

# Multiple Indicator Cluster Survey, Palestinian Refugee Camps, Lebanon 2006, Monitoring the Situation of Children and Women

**The Palestinian Central Bureau of Statistics and Natural Resources**

Report generated on: May 19, 2021

Visit our data catalog at: <https://microdata.unhcr.org/index.php>

## Overview

### Identification

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#### ID NUMBER

WBG\_LBN\_2006\_MICSPAL\_v01\_M

### Version

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#### VERSION DESCRIPTION

Version 1.0: Edited data used for final report

#### PRODUCTION DATE

2008-11-27

### Overview

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#### 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 the Abuja targets for malaria.

#### Survey Objectives

The 2006 Palestinian Refugee Camps, Lebanon Multiple Indicator Cluster Survey has as its primary objectives:

- To provide up-to-date information for assessing the situation of children and women in Generic
- 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 Generic 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 surveys are typically carried out by government organizations, with the support and assistance of UNICEF and other partners. Technical assistance and training for the surveys is 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.

#### Survey results

Results from the surveys, including national reports, standard sets of tabulations and micro level datasets will all be made widely available after completion of the surveys. Results from the surveys will also be made available in DevInfo format. DevInfo v5.0 is a powerful database system which has been adapted from UNICEF's ChildInfo technology to specifically monitor progress towards the Millennium Development Goals. MICS Results will also be available through UNICEF's web site

dedicated to monitoring the situation of children and women at [www.childinfo.org](http://www.childinfo.org) Results of the prior round of MICS can already be found at this site.

#### KIND OF DATA

Sample survey data [ssd]

#### UNITS OF ANALYSIS

Households (defined as a group of persons who usually live and eat together)

De jure household members (defined as members 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)

Women aged 15-49

Children aged 0-4

## Scope

#### NOTES

Lebanon (Palestinian Refugee Camps) scope of the Multiple Indicator Cluster Survey includes:

HOUSEHOLD QUESTIONNAIRE : Household Listing, Education, Water and Sanitation Facilities, Household , Background Characteristics, Child Discipline, Child Labour, and Salt Iodization.

WOMEN'S QUESTIONNAIRE: Women's characteristics, Child Mortality, Tetanus Toxoid, Maternal and Newborn Health, Contraception, and HIV/AIDS.

CHILDREN'S QUESTIONNAIRE: Children's characteristics, Birth Registration and Early Learning, Vitamin A, Breastfeeding, Care of Illness, Immunization, and Anthropometry.

#### TOPICS

Topic	Vocabulary	URI
Household listing	MICS Topics	
Education	MICS Topics	
Water and sanitation	MICS Topics	
Household background characteristics	MICS Topics	
Child discipline	MICS Topics	
Child labour	MICS Topics	
Salt iodization	MICS Topics	
Women's background	MICS Topics	
Child mortality	MICS Topics	
Tetanus toxoid	MICS Topics	
Maternal and newborn health	MICS Topics	
Contraception	MICS Topics	
HIV/AIDS	MICS Topics	
Children's background	MICS Topics	
Birth registration	MICS Topics	

Early learning	MICS Topics	
Vitamin A	MICS Topics	
Breastfeeding	MICS Topics	
Care of illness	MICS Topics	
Immunization	MICS Topics	
Anthropometry	MICS Topics	

## Coverage

### GEOGRAPHIC COVERAGE

The survey is representative and covers the whole of refugee camps and gatherings in Lebanon.

### UNIVERSE

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

## Producers and Sponsors

### PRIMARY INVESTIGATOR(S)

Name	Affiliation
The Palestinian Central Bureau of Statistics and Natural Resources	PCBS

### OTHER PRODUCER(S)

Name	Affiliation	Role
UNICEF Lebanon Country Office	UNICEF	International technical assistance
Pan Arab Project for Family Health	Arab League	International technical assistance
Palestinian NGO's		Funding of survey implementation
Lebanese Ministry of Health		Funding of survey implementation

### FUNDING

Name	Abbreviation	Role
UNICEF Lebanon Country Office	UNICEF	Funding of survey implementation
UNICEF HQ	UNICEF	Funding of survey implementation

## Metadata Production

### METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Croft, Trevor	TNC	Blancroft Research International	Producer of generic template
PAPFAM		Pan Arab Project for Family Health	Customization of generic template
Bjelic, Ivana			Data archiving consultant

### DATE OF METADATA PRODUCTION

2008-11-27

### DDI DOCUMENT VERSION

PLS Lebanon MICS 2006 v0.1

DDI DOCUMENT ID

DDI\_WBG\_LBN\_2006\_MICSPAL\_v01\_M

## Sampling

### Sampling Procedure

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The sample for the Multiple Indicator Cluster Survey (MICS) in Palestinian Refugee Camps and Gatherings in Lebanon was designed to provide estimates on a large number of indicators on the situation of children and women at the geographical area and camp/gathering level, for urban and rural areas, and for 12 camps and 12 gatherings in 5 geographical areas. With this design we could monitor a large number of women and children indicators at the geographical area and camp level for urban and rural areas.

The sample population (based on the Palestinian Refugee Camps and Gatherings in Lebanon Census of 1999) was divided into equal clusters each containing 20 households (totaling 1300 clusters). Sample clusters (310 clusters, i.e. 6200 households) were drawn with uniformity, random start and a sampling fraction of 0.25.

### Deviations from Sample Design

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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

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The response rate of households, mothers and children was remarkably high. Of the 6200 households selected for the sample, only 33 households could not be interviewed thus making the household response rate 99.5 percent.

In the interviewed households, 4001 ever married women (age 15-49) were identified. Of these, 3955 were successfully interviewed, yielding a response rate of 98.9 percent. In addition, 2431 children under age five were listed in the household questionnaire. Questionnaires were completed for 2381 of these children, which corresponds to a response rate of 97.9 percent.

### Weighting

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Sample is self-weighted, and sample weights were not used for analysis. In order to make possible usage of syntax files developed for global MICS project in all data files there are variables for sample weight and their value is set to 1.

# Questionnaires

## Overview

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Three sets of questionnaires were used in the survey:

- 1) a household questionnaire was used to collect information on all household members, the household, and the dwelling;
- 2) a women's questionnaire administered in each household to all women aged 15-49 years;
- 3) an under-5 questionnaire, administered to mothers or caretakers of all children under 5 living in the household.

The questionnaires included the following modules: Household Questionnaire, Household Listing, Education, Water and Sanitation Facilities, Household Background Characteristics, Child Labour, and Salt Iodization.

Questionnaire for Individual Women: Child Mortality, Tetanus Toxoid, Maternal and Newborn Health, Contraception, and - HIV/AIDS.

Questionnaire for Children Under Five: Birth Registration and Early Learning, Vitamin A, Breastfeeding, Care of Illness, Immunization, and Anthropometry.

The questionnaires are based on the MICS3 model questionnaire. Changes in format were made to the UNICEF MICS3 model Arabic version questionnaires that were pre-tested during March 2006.

# Data Collection

## Data Collection Dates

Start	End	Cycle
2005-04-25	2006-02-05	N/A

## Data Collection Mode

Face-to-face [f2f]

## Data Collection Notes

Training for the fieldwork team members (interviewers, measurers and supervisors) was conducted centrally (in Beirut) for 10 days from 15 to 24 December 2006. The data were collected by 10 teams; each comprised of 4 interviewers, one measurer and a supervisor. Fieldwork began on April 25 2005 and was concluded on February 5, 2006.

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## Data Collectors

Name	Abbreviation	Affiliation
The Palestinian Central Bureau of Statistics and Natural Resources	PCBS	

## Supervision

The data were collected by 10 teams; each comprised of 4 interviewers, one measurer and a supervisor.

The role of the supervisor was to coordinate 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 accommodation 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 GenCenStat also made 3 visits to field teams to provide support and to review progress.

## Data Processing

### Data Editing

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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 in the MICS Manual (<http://www.childinfo.org/mics/mics3/manual.php>)

### Other Processing

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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 4 files (hh - household, hl - household members, wm - women, 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.

Data entry was conducted by 12 data entry operators in tow shifts, supervised by 2 data entry supervisors, using a total of 7 computers (6 data entry computers plus one supervisors computer). All data entry was conducted at the GenCenStat head office using manual data entry. For data entry, CSPro version 2.6.007 was used with a highly structured data entry program, using system controlled approach, that controlled entry of each variable. 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 in the data entry program. In addition, the calculation of anthropometric Z-scores was also included in the data entry programs for use during analysis. 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.

## Data Appraisal

### 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 PLS Lebanon 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 PLS Lebanon 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 differ 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 errors 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 PLS Lebanon 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 PLS Lebanon 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 total sample, and for each of the 5 governorate. 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).

Details of the sampling errors are presented in the sampling errors appendix to the report and in the sampling errors table presented in the external resources.

### 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 the household population
- Age distribution of eligible women 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
- Distribution of women by time since last birth
- Scatterplot of weight by height, weight by age and height by age
- Graph of male and female population by single years of age
- Population pyramid

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).

