ever married women age 15-49 who have given birth |
| Source | Variables merged from Household File. for full variable documentation refer to HH.sav. |
| Pre-question | Governorate: |
| Interviewer's instructions | Circle the code for governorate. |

| #62 wlthscor: Wealth index score | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= -1.04928172618373-3.90200784418599] |
| Universe | Ever married women age 15-49 who have given birth |
| Source | Variable constructed for analysis |
| Pre-question | Recoded variable |
| Imputation | The wealth index is calculated by the program wealth.sps, which creates a data file wealth.sav that contains identification variables, a variable containing each household wealth score and a variable containing each household's wealth index. The program wealth.sps first produces frequencies of all household variables concerned with wealth or assets. It then recodes variables describing household and individual assets into dichotomous variables. The program then uses factor analysis (specifically principal components analysis) to calculate a wealth score for each household. Finally, it uses the wealth score to create household wealth quintiles (that is, the wealth index) and then saves them in an SPSS data file. Once the wealth index has been calculated, executing the program wealth_merge.sps will add it to the analysis files.<br><br>All the above mentioned SPSS files can be found in the data processing folder under technical information. |

| #63 wlthind5: Wealth index quintiles | |
|---|---|
| Information | [Type= discrete] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 1-5] |
| Universe | Ever married women age 15-49 who have given birth |

# File bh (cont.)

| #63 wlthind5: Wealth index quintiles (cont.) | |
|---|---|
| Source | Variable constructed for analysis |
| Pre-question | Recoded variable |
| Imputation | The wealth index is calculated by the program wealth.sps, which creates a data file wealth.sav that contains identification variables, a variable containing each household wealth score and a variable containing each household's wealth index. The program wealth.sps first produces frequencies of all household variables concerned with wealth or assets. It then recodes variables describing household and individual assets into dichotomous variables. The program then uses factor analysis (specifically principal components analysis) to calculate a wealth score for each household. Finally, it uses the wealth score to create household wealth quintiles (that is, the wealth index) and then saves them in an SPSS data file. Once the wealth index has been calculated, executing the program wealth_merge.sps will add it to the analysis files. |

| #64 wmweight: Women's sample weight | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Range= 0.289081617915271-2.32675912795297] |
| Definition | The sample is not self weighting therefore survey sample weights have been created using urban and rural population estimates at the regional level. (See data processing folder under external documents which contains excel sheets and syntax files related to constructing and merging sample weights to file). |
| Universe | Ever married women age 15-49 who have given birth |
| Pre-question | Recoded Variable |
| Imputation | Sample weights are added to the files by using the spreadsheet weights.xls and the SPSS programs weights_table.sps, weights.sps and weights_merge.sps. All these files can be found in the data processing sub-folder. The spreadsheet is used to calculate the sample weights. It has two worksheets, calculations and output. The calculations worksheet performs the calculations. The output worksheet contains only the sample weights and a list of cluster numbers; this format is useful for reading the data into SPSS. The program weights_table.sps produces data needed for calculating the sample weights. The program weights_merge.sps adds the appropriate sample weights to the analysis files. The program weights.sps, which you will never directly execute, describes the structure of the data in the output |

| #65 awfactt: All woman factors for total | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 100-1778.10193360057] |
| Universe | Ever married women age 15-49 who have given birth |
| Pre-question | Recoded variable |

| #66 awfactu: All woman factors for urban-rural | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 100-4141.54167037471] |
| Universe | Ever married women age 15-49 who have given birth |
| Pre-question | Recoded variable |

| #67 awfacte: All woman factors for education - none and basic+ | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=16832] [Valid(weighted)=16814.319] [Range= |

# File bh (cont.)

| #67 awfacte: All woman factors for education - none and basic+ (cont.) | |
|---|---|
| | 100-5498.79885285932] |
| Universe | Ever married women age 15-49 who have given birth |
| Pre-question | Recoded variable |

| #68 awfactw: All woman factors for wealth quintiles | |
|---|---|
| Information | [Type= continuous] [Format=numeric] [Valid=17213] [Valid(weighted)=17158.593] [Range= 100-2922.6457598024] |
| Universe | Ever married women age 15-49 who have given birth |
| Pre-question | Recoded variable |