## **File Description**

## Variable List

**hh**

Content	Data collected at the household level (MICS Household questionnaire: modules Household information panel, Water and sanitation, Household characteristics, Child discipline, Salt iodization)
Cases	0
Variable(s)	82
Structure	Type: relational Keys: HH1(Cluster number), HH2(Household number)
Version	Dataset version 1.0 (May, 2007) - used for preparation of final report tabulations
Producer	Dataset produced by The Palestinian Central Bureau of Statistics and Natural Resources and The Pan-Arab Project for Family Health
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**

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V1	HH7	Region	contin	numeric	
V2	HH8A	Camp/Gathering	discrete	numeric	
V3	HH1	Cluster number	contin	numeric	
V4	HH2	Household number	contin	numeric	
V5	HH6	Area	contin	numeric	
V6	HH3	Interviewer number	contin	numeric	
V7	HH4	Supervisor Number	contin	numeric	
V8	HH5D	Day of interview	contin	numeric	
V9	HH5M	Month of interview	contin	numeric	
V10	HH5Y	Year of interview	contin	numeric	
V11	AR2	Visit Number	contin	numeric	
V12	AS3	Supervisor at intervew	discrete	numeric	
V13	AS4	Editor	contin	numeric	
V14	AS5	Coder	contin	numeric	
V15	HH9	Result of HH interview	contin	numeric	
V16	HH10	Respondent HH questionnaire	contin	numeric	
V17	HH11	Number of household members	contin	numeric	
V18	HH12	Total eligible women	contin	numeric	
V19	HH14	Total children under 5	contin	numeric	

V20	HH16	Data entry clerk	contin	numeric	
V21	WS1	Main source of drinking water	discrete	numeric	What is the main source of drinking water for members of your household?
V22	WS3	Time to get water and come back	contin	numeric	How long does it take to go there, get water, and come back?
V23	WS4	Person fetching water	discrete	numeric	Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex?
V24	WS5	Treat water to make safer for drinking	discrete	numeric	Do you treat your water in any way to make it safer to drink?
V25	WS6	Water treatment	discrete	character	
V26	WS6A	Boil	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V27	WS6B	Add bleach/chlorine	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V28	WS6C	Strain it through a cloth	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V29	WS6D	Use water filter	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V30	WS6E	Solar disinfection	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V31	WS6F	Let it stand and settle	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V32	WS6X	Other	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V33	WS6Z	DK	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V34	WS2	Main source of water used for other purposes (if bottled wat	discrete	numeric	What is the main source of water used by your household for other purposes such as cooking and handwashing?
V35	WS7	Kind of toilet facility	discrete	numeric	What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to?
V36	WS8	Toilet facility shared	discrete	numeric	Do you share this facility with other households?
V37	WS9	Households using this toilet facility	contin	numeric	How many households in total use this toilet facility?
V38	HC1A	Religion	discrete	numeric	What is the religion of the head of this household?
V39	HC1B	Mother tongue	discrete	numeric	What is the mother tongue/native language of the head of this household?
V40	HC1C	Ethnicity	discrete	numeric	To what ethnic group does the head of this household belong?
V41	HC1D	Number of household rooms	contin	numeric	How many rooms do you have in this household?
V42	HC2	Number of rooms for sleeping	contin	numeric	How many rooms in this household are used for sleeping?
V43	HC3	Main material of floor	discrete	numeric	
V44	HC4	Main material of roof	discrete	numeric	
V45	HC5	Main material of wall	discrete	numeric	



V46	HC6	Type of fuel using for cooking	discrete	numeric	What type of fuel does your household mainly use for cooking?
V47	HC7	Food cooked on stove or open fire	discrete	numeric	In this household, is food cooked on an open fire, an open stove or a closed stove?
V48	HC7A	Does the fire stove have a chimney or a hood	discrete	numeric	Does the fire/stove have a chimney or a hood?
V49	HC8	Cooking location	discrete	numeric	Is the cooking usually done in the house, in a separate building, or outdoors?
V50	HC9A	Electricity	discrete	numeric	Does your household have:
V51	HC9B	Radio	discrete	numeric	Does your household have:
V52	HC9C	Television	discrete	numeric	Does your household have:
V53	HC9D	Mobile phone	discrete	numeric	Does your household have:
V54	HC9E	Non-mobile phone	discrete	numeric	Does your household have:
V55	HC9F	Refrigerator	discrete	numeric	Does your household have:
V56	HC9G	Washing machine	discrete	numeric	
V57	HC9H	Dish machin	discrete	numeric	
V58	HC9I	Computer	discrete	numeric	
V59	HC9J	Internet	discrete	numeric	
V60	HC9K	Satalite	discrete	numeric	
V61	HC10B	Bicycle	discrete	numeric	Does any member of your household own:
V62	HC10C	Motorcycle or scooter	discrete	numeric	Does any member of your household own:
V63	HC10E	Car or truck	discrete	numeric	Does any member of your household own:
V64	SL1	Salt iodization test outcome	discrete	numeric	
V65	CD11	Child line number	contin	numeric	
V66	CD12A	Took away privileges	discrete	numeric	Took away privileges, forbade something (name) liked or did not allow him/her to leave house).
V67	CD12B	Explained why something was wrong	discrete	numeric	Explained why something (the behavior) was wrong.
V68	CD12C	Shook him/her	discrete	numeric	Shook him/her.
V69	CD12D	Shouted yelled at or screamed at him/her	discrete	numeric	Shouted, yelled at or screamed at him/her.
V70	CD12E	Gave him/her something else to do	discrete	numeric	Gave him/her something else to do.
V71	CD12F	Spanked, hit or slapped him/her with bare hand	discrete	numeric	Spanked, hit or slapped him/her on the bottom with bare hand.
V72	CD12G	Hit him/her on the bottom with or elsewhere with a belt	discrete	numeric	Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.
V73	CD12H	Called him/her dumb, lazy	discrete	numeric	Called him/her dumb, lazy, or another name like that.
V74	CD12I	Hit or slapped him/her on the face	discrete	numeric	Hit or slapped him/her on the face, head or ears.
V75	CD12J	Hit or slapped him/her on the hand	discrete	numeric	Hit or slapped him/her on the hand, arm, or leg.
V76	CD12K	Beat him/her up with an implement	discrete	numeric	Beat him/her up with an implement (hit over and over as hard as one could).

V77	CD13	Do you believe to bring up you nedd to punish him/her	discrete	numeric	Do you believe that in order to bring up (raise, educate) (name) properly, you need to physically punish him/her?
V78	hhweight	Household sample weight	contin	numeric	
V79	wlthscor	Wealth index score	contin	numeric	
V80	wlthind5	Wealth index quintiles	discrete	numeric	
V81	helevel	Education of household head	discrete	numeric	
V82	hhsex	Sex of household head	discrete	numeric	

# hl

Content	Data collected at the household member's level (MICS Household questionnaire: modules Household listing, Education, Child labour, Child Disability) Data file also contains variables merged from the hh.sav file.
Cases	0
Variable(s)	101
Structure	Type: relational Keys: HH1(Cluster number), HH2(Household number), LN(Line number)
Version	Dataset version 1.0 (May, 2007) - used for preparation of final report tabulations
Producer	Dataset produced by The Palestinian Central Bureau of Statistics and Natural Resources and The Pan-Arab Project for Family Health
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

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V83	HH7	Region	discrete	numeric	
V84	HH8A	Camp/Gathering	discrete	numeric	
V85	HH1	Cluster number	contin	numeric	
V86	HH2	Household number	contin	numeric	
V87	HH6	Area	contin	numeric	
V88	HH3	Interviewer number	contin	numeric	
V89	HH4	Supervisor Number	contin	numeric	
V90	AR2	Viset Number	contin	numeric	
V91	AS3	Supervisor at interview	discrete	numeric	
V92	AS4	Editor	contin	numeric	
V93	AS5	Coder	contin	numeric	
V94	HH5D	Day of interview	contin	numeric	
V95	HH5M	Month of interview	contin	numeric	
V96	HH5Y	Year of interview	contin	numeric	
V97	HH9	Result of HH interview	discrete	numeric	
V98	HH10	Respondent HH questionnaire	contin	numeric	
V99	HH11	Number of household members	contin	numeric	
V100	HH12	Total eligible women	contin	numeric	

V101	HH14	Total children under 5	contin	numeric	
V102	HH16	Data entry clerk	contin	numeric	
V103	LN	Line number	contin	numeric	
V104	HL3	Relationship to the head	discrete	numeric	What is the relationship of (name) to the head of the household?
V105	HL5	Age	contin	numeric	How old is (name)? How old was (name) on his/her last birthday?
V106	HL4	Sex	discrete	numeric	
V107	HL5A	Read and write	discrete	numeric	Can a person read and write?
V108	HL5B	Marital State	discrete	numeric	What is a marital status?
V109	HL5BA	Age at first marriage	contin	numeric	Age at first marriage?
V110	HL5BB	Total number of marriages	contin	numeric	What is the total number of marriages you had?
V111	HL6	Line number of eligible women	contin	numeric	
V112	HL7	Line number of mother/caretaker for child labor module	contin	numeric	Who is the mother or primary caretaker of this child?
V113	HL7A	Line number of father for child labor	discrete	numeric	Who is the father of this child?
V114	HL8	Line number of mother/caretaker for child health module	contin	numeric	Who is the mother or primary caretaker of this child?
V115	HL9	Mother alive	discrete	numeric	Is (name's) natural mother alive?
V116	HL10	Mother line number in HH	contin	numeric	Does (name's) natural mother live in this household?
V117	HL11	Father alive	discrete	numeric	Is (name's) natural father alive?
V118	HL12	Father line number in HH	contin	numeric	Does (name's) natural father live in this household?
V119	ED2	Ever attended school	discrete	numeric	Has (name) ever attended school or preschool?
V120	ED3A	Highest level of school attended	discrete	numeric	What is the highest level of school (name) attended?
V121	ED3B	Highest grade at level	contin	numeric	What is the highest grade (name) completed at this level?
V122	ED3	Currently attending	discrete	numeric	Is (name) currently attending school?
V123	ED4	Currently attending school during the school year (2004-2005)	discrete	numeric	During the (2004-2005) school year, did (name) attend school or preschool at any time?
V124	ED5	Days attended school in last week	contin	numeric	Since last (day of the week), how many days did (name) attend school?
V125	ED6A	Level of education attended	discrete	numeric	During this/that school year, which level and grade is/was (name) attending?
V126	ED6B	Grade of education attended	contin	numeric	During this/that school year, which level and grade is/was (name) attending?
V127	ED7	Attended school last year (2003-2004)	discrete	numeric	Did (name) attend school or preschool at any time during the previous school year, that is (2003-2004)?
V128	ED8A	Level of education attended last year	discrete	numeric	During that previous school year, which level and grade did (name) attend?
V129	ED8B	Grade of education attended last year	contin	numeric	During that previous school year, which level and grade did (name) attend?

V130	CL3	Worked in past week	discrete	numeric	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?
V131	CL4	Hours worked in past week	contin	numeric	Since last (day of the week), about how many hours did he/she do this work for someone who is not a member of this household?
V132	YU5	Worked in past week on his own	discrete	numeric	During the past week, did (name) do any kind of work on his own?
V133	YU6	Number of hours worked on his own	contin	numeric	If yes: How many hours?
V134	CL8	Did other family work in past week	discrete	numeric	During the past week, did (name) do any other family work (on the farm or in a business or selling goods in the street?)
V135	CL9	Hours worked on other family work	contin	numeric	Since last (day of the week), about how many hours did he/she do this work?
V136	CL6	Helped with household chores in past week	discrete	numeric	During the past week, did (name) help with household chores such as shopping, collecting firewood, cleaning, fetching water, or caring for children?
V137	CL7	Hours spent on chores in past week	contin	numeric	Since last (day of the week), about how many hours did he/she spend doing these chores?
V138	hhweight	Household sample weight	contin	numeric	
V139	withscor	Wealth index score	contin	numeric	
V140	wlthind5	Wealth index quintiles	discrete	numeric	
V141	HC1B	Mother tongue	discrete	numeric	What is the mother tongue/native language of the head of this household?
V142	WS1	Main source of drinking water	discrete	numeric	What is the main source of drinking water for members of your household?
V143	WS3	Time to get water and come back	contin	numeric	How long does it take to go there, get water, and come back?
V144	WS4	Person fetching water	discrete	numeric	Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex?
V145	WS5	Treat water to make safer for drinking	discrete	numeric	Do you treat your water in any way to make it safer to drink?
V146	WS6	Water treatment	discrete	character	
V147	WS6A	Boil	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V148	WS6B	Add bleach/chlorine	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V149	WS6C	Strain it through a cloth	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V150	WS6D	Use water filter	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V151	WS6E	Solar disinfection	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V152	WS6F	Let it stand and settle	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V153	WS6X	Other	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?

V154	WS6Z	DK	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V155	WS2	Main source of water used for other purposes (if bottled wat	discrete	numeric	What is the main source of water used by your household for other purposes such as cooking and handwashing?
V156	WS7	Kind of toilet facility	discrete	numeric	What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to?
V157	WS8	Toilet facility shared	discrete	numeric	Do you share this facility with other households?
V158	WS9	Households using this toilet facility	contin	numeric	How many households in total use this toilet facility?
V159	HC1A	Religion	discrete	numeric	What is the religion of the head of this household?
V160	HC1C	Ethnicity	discrete	numeric	To what ethnic group does the head of this household belong?
V161	HC1D	Number of household rooms	contin	numeric	How many rooms do you have in this household?
V162	HC2	Number of rooms for sleeping	contin	numeric	How many rooms in this household are used for sleeping?
V163	HC3	Main material of floor	discrete	numeric	
V164	HC4	Main material of roof	discrete	numeric	
V165	HC5	Main material of wall	discrete	numeric	
V166	HC6	Type of fuel using for cooking	discrete	numeric	What type of fuel does your household mainly use for cooking?
V167	HC7A	Does the fire stove have a chimney or a hood	discrete	numeric	Does the fire/stove have a chimney or a hood?
V168	HC9A	Electricity	discrete	numeric	Does your household have:
V169	HC9B	Radio	discrete	numeric	Does your household have:
V170	HC9C	Television	discrete	numeric	Does your household have:
V171	HC9D	Mobile phone	discrete	numeric	Does your household have:
V172	HC9E	Non-mobile phone	discrete	numeric	Does your household have:
V173	HC9F	Refrigerator	discrete	numeric	Does your household have:
V174	HC9G	Washing machine	discrete	numeric	
V175	HC9H	Dish machin	discrete	numeric	
V176	HC9I	Computer	discrete	numeric	
V177	HC9J	Enternet	discrete	numeric	
V178	HC9K	Satalite	discrete	numeric	
V179	HC10B	Bicycle	discrete	numeric	Does any member of your household own:
V180	HC10C	Motorcycle or scooter	discrete	numeric	Does any member of your household own:
V181	HC10E	Car or truck	discrete	numeric	Does any member of your household own:
V182	SL1	Salt iodization test outcome	discrete	numeric	
V183	memlevel	Education of member	discrete	numeric	

**wm**

Content	Data collected at the women's level (MICS Women's questionnaire: modules Women's Information Panel, Child mortality, Tetanus toxoid, Maternal and newborn health, Contraception (and unmet need), HIV/AIDS). Data file also contains variables merged from the hh.sav file.
Cases	0
Variable(s)	201
Structure	Type: relational Keys: HH1(Cluster number), HH2(Household number), LN(Line number)
Version	Dataset version 1.0 (May, 2007) - used for preparation of final report tabulations
Producer	Dataset produced by The Palestinian Central Bureau of Statistics and Natural Resources and The Pan-Arab Project for Family Health
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**

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V184	HH7	Region	contin	numeric	
V185	HH8A	Camp/Gathering	discrete	numeric	
V186	HH1	Cluster number	contin	numeric	
V187	HH2	Household number	contin	numeric	
V188	HH6	Area	contin	numeric	
V189	HH3	Interviewer number	contin	numeric	
V190	HH4	Supervisor Number	contin	numeric	
V191	AR2	Visit Number	contin	numeric	
V192	AS3	Supervisor at interview	discrete	numeric	
V193	AS4	Editor	contin	numeric	
V194	AS5	Coder	contin	numeric	
V195	HH16	Data entry clerk	contin	numeric	
V196	HH9	Result of HH interview	contin	numeric	
V197	HH10	Respondent HH questionnaire	contin	numeric	
V198	HH11	Number of household members	contin	numeric	
V199	LN	Line number	contin	numeric	
V200	wm6d	Day of interview	contin	numeric	

V201	wm6m	Month of interview	contin	numeric	
V202	wm6y	Year of interview	contin	numeric	
V203	WM7	Result of women 's interview	contin	numeric	
V204	WM9	Age of woman	contin	numeric	How old were you at your last birthday?
V205	MA4	Marital status	contin	numeric	What is your marital status now: are you widowed, divorced or separated?
V206	HL5BB	Total number of marriages	contin	numeric	What is the total number of marrigies you had?
V207	AB3	Number of children under 5	contin	numeric	
V208	AB4	Number of children under 1	contin	numeric	
V209	AH1	Caretaker of mother	discrete	numeric	
V210	RTH	Relation to husband	discrete	numeric	What is the relashion with husband?
V211	WM10	Have you ever attended school	contin	numeric	Have you ever attended school?
V212	WM11	What is the highest level of school you attended	contin	numeric	What is the highest level of school you attended: primary, secondary, or higher?
V213	WM12	What is the highest grade completed at that level	contin	numeric	What is the highest grade you completed at that level?
V214	WM13	Did women reach Secondary or Hieyr	discrete	numeric	Did the women reach secondary or higher school?
V215	WM14	Can read part of the sentence	contin	numeric	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?
V216	WM14A	Can write part of the sentence	discrete	numeric	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?
V217	CM1	Ever given birth	contin	numeric	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?
V218	CM2A	Date of first birth	contin	numeric	What was the date of your first birth? I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.
V219	CM2AD	Day of first birth	contin	numeric	What was the date of your first birth? I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.
V220	CM2AM	Month of first birth	contin	numeric	What was the date of your first birth? I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.
V221	CM2AY	Year of first birth	contin	numeric	What was the date of your first birth? I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.
V222	CM2AB	Years since first birth	contin	numeric	How many years since first birth?
V223	CM3	Any sons or daughters living with you	contin	numeric	Do you have any sons or daughters to whom you have given birth who are now living with you?
V224	CM4A	Sons living with you	contin	numeric	How many sons live with you?



V225	CM4B	Daughters living with you	contin	numeric	How many daughters live with you?
V226	CM5	Any sons or daughters not living with you	contin	numeric	Do you have any sons or daughters to whom you have given birth who are alive but do not live with you?
V227	CM6A	Sons living not with you	contin	numeric	How many sons are alive but do not live with you?
V228	CM6B	Daughters not living with you	contin	numeric	How many daughters are alive but do not live with you?
V229	CM7	Ever had child who later died	contin	numeric	Have you ever given birth to a boy or girl who was born alive but later died?
V230	CM8A	Boys dead	contin	numeric	How many boys have died?
V231	CM8B	Girls dead	contin	numeric	How many girls have died?
V232	CM9A	Total number of born Sons	contin	numeric	
V233	CM9B	Total number of born daughters	contin	numeric	
V234	CM9	Children ever born	contin	numeric	
V235	CM11D	Day of last birth	contin	numeric	Of these (total number) births you have had, when did you deliver the last one (even if he or she has died)?
V236	CM11M	Month of last birth	contin	numeric	Of these (total number) births you have had, when did you deliver the last one (even if he or she has died)?
V237	CM11Y	Year of last birth	contin	numeric	Of these (total number) births you have had, when did you deliver the last one (even if he or she has died)?
V238	CM12	Live birth in last 2 years	discrete	numeric	
V239	TT1	Tetanus toxoid card	contin	numeric	Do you have a card or other document with your own immunizations listed?
V240	TT2	Tetanus toxoid given in pregnancy	contin	numeric	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)?
V241	TT3	Times given tetanus toxoid in pregnancy	contin	numeric	If yes: How many times did you receive this anti-tetanus injection during your last pregnancy?
V242	TT4	Less than 2 tetanus toxo	discrete	numeric	Indicator if less than 2 tetanus injections were given
V243	TT5	Given tetanus toxoid before pregnancy	contin	numeric	Did you receive any tetanus toxoid injection at any time before your last pregnancy?
V244	TT6	Times given tetanus toxoid before pregnancy	contin	numeric	How many times did you receive it?
V245	TT7	Date of last tetanus toxoid received	contin	numeric	Date of last tetanus toxoid received?
V246	TT7Y	Year last given tetanus toxoid before pregnancy	contin	numeric	In what month and year did you receive the last anti-tetanus injection before that last pregnancy?
V247	TT7M	Month last given tetanus toxoid before pregnancy	contin	numeric	In what month and year did you receive the last anti-tetanus injection before that last pregnancy?
V248	TT7D	Day last tetanus toxoid received	contin	numeric	Day last tetanus toxoid was received?
V249	TT7A	Years last tetanus toxoid received	contin	numeric	Year last tetanus toxoid was received

V250	TT8	Years ago last received tetanus toxoid before pregnancy	contin	numeric	How many years ago did you receive the last anti-tetanus injection before that last pregnancy?
V251	MN2	Antenatal care	discrete	character	Person providing ANC
V252	MN2aA	Antenatal care	discrete	character	Person providing ANC
V253	MN2aB	Antenatal care	discrete	character	Person providing ANC
V254	MN2aC	Antenatal care	discrete	character	Person providing ANC
V255	MN1	Vitamin A dose after last birth	contin	numeric	In the first two months after your last birth [the birth of name], did you receive a Vitamin A dose like this?
V256	MN3A	Weighed	contin	numeric	As part of your antenatal care, were any of the following done at least once? Were you weighed?
V257	MN3B	Blood pressure measured	contin	numeric	As part of your antenatal care, were any of the following done at least once? Was your blood pressure measured?
V258	MN3BA	Dos blood Heir pressure	discrete	numeric	As part of your antenatal care, were any of the following done at least once? Was your blood pressure measured?
V259	MN3C	Urine sample	contin	numeric	As part of your antenatal care, were any of the following done at least once? Did you give a urine sample?
V260	MN3D	Blood sample	contin	numeric	As part of your antenatal care, were any of the following done at least once? Did you give a blood sample?
V261	MN14A	Had diabets	discrete	numeric	As part of your antenatal care, were any of the following done at least once? Diabetes discovered?
V262	MN4	Counseled about AIDS or the AIDS virus	contin	numeric	During any of the antenatal visits for the pregnancy, were you given any information or counseled about AIDS or the AIDS virus?
V263	MN5	Tested for HIV/AIDS	contin	numeric	I don't want to know the results, but were you tested for HIV/AIDS as part of your antenatal care?
V264	MN6	Received result of HIV test	contin	numeric	I don't want to know the results, but did you get the results of the test?
V265	MN7	Assistance at delivery	discrete	character	Person assisting delivery
V266	MN7aA	Assistance at delivery: Doctor	discrete	character	Person assisting delivery
V267	MN7aB	Assistance at delivery: Nurse/midwife	discrete	character	Person assisting delivery
V268	MN7aC	Assistance at delivery: Auxiliary midwife	discrete	character	Person assisting delivery
V269	MN8	Place of delivery	contin	numeric	Where did you give birth to (NAME)?
V270	MN9	Size of child at birth	contin	numeric	When your last child (name) was born, was he/she very large, larger than average, average, smaller than average, or very small?
V271	MN10	Child weighed at birth	contin	numeric	Was (name) weighed at birth?
V272	MN11	Weight at birth	contin	numeric	How much did (name) weigh?
V273	MN11A	Weight from card or recall	contin	numeric	How much did (name) weigh?
V274	MN12	Ever breastfeed	contin	numeric	Did you ever breastfeed (name)?
V275	MN13	Time baby put to breast	contin	numeric	How long after birth did you first put (name) to the breast?

V276	MN13U	Time baby put to breast (unit)	contin	numeric	How long after birth did you first put (name) to the breast?
V277	MN13N	Time baby put to breast (number)	contin	numeric	How long after birth did you first put (name) to the breast?
V278	MN14B	Have any problem to seen	discrete	numeric	Ever had any problem to seen?
V279	MN14C	Have any ghnit seen problem	discrete	numeric	Ever had any problem ghnt seen problem?
V280	CP0	Dos you mared Now	discrete	numeric	Are you married now?
V281	CP1	Currently pregnant	contin	numeric	Are you pregnant now?
V282	CP2	Currently using a method to avoid pregnancy	contin	numeric	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?
V283	CP3	Current method	discrete	character	Which method are you using?
V284	CP3A	Current method: Female sterilization	discrete	character	Which method are you using?
V285	CP3B	Current method: Male sterilization	discrete	character	Which method are you using?
V286	CP3C	Current method: Pill	discrete	character	Which method are you using?
V287	HA1	Ever heard of HIV or AIDS	contin	numeric	Have you ever heard of the virus HIV or an illness called AIDS?
V288	HA2	Can avoid AIDS by having one uninfected partner	contin	numeric	Can people protect themselves from getting infected with the AIDS virus by having one sex partner who is not infected and also has no other partners?
V289	HA3	Can get AIDS through supernatural means	contin	numeric	Can people get infected with the AIDS virus because of witchcraft or other supernatural means?
V290	HA4	Can avoid AIDS by using a condom correctly every time	contin	numeric	Can people reduce their chance of getting the AIDS virus by using a condom every time they have sex?
V291	HA5	Can get AIDS from mosquito bites	contin	numeric	Can people get the AIDS virus from mosquito bites?
V292	HA6	Can avoid AIDS by not having sex at all	contin	numeric	Can people reduce their chance of getting infected with the AIDS virus by not having sex at all?
V293	HA7	Can get AIDS by sharing food with person with AIDS virus	contin	numeric	Can people get the AIDS virus by sharing food with a person who has AIDS?
V294	HA7A	Can get AIDS by injection with needle already used by someone	contin	numeric	Can people get the AIDS virus by getting injections with a needle that was already used by someone else?
V295	HA8	Healthy-looking person can have AIDS	contin	numeric	Is it possible for a healthy-looking person to have the AIDS virus?
V296	HA9	AIDS from mother to child during	contin	numeric	Can the AIDS virus be transmitted from a mother to a baby?
V297	HA9A	AIDS from mother to child during pregnancy	contin	numeric	Can the AIDS virus be transmitted from a mother to a baby? During pregnancy?
V298	HA9B	AIDS from mother to child at delivery	contin	numeric	Can the AIDS virus be transmitted from a mother to a baby? During delivery?
V299	HA9C	AIDS from mother to child through breastmilk	contin	numeric	Can the AIDS virus be transmitted from a mother to a baby? By breastfeeding?

V300	HA10	Should female teacher with HIV/AIDS be allowed to teach in school	contin	numeric	If a female teacher has the AIDS virus but is not sick, should she be allowed to continue teaching in school?
V301	HA11	Would buy fresh vegetables from shopseller with HIV/AIDS	contin	numeric	Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had the AIDS virus?
V302	HA12	If a member became infected with the virus, would you want i	contin	numeric	If a member of your family became infected with the AIDS virus, would you want it to remain a secret?
V303	HA13	Willing to care for person with AIDS in household	contin	numeric	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?
V304	HA14	Ever had HIV test	discrete	numeric	I do not want you to tell me the results of the test, but have ever taken HIV test?
V305	HA16	Received results of HIV test	contin	numeric	I do not want you to tell me the results of the test, but have you been told the results?
V306	HA17	Asked for HIV test or was it offered to you	contin	numeric	Did you, yourself, ask for the test, was it offered to you and you accepted, or was it required?
V307	HA18	Know a place to get HIV test	contin	numeric	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?
V308	SH	Mother ded	discrete	numeric	Is mother dead?
V309	MM6	Number of sister lives	contin	numeric	Number of sisters born?
V310	MM7	Total sister live	contin	numeric	Total number of sister alive
V311	MM8	Total sister dithe	contin	numeric	Total number of sisters that died
V312	MM9	Total dithe wen bornd	contin	numeric	Total number died on birth
V313	hl5a	Read and write	discrete	numeric	Can a women read or write
V314	cmcdoiw	Date of interview women (CMC)	contin	numeric	
V315	wdob	Date of birth (CMC)	contin	numeric	
V316	wage	Age	contin	numeric	
V317	agem	Age at first marriage/union	contin	numeric	
V318	MA8	Age at first union	contin	numeric	How old were you when you started living with your first husband/partner?
V319	ceb	Children ever born	contin	numeric	
V320	deadkids	Dead children	contin	numeric	
V321	surviv	Surviving children	contin	numeric	
V322	wmweight	Women's sample weight	contin	numeric	
V323	wlthscor	Wealth index score	contin	numeric	
V324	wlthind5	Wealth index quintiles	discrete	numeric	
V325	HC1B	Mother tongue	contin	numeric	What is the mother tongue/native language of the head of this household?
V326	mn2A	Antenatal care: Doctor	discrete	character	Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?

V327	mn2b	Antenatal care: Nurse/midwife	discrete	character	Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?
V328	mn2C	Antenatal care: Auxiliary midwife	discrete	character	Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?
V329	mn2F	Antenatal care: Traditional birth attendant	discrete	character	Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?
V330	mn2H	Antenatal care: Relative/friend	discrete	character	Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?
V331	mn2X	Antenatal care: Other	discrete	character	Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?
V332	mn2Y	Antenatal care: No one	discrete	character	Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?
V333	mn7A	Assistance at delivery: Doctor	discrete	character	Who assisted with the delivery of your last child (name)? Anyone else?
V334	mn7b	Assistance at delivery: Nurse/midwife	discrete	character	Who assisted with the delivery of your last child (name)? Anyone else?
V335	mn7C	Assistance at delivery: Auxiliary midwife	discrete	character	Who assisted with the delivery of your last child (name)? Anyone else?
V336	mn7F	Assistance at delivery: Traditional birth attendant	discrete	character	Who assisted with the delivery of your last child (name)? Anyone else?
V337	mn7H	Assistance at delivery: Relative/friend	discrete	character	Who assisted with the delivery of your last child (name)? Anyone else?
V338	mn7X	Assistance at delivery: Other	discrete	character	Who assisted with the delivery of your last child (name)? Anyone else?
V339	mn7Y	Assistance at delivery: No one	discrete	character	Who assisted with the delivery of your last child (name)? Anyone else?
V340	WS1	Main source of drinking water	contin	numeric	What is the main source of drinking water for members of your household?
V341	WS3	Time to get water and come back	contin	numeric	How long does it take to go there, get water, and come back?
V342	WS4	Person fetching water	contin	numeric	Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex?
V343	WS5	Treat water to make safer for drinking	contin	numeric	Do you treat your water in any way to make it safer to drink?
V344	WS6	Water treatment	discrete	character	
V345	WS6A	Boil	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V346	WS6B	Add bleach/chlorine	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V347	WS6C	Strain it through a cloth	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V348	WS6D	Use water filter	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V349	WS6E	Solar disinfection	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?

V350	WS6F	Let it stand and settle	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V351	WS6X	Other	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V352	WS6Z	DK	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V353	WS2	Main source of water used for other purposes (if bottled water)	contin	numeric	What is the main source of water used by your household for other purposes such as cooking and handwashing?
V354	WS7	Kind of toilet facility	contin	numeric	What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to?
V355	WS8	Toilet facility shared	contin	numeric	Do you share this facility with other households?
V356	WS9	Households using this toilet facility	contin	numeric	How many households in total use this toilet facility?
V357	HC1A	Religion	contin	numeric	What is the religion of the head of this household?
V358	HC1C	Ethnicity	contin	numeric	To what ethnic group does the head of this household belong?
V359	HC1D	Number of household rooms	contin	numeric	How many rooms do you have in this household?
V360	HC2	Number of rooms for sleeping	contin	numeric	How many rooms in this household are used for sleeping?
V361	HC3	Main material of floor	contin	numeric	
V362	HC4	Main material of roof	contin	numeric	
V363	HC5	Main material of wall	contin	numeric	
V364	HC6	Type of fuel using for cooking	contin	numeric	What type of fuel does your household mainly use for cooking?
V365	HC7	Food cooked on stove or open fire	contin	numeric	In this household, is food cooked on an open fire, an open stove or a closed stove?
V366	HC7A	Does the fire stove have a chimney or a hood	contin	numeric	Does the fire/stove have a chimney or a hood?
V367	HC8	Cooking location	contin	numeric	Is the cooking usually done in the house, in a separate building, or outdoors?
V368	HC9A	Electricity	contin	numeric	Does your household have:
V369	HC9B	Radio	contin	numeric	Does your household have:
V370	HC9C	Television	contin	numeric	Does your household have:
V371	HC9D	Mobile phone	contin	numeric	Does your household have:
V372	HC9E	Non-mobile phone	contin	numeric	Does your household have:
V373	HC9F	Refrigerator	contin	numeric	Does your household have:
V374	HC9G	Washing machine	discrete	numeric	
V375	HC9H	Dish machine	discrete	numeric	
V376	HC9I	Computer	discrete	numeric	
V377	HC9J	Internet	discrete	numeric	
V378	HC9K	Satellite	discrete	numeric	
V379	HC10B	Bicycle	contin	numeric	Does any member of your household own:
V380	HC10C	Motorcycle or scooter	contin	numeric	Does any member of your household own:
V381	HC10E	Car or truck	contin	numeric	Does any member of your household own:

V382	SL1	Salt iodization test outcome	discrete	numeric
V383	melevelt	Education	discrete	numeric
V384	mstatus	Marital/Union status	contin	numeric

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Content	Data collected at the children's level (MICS Under Five Children's questionnaire: modules Under Five Child Information Panel, Birth registration and early learning, Vitamin A, Breastfeeding, Care of Illness, Immunization, Anthropometry). Data file also contains variables merged from the hh.sav file.
Cases	0
Variable(s)	241
Structure	Type: relational Keys: HH1(Cluster number), HH2(Household number), LN(Line number)
Version	Dataset version 1.0 (May, 2007) - used for preparation of final report tabulations
Producer	Dataset produced by The Palestinian Central Bureau of Statistics and Natural Resources and The Pan-Arab Project for Family Health
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

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V385	HH7	Region	discrete	numeric	
V386	HH8A	Camp/Gathering	discrete	numeric	
V387	HH1	Cluster number	contin	numeric	
V388	HH2	Household number	contin	numeric	
V389	HH6	Area	discrete	numeric	
V390	HH3	Interviewer number	contin	numeric	
V391	HH4	Supervisor Number	contin	numeric	
V392	AS3	Supervisor at interview	discrete	numeric	
V393	AS4	Editor	contin	numeric	
V394	AS5	Coder	contin	numeric	
V395	HH11	Number of household members	contin	numeric	
V396	HH16	Data entry clerk	contin	numeric	
V397	AR2	Viset Number	contin	numeric	
V398	UF9	Result of interview for children under 5	discrete	numeric	
V399	HH10	Respondent HH questionnaire	contin	numeric	
V400	LW	Line women	contin	numeric	
V401	UF6	Caretaker's line number	contin	numeric	
V402	TBH	Child Number	contin	numeric	



V403	LN	Line number	contin	numeric	
V404	UF8D	Day of interview	contin	numeric	
V405	UF8M	Month of interview	contin	numeric	
V406	UF8Y	Year of interview	discrete	numeric	
V407	cmcdcoic	Date of interview child (CMC)	contin	numeric	
V408	UF10D	Day of birth of child	contin	numeric	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?
V409	UF10M	Month of birth of child	contin	numeric	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?
V410	UF10Y	Year of birth of child	contin	numeric	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?
V411	HL4	Sex	discrete	numeric	
V412	cdob	Date of birth (CMC)	contin	numeric	
V413	cage	Age (months)	contin	numeric	
V414	UF11	Age of child	contin	numeric	How old was (NAME) at his/her last birthday?
V415	cage_6	Age	discrete	numeric	
V416	cage_11	Age	discrete	numeric	
V417	BR1	Child has birth certificate	discrete	numeric	Does (name) have a birth certificate? May I see it?
V418	BR2	Child registered	discrete	numeric	Has (name's) birth been registered with the civil authorities?
V419	BR3	Reason birth not registered	discrete	numeric	Why is (name's) birth not registered?
V420	BR4	Know how to register birth	discrete	numeric	Do you know how to register your child's birth?
V421	BR5	Age Child	discrete	numeric	
V422	BR6	Child attends early childhood education programme	discrete	numeric	Does (name) attend any organized learning or early childhood education programme, such as a private or government facility, including kindergarten or community child care?

V423	BR7	Hours attended education in last 7 days	contin	numeric	Within the last seven days, about how many hours did (name) attend?
V424	BR8	Read books or looks at picture book	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): 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, ,drawing things and/or reciting Quran?
V425	BR8A	Books	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): 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, ,drawing things and/or reciting Quran?
V426	BR8B	Tell stories to	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): 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, ,drawing things and/or reciting Quran?
V427	BR8C	Sing songs	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): 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, ,drawing things and/or reciting Quran?
V428	CE1	How many books are there in the household	contin	numeric	How many books are there in the household? Please include schoolbooks, but not other books meant for children, such as picture books
V429	CE2	How many children books or picture books do you have for him	contin	numeric	How many children's books or picture books do you have for (name)?

V430	CE3	Things that he/her plays with when he/she is at home	discrete	character	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?
V431	CE3A	Bowls, plate, cups ,pots	discrete	character	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?
V432	CE3B	Sticks , rocks, animals shells, leaves	discrete	character	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?
V433	CE3C	Homemade toys	discrete	character	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?
V434	CE3D	Toys that came from a store	discrete	character	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?
V435	CE3Y	No playthings mentioned	discrete	character	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?
V436	CE4	How many time was he/her left in the care of another child	contin	numeric	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)?
V437	CE5	How many time he was left alone	contin	numeric	In the past week, how many times was (name) left alone?
V438	VA1	Child ever received vitamin A	discrete	numeric	Has (name) ever received a vitamin A capsule (supplement) like this one?
V439	VA2	Months ago child took last Vitamin A dose	discrete	numeric	How many months ago did (name) take the last dose?
V440	VA3	Place child got last Vitamin A dose	discrete	numeric	Where did (name) get this last dose?
V441	BF1	Child ever been breastfed	discrete	numeric	Has (name) ever been breastfed?

V442	BF2	Child still being breastfed	discrete	numeric	Is he/she still being breastfed?
V443	BF3A	Child received vitamin, mineral supplements or medicine	discrete	numeric	Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Vitamin, mineral supplements or medicine?
V444	BF3B	Child received plain water	discrete	numeric	Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Plain water?
V445	BF3C	Child received sweetened water or juice	discrete	numeric	Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Sweetened, flavoured water or fruit juice or tea or infusion?
V446	BF3D	Child received oral rehydration solution	discrete	numeric	Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Oral rehydration solution (ORS)?
V447	BF3E	Child received infant formula	discrete	numeric	Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Infant formula?
V448	BF3G	Child received other liquids	discrete	numeric	Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Any other liquids?
V449	BF3H	Child received solid or mushy food	discrete	numeric	Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Solid or semi-solid (mushy) food?
V450	BF4	Did Child received solid or mushy food	discrete	numeric	Solid or mushy food?
V451	BF5	Time ate solid, semisolid or soft food other than liquids	contin	numeric	Since this time yesterday, how many times did (NAME) eat solid, semisolid, or soft foods other than liquids?
V452	CA1	Child had diarrhoea in last 2 weeks	discrete	numeric	Has (name) had diarrhoea in the last two weeks, that is, since (day of the week) of the week before last?
V453	CA2D	Breasffed	discrete	numeric	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. Mother's milk?

V454	CA2E	Soup	discrete	numeric	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. Soup?
V455	CA2B	Government-recommended homemade fluid	discrete	numeric	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. Government-recommended homemade fluid?
V456	CA2A	Drank fluid made from special packet (ORS)	discrete	numeric	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)?
V457	CA2C	Pre-packaged ORS fluid for diarrhea	discrete	numeric	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 pre-packaged ORS fluid for diarrhoea?
V458	CA2F	Milk	discrete	numeric	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. Milk?
V459	CA2G	Water with food	discrete	numeric	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. Water with food?
V460	CA2H	Only water	discrete	numeric	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. Only water?
V461	CA2I	Cola	discrete	numeric	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. Cola?
V462	CA2K	Other	discrete	numeric	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. Other?
V463	CA3	Child drank less or more during illness	discrete	numeric	During (name's) illness, did he/she drink much less, about the same, or more than usual?

V464	CA4	Child ate less or more during illness	discrete	numeric	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?
V465	CA5	Child ill with cough in last 2 weeks	discrete	numeric	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?
V466	CA6	Difficulty breathing during illness with cough	discrete	numeric	When (name) had an illness with a cough, did he/she breathe faster than usual with short, quick breaths or have difficulty breathing?
V467	CA7	Symptoms due to problem in chest or blocked nose	discrete	numeric	Were the symptoms due to a problem in the chest or a blocked nose?
V468	CA8	Sought advice or treatment for illness	discrete	numeric	Did you seek advice or treatment for the illness outside the home?
V469	CA9	Place sought advice	discrete	character	From where did you seek care? Anywhere else?
V470	CA9Fa	Place sought care: Govt Hospital	discrete	character	From where did you seek care? Anywhere else?
V471	CA9Ga	Place sought care: Govt Health centre	discrete	character	From where did you seek care? Anywhere else?
V472	CA9Ma	Place sought care: Govt Health post	discrete	character	From where did you seek care? Anywhere else?
V473	CA10	Given medicine to treat this illness	discrete	numeric	Was (name) given medicine to treat this illness?
V474	CA11	Type of medicine	discrete	character	What medicine was (name) given?
V475	CA11A	Antibiotic	discrete	character	What medicine was (name) given?
V476	CA11PQ	Paracetamol/Panadol/Isatmophine/Aspirinew	discrete	character	What medicine was (name) given?
V477	CA11R	Ibuprofen	discrete	character	What medicine was (name) given?
V478	CA11X	Other	discrete	character	What medicine was (name) given?
V479	CA11Z	DK	discrete	character	What medicine was (name) given?
V480	CA12	Age of child (Filter)	discrete	numeric	
V481	CA13	What was done to dispose of the stools	discrete	numeric	The last time (name) passed stools, what was done to dispose of the stools?
V482	CM151	Dangerous symptoms - Group 1	discrete	numeric	Reasons you would take child to a health facility?
V483	CM152	Dangerous symptoms - Group 2	discrete	numeric	Reasons you would take child to a health facility?
V484	CM153	Dangerous symptoms - Group 3	discrete	numeric	Reasons you would take child to a health facility?
V485	IM1	Vaccination card for child	discrete	numeric	Is there a vaccination card for (name)?
V486	IM2Y	Year of BCG immunization	contin	numeric	
V487	IM2M	Month of BCG immunization	contin	numeric	
V488	IM2D	Day of BCG immunization	contin	numeric	
V489	IM3AY	Year of OPV0 immunization	contin	numeric	

V490	IM3AM	Month of OPV0 immunization	contin	numeric
V491	IM3AD	Day of OPV0 immunization	contin	numeric
V492	IM3BY	Year of OPV1 immunization	contin	numeric
V493	IM3BM	Month of OPV1 immunization	contin	numeric
V494	IM3BD	Day of OPV1 immunization	contin	numeric
V495	IM3CY	Year of OPV2 immunization	contin	numeric
V496	IM3CM	Month of OPV2 immunization	contin	numeric
V497	IM3CD	Day of OPV2 immunization	contin	numeric
V498	IM3DY	Year of OPV3 immunization	contin	numeric
V499	IM3DM	Month of OPV3 immunization	contin	numeric
V500	IM3DD	Day of OPV3 immunization	contin	numeric
V501	IM3EY	Year of suport OPV	contin	numeric
V502	IM3EM	Month of suport OPV	contin	numeric
V503	IM3ED	Day of Suport OPV	contin	numeric
V504	IM4AY	Year of DPT1 immunization	contin	numeric
V505	IM4AM	Month of DPT1 immunization	contin	numeric
V506	IM4AD	Day of DPT1 immunization	contin	numeric
V507	IM4BY	Year of DPT2 immunization	contin	numeric
V508	IM4BM	Month of DPT2 immunization	contin	numeric
V509	IM4BD	Day of DPT2 immunization	contin	numeric
V510	IM4CY	Year of DPT3 immunization	contin	numeric
V511	IM4CM	Month of DPT3 immunization	contin	numeric
V512	IM4CD	Day of DPT3 immunization	contin	numeric
V513	IM4DY	Year of suport DPT	contin	numeric
V514	IM4DM	Month of suport DPT	contin	numeric
V515	IM4DD	Day of suport DPT	contin	numeric
V516	IM6Y	Year of Measles or MMR immunization	contin	numeric
V517	IM6M	Month Measles or MMR immunization	contin	numeric
V518	IM6D	Day Measles or MMR immunization	contin	numeric
V519	IM5AY	Year of HepB1 or DPTHepB1 immunization	contin	numeric
V520	IM5AM	Month of HepB1 or DPTHepB1 immunization	contin	numeric
V521	IM5AD	Day of HepB1 or DPTHepB1 immunization	contin	numeric
V522	IM5BY	Year of HepB2 or DPTHepB2 immunization	contin	numeric
V523	IM5BM	Month of HepB2 or DPTHepB2 imunization	contin	numeric
V524	IM5BD	Day HepB2 or DPTHepB2 immunization	contin	numeric
V525	IM5CY	Year of DPTHepB3 or HepB3 immunization	contin	numeric
V526	IM5CM	Month of DPTHepB3 or HepB3 ummunization	contin	numeric
V527	IM5CD	Day of DPTHepB3 or HepB3 immunization	contin	numeric
V528	IM6AY	Year of MMR	contin	numeric
V529	IM6AM	Month of MMR	contin	numeric
V530	IM6AD	Day of MMR	contin	numeric

V531	IM7AY	Year of Hib1 immunization	contin	numeric	
V532	IM7AM	Month of Hib1 immunization	contin	numeric	
V533	IM7AD	Day of Hib1 immunization	contin	numeric	
V534	IM7BY	Year of Hib2 immunization	contin	numeric	
V535	IM7BM	Month of Hib2 immunization	contin	numeric	
V536	IM7BD	Day Hib2 immunization	contin	numeric	
V537	IM7CY	Year of Hib3 immunization	contin	numeric	
V538	IM7CM	Month of Hib3 immunization	contin	numeric	
V539	IM7CD	Day of Hib3 immunization	contin	numeric	
V540	IM9	Received additional vaccinations	discrete	numeric	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?
V541	IM10	Child ever received any vaccinations	discrete	numeric	Has (name) ever received any vaccinations to prevent him/her from getting diseases, including vaccinations received in a campaign or immunization day?
V542	IM11	Child ever given BCG vaccination	discrete	numeric	Has (name) ever been given a BCG vaccination against tuberculosis - that is, an injection in the arm or shoulder that caused a scar?
V543	IM11A	BCG vaccination left a mark	discrete	numeric	Is there are mark left from a BCG vaccination?
V544	IM12	Child ever given Polio vaccination	discrete	numeric	Has (name) ever been given any "vaccination drops in the mouth" to protect him/her from getting diseases - that is, polio?
V545	IM13	Polio first given just after birth or later	discrete	numeric	How old was he/she when the first dose was given - just after birth (within two weeks) or later?
V546	IM14	Times child given Polio vaccination	contin	numeric	How many times has he/she been given these drops?
V547	IM15	Child ever given DPT vaccination	discrete	numeric	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)
V548	IM16	Times child given DPT vaccination	contin	numeric	How many times?
V549	IM17	Child ever given Measles or MMR vaccination	discrete	numeric	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?



V550	IM19A	Child participated in national immunization day A	discrete	numeric	Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: Date/type of campaign A
V551	IM19B	Child participated in national immunization day B	discrete	numeric	Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: Date/type of campaign B
V552	IM19C	Child participated in national immunization day C	discrete	numeric	Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: Date/type of campaign C
V553	AN1	Child's weight (kilograms)	contin	numeric	
V554	MS2A	Result of measurement	discrete	numeric	
V555	AN2	Child's length or height	contin	numeric	
V556	MS3A	Child measured lying or standing	discrete	numeric	
V557	melevel	Mother's education	discrete	numeric	
V558	chweight	Children's sample weight	contin	numeric	
V559	wlthscor	Wealth index score	contin	numeric	
V560	wlthind5	Wealth index quintiles	discrete	numeric	
V561	HC1B	Mother tongue	discrete	numeric	What is the mother tongue/native language of the head of this household?
V562	CA9A	Place sought care: Govt Hospital	discrete	character	From where did you seek care? Anywhere else?
V563	CA9F	Sought advice: Private hospital	discrete	character	From where did you seek care? Anywhere else?
V564	CA9B	Place sought care: Govt Health centre	discrete	character	From where did you seek care? Anywhere else?
V565	CA9G	Sought advice: Private clinic	discrete	character	From where did you seek care? Anywhere else?
V566	CA9M	Sought advice: UNRWA clinic	discrete	character	From where did you seek care? Anywhere else?
V567	CA9N	Sought advice: Health center of PRC	discrete	character	From where did you seek care? Anywhere else?
V568	CA9K	Place sought care: Private pharmacy	discrete	character	From where did you seek care? Anywhere else?
V569	CA9P	Place sought care: Relative or friend	discrete	character	From where did you seek care? Anywhere else?
V570	CA9R	Place sought care: Traditional practitioner	discrete	character	From where did you seek care? Anywhere else?
V571	CA9X	Place sought care: Other	discrete	character	From where did you seek care? Anywhere else?
V572	hap	Height for age percentile	contin	numeric	Is (name) male or female?
V573	haz	Height for age z-score	contin	numeric	Is (name) male or female?
V574	ham	Height for age percent of reference median	contin	numeric	Is (name) male or female?

V575	wap	Weight for age percentile	contin	numeric	Is (name) male or female?
V576	waz	Weight for age z-score	contin	numeric	Is (name) male or female?
V577	wam	Weight for age percent of reference median	contin	numeric	Is (name) male or female?
V578	whp	Weight for height percentile	contin	numeric	Is (name) male or female?
V579	whz	Weight for height z-score	contin	numeric	Is (name) male or female?
V580	whm	Weight for height percent of reference median	contin	numeric	Is (name) male or female?
V581	flag	Flag for anthropometric indicators	contin	numeric	Is (name) male or female?
V582	WS1	Main source of drinking water	discrete	numeric	What is the main source of drinking water for members of your household?
V583	WS3	Time to get water and come back	contin	numeric	How long does it take to go there, get water, and come back?
V584	WS4	Person fetching water	discrete	numeric	Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex?
V585	WS5	Treat water to make safer for drinking	discrete	numeric	Do you treat your water in any way to make it safer to drink?
V586	WS6	Water treatment	discrete	character	
V587	WS6A	Boil	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V588	WS6B	Add bleach/chlorine	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V589	WS6C	Strain it through a cloth	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V590	WS6D	Use water filter	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V591	WS6E	Solar disinfection	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V592	WS6F	Let it stand and settle	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V593	WS6X	Other	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V594	WS6Z	DK	discrete	character	What do you usually do to the water to make it safer to drink? Anything else?
V595	WS2	Main source of water used for other purposes (if bottled wat	discrete	numeric	What is the main source of water used by your household for other purposes such as cooking and handwashing?
V596	WS7	Kind of toilet facility	discrete	numeric	What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to?

V597	WS8	Toilet facility shared	discrete	numeric	Do you share this facility with other households?
V598	WS9	Households using this toilet facility	contin	numeric	How many households in total use this toilet facility?
V599	HC1A	Religion	discrete	numeric	What is the religion of the head of this household?
V600	HC1C	Ethnicity	discrete	numeric	To what ethnic group does the head of this household belong?
V601	HC1D	Number of household rooms	contin	numeric	How many rooms do you have in this household?
V602	HC2	Number of rooms for sleeping	contin	numeric	How many rooms in this household are used for sleeping?
V603	HC3	Main material of floor	discrete	numeric	
V604	HC4	Main material of roof	discrete	numeric	
V605	HC5	Main material of wall	discrete	numeric	
V606	HC6	Type of fuel using for cooking	discrete	numeric	What type of fuel does your household mainly use for cooking?
V607	HC7	Food cooked on stove or open fire	discrete	numeric	In this household, is food cooked on an open fire, an open stove or a closed stove?
V608	HC7A	Does the fire stove have a chimney or a hood	discrete	numeric	Does the fire/stove have a chimney or a hood?
V609	HC8	Cooking location	discrete	numeric	Is the cooking usually done in the house, in a separate building, or outdoors?
V610	HC9A	Electricity	discrete	numeric	Does your household have:
V611	HC9B	Radio	discrete	numeric	Does your household have:
V612	HC9C	Television	discrete	numeric	Does your household have:
V613	HC9D	Mobile phone	discrete	numeric	Does your household have:
V614	HC9E	Non-mobile phone	discrete	numeric	Does your household have:
V615	HC9F	Refrigerator	discrete	numeric	Does your household have:
V616	HC9G	Washing machine	discrete	numeric	
V617	HC9H	Dish machin	discrete	numeric	
V618	HC9I	Computer	discrete	numeric	
V619	HC9J	Enternet	discrete	numeric	
V620	HC9K	Satalite	discrete	numeric	
V621	HC10B	Bicycle	discrete	numeric	Does any member of your household own:
V622	HC10C	Motorcycle or scooter	discrete	numeric	Does any member of your household own:
V623	HC10E	Car or truck	discrete	numeric	Does any member of your household own:
V624	SL1	Salt iodization test outcome	discrete	numeric	
V625	melevelt	Education	discrete	numeric	



## Region (HH7)

File: hh

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Region:

**Interviewer instructions**

Circle the code for region.

## Camp/Gathering (HH8A)

File: hh

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-24

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Camp/Gathering:

**Interviewer instructions**

Circle the code for camp/gathering.

## Cluster number (HH1)

File: hh

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-250

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Description**

Unique identifier for the cluster in which the household exists

**Universe**

Children aged 0-4

**Source of information**

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. May I start now? If permission is given, begin the interview. Cluster number:

#### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: hh

#### Overview

Type: Continuous

Format: numeric

Width: 2

Decimals: 0

Range: 1-20

Valid cases: 0 (0)

Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Household number:

#### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Area (HH6)

File: hh

#### Overview

Type: Continuous

Format: numeric

Width: 1

Decimals: 0

Range: 1-2

Valid cases: 0 (0)

Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Area:

#### Interviewer 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.

## Interviewer number (HH3)

File: hh

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-52

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Interview information fields completed by interviewer

### Pre question

Interviewer name and number:

### Interviewer instructions

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

## Supervisor Number (HH4)

File: hh

### Overview

Type: Continuous  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-14

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Interview information fields completed by interviewer

### Pre question

Supervisor name and number:

### Interviewer 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.

## Day of interview (HH5D)

File: hh

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

De jure household members (usual residents)

### Source of information

Interview information fields completed by interviewer

### Pre question

Day/Month/Year of interview:

### Interviewer instructions

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

## Month of interview (HH5M)

File: hh

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 9-10

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

De jure household members (usual residents)

### Source of information

Interview information fields completed by interviewer

### Pre question

Day/Month/Year of interview:

### Interviewer instructions

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

## Year of interview (HH5Y)

File: hh

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2005-2005

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

De jure household members (usual residents)

### Source of information

Interview information fields completed by interviewer

### Pre question

Day/Month/Year of interview:

### Interviewer instructions

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

## Visit Number (AR2)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information



Interview information fields completed by interviewer

**Interviewer instructions**

Enter the visit number.

## Supervisor at interview (AS3)

File: hh

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Indicator if supervisor was present during the interview.

**Interviewer instructions**

Enter the editor number.

## Editor (AS4)

File: hh

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Interviewer instructions**

Enter the editor number.

## Coder (AS5)

File: hh

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Interviewer instructions**

Enter the coder number.

## Result of HH interview (HH9)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

Interview information fields completed by interviewer

### Pre question

After all questionnaires for the household have been completed, fill in the following information: Result of HH interview:

### Interviewer 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.

## Respondent HH questionnaire (HH10)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Interview information fields completed by interviewer

### Pre question

Respondent to HH questionnaire:

### Interviewer instructions

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

## Number of household members (HH11)

File: hh

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 0  
Range: 1-25

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Total number of household members:

**Interviewer instructions**

Count the number of household members recorded in column HL1 of the Household Listing and enter the total here.

## Total eligible women (HH12)

File: hh

**Overview**

Type: Continuous

Format: numeric

Width: 8

Decimals: 0

Range: 0-11

Valid cases: 0 (0)

Invalid: 0 (0)

**Universe**

De jure household members (usual residents)

**Source of information**

Interview information fields completed by interviewer

**Pre question**

No. of women eligible for interview:

**Interviewer 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.

## Total children under 5 (HH14)

File: hh

**Overview**

Type: Continuous

Format: numeric

Width: 8

Decimals: 0

Range: 0-7

Valid cases: 0 (0)

Invalid: 0 (0)

**Universe**

De jure household members (usual residents)

**Source of information**

Interview information fields completed by interviewer

**Pre question**

No. of children under age 5:

**Interviewer 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.

## Data entry clerk (HH16)

File: hh

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-12

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Interview information fields completed by interviewer

### Pre question

Data entry clerk:

### Interviewer instructions

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

## Main source of drinking water (WS1)

File: hh

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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. Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2): '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. '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. '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. '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. '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. '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. '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. '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). '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. '61' - A tanker-truck water source transports and sells water by means of a tanker truck. '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. '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. '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. --- 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.

## Time to get water and come back (WS3)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

## Person fetching water (WS4)

File: hh

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex?

**Post question**

Circle code that best describes this person.

**Interviewer instructions**

The purpose of this question is to find out the age and gender of the person who usually performs the task of hauling water. This will provide an understanding of whether water hauling responsibilities are given to members of a particular sex or age group. Probe: "IS THIS PERSON UNDER AGE 15? WHAT SEX 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.

## Treat water to make safer for drinking (WS5)

File: hh

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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 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. --- 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.

## Water treatment (WS6)

File: hh

**Overview**

Type: Discrete  
 Format: character  
 Width: 8

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

## Boil (WS6A)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Add bleach/chlorine (WS6B)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Strain it through a cloth (WS6C)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Use water filter (WS6D)

File: hh

### Overview



Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Solar disinfection (WS6E)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Let it stand and settle (WS6F)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Other (WS6X)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

DK (WS6Z)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

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

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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. Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2): '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. '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. '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. '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. '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. '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. '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. '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). '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. '61' - A tanker-truck water source transports and sells water by means of a tanker truck. '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. '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. '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. --- 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.

## Kind of toilet facility (WS7)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 11-99

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to?

### Post question

If necessary, ask permission to observe the facility.

### Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- The purpose of this question is to obtain a measure of the cleanliness of the sanitary facility used by the household members. It may be necessary to observe the facility. If so, ask permission to do so. If the respondent answers or it is observed that the household members have no facilities or use the bush or field, enter '95' for 'No facilities or bush or field' and skip to the next module. If any of the flush or pour flush responses (11-15) are given, probe: "WHERE DOES IT FLUSH TO?" Circle the code corresponding to the response given. Definitions of various types of toilet facilities are as follows: A flush toilet uses a cistern or holding tank for flushing water and has a water seal, which is a U-shaped pipe, below the seat or squatting pan that prevents the passage of flies and odours. A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used). . '11' - A piped sewer system is a system of sewer pipes, also called sewerage, that is designed to collect human excreta (faeces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater. . '12' - A septic tank is an excreta collection device and is a water-tight settling tank normally located underground, away from the house or toilet. . '13' - A flush/pour flush to pit latrine refers to a system that flushes excreta to a hole in the ground. . '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. . '15' - Flush to unknown place/not sure/DK where should be coded in cases when the respondent knows that the toilet facility is a flush toilet, but does not know where it flushes to. '21' - A ventilated improved pit latrine or VIP is a type of pit latrine that is ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark. '22' - A pit latrine with slab uses a hole in the ground for excreta collection and has a squatting slab, platform or seat that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit. '23' - A pit latrine without slab uses a hole in the ground for excreta collection and does not have a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected. '31' - A composting toilet is a toilet into which excreta and carbon-rich material are added (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce inoffensive compost. '41' - Bucket refers to the use of a bucket or other container for the retention of faeces (and sometimes urine and anal cleaning material), which is periodically removed for treatment or disposal. '51' - A hanging toilet or hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly. '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).

## Toilet facility shared (WS8)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Do you share this facility with other households?

### Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- 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. --- Circle the code corresponding to the response given. If 'No', go to the next module.

## Households using this toilet facility (WS9)

File: hh

### Overview

Type: Continuous  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-99

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

How many households in total use this toilet facility?

### Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- 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. --- 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').

## Religion (HC1A)

File: hh

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What is the religion of the head of this household?

### Interviewer instructions

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

## Mother tongue (HC1B)

File: hh

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What is the mother tongue/native language of the head of this household?

**Interviewer instructions**

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

## Ethnicity (HC1C)

File: hh

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

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

**Interviewer instructions**

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

## Number of household rooms (HC1D)

File: hh

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

How many rooms do you have in this household?

## Number of rooms for sleeping (HC2)

File: hh

**Overview**

Type: Continuous  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-99

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**



How many rooms in this household are used for sleeping?

#### Interviewer instructions

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

## Main material of floor (HC3)

File: hh

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 11-99

Valid cases: 0 (0)  
Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Head of household or other responsible household member

#### Pre question

Main material of the dwelling floor:

#### Post question

Record observation.

#### Interviewer 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).

## Main material of roof (HC4)

File: hh

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 11-99

Valid cases: 0 (0)  
Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Head of household or other responsible household member

#### Pre question

Main material of the roof.

#### Post question

Record observation.

#### Interviewer instructions

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

## Main material of wall (HC5)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 11-99

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Pre question

Main material of the walls.

### Post question

Record observation.

### Interviewer instructions

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

## Type of fuel using for cooking (HC6)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

Information on the type of fuel used for cooking is collected as another measure of the socio-economic status of the household. The use of some cooking fuels can also have adverse health consequences. Circle the code corresponding to the answer given. Remember that this question asks about fuel for cooking, not fuel for heating or lighting. If the household uses more than one fuel for cooking, find out which type of fuel is used most often. If electricity, liquid propane gas (LPG), natural gas, 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. 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.

## Food cooked on stove or open fire (HC7)

File: hh

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Head of household or other responsible household member

#### Literal question

In this household, is food cooked on an open fire, an open stove or a closed stove?

#### Post question

Probe for type.

#### Interviewer instructions

Probe for type of stove and circle the code corresponding to the response given. If a response is given other than the pre-coded ones, circle '96' and specify the type of stove on the line provided. For 'Closed stove', skip the next question and ask HC8.

## Does the fire stove have a chimney or a hood (HC7A)

File: hh

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Head of household or other responsible household member

#### Literal question

Does the fire/stove have a chimney or a hood?

#### Interviewer instructions

Circle the appropriate response.

## Cooking location (HC8)

File: hh

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Head of household or other responsible household member

#### Literal question

Is the cooking usually done in the house, in a separate building, or outdoors?

#### Interviewer 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.

## Electricity (HC9A)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have:

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Radio (HC9B)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have:

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Television (HC9C)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

Does your household have:

**Interviewer instructions**

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

**Mobile phone (HC9D)**

File: hh

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

Does your household have:

**Interviewer instructions**

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

**Non-mobile phone (HC9E)**

File: hh

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

Does your household have:

**Interviewer instructions**

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Refrigerator (HC9F)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have:

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Washing machine (HC9G)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Dish machin (HC9H)

File: hh

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Head of household or other responsible household member

#### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Computer (HC9I)

File: hh

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Head of household or other responsible household member

#### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Internet (HC9J)

File: hh

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Head of household or other responsible household member

#### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Satalite (HC9K)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Bicycle (HC10B)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own:

### Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

## Motorcycle or scooter (HC10C)

File: hh

### Overview



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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own:

### Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

## Car or truck (HC10E)

File: hh

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own:

### Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

## Salt iodization test outcome (SL1)

File: hh

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Test outcome

## Child line number (CD11)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

One selected child per household aged 2-14

### Source of information

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). Write name and line no. of the child selected for the module from CD3 and CD2, based on the rank number in CD9.

### Interviewer 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.

## Took away privileges (CD12A)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

One selected child per household aged 2-14

### Source of information

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 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. First, start with the introductory sentence in CD12. --- 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. 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. --- 'Privileges' means a right or a benefit that is not available to everyone. As children get older, parents/caretakers often extend privileges not available to a very young child. If you must explain what this question means, first try by asking each prompting question separately. If you need to give examples, try to phrase these questions appropriately for the child's age. "Did you (or someone else in the household) forbid (name) from leaving the house or from going outside for a time? Did you (or someone else in the household) prohibit (name) from doing something he/she usually does, such as playing with friends or watching TV?" For a young child, you might include such things as 'forbidding him/her to have sweets', etc.

## Explained why something was wrong (CD12B)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

One selected child per household aged 2-14

### Source of information

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 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. First, start with the introductory sentence in CD12. --- 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. 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. --- When a child does something wrong, some parents/caretakers try to teach the child not to repeat the behaviour by explaining why they consider the behaviour to be wrong. For example, a young child playing with matches may be told not to do so, because he or she could accidentally start a fire.

## Shook him/her (CD12C)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

One selected child per household aged 2-14

### Source of information

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 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. First, start with the introductory sentence in CD12. --- 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. 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. --- Some parents/caretakers may shake (pick the child up or take him/her by the shoulders or other part of the body) and shake the child back and forth more than once. This is a method some parents may use to punish a child for bad behaviour. They may use this method alone, or combine this form of punishment together with other actions or methods to teach the child.

## Shouted yelled at or screamed at him/her (CD12D)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

One selected child per household aged 2-14

### Source of information

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 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. First, start with the introductory sentence in CD12. --- 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. 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. --- Parents/caretakers may raise their voice when a child does something they consider wrong.

## Gave him/her something else to do (CD12E)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

One selected child per household aged 2-14

### Source of information

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**

Gave him/her something else to do.

**Interviewer 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. First, start with the introductory sentence in CD12. --- 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. 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. --- 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."

## Spanked, hit or slapped him/her with bare hand (CD12F)

File: hh

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

One selected child per household aged 2-14

**Source of information**

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 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. First, start with the introductory sentence in CD12. --- 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. 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. --- Spanking a child on the bottom with a bare hand is a form of physical punishment used by some parents/caretakers.

## Hit him/her on the bottom with or elsewhere with a belt (CD12G)

File: hh

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

One selected child per household aged 2-14

### Source of information

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 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. First, start with the introductory sentence in CD12. --- 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. 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. --- Hitting a child with a hard object (this includes a belt) is a more severe form of physical punishment used by some parents/caretakers. It is considered more severe than spanking because more force can be exerted with a hard object than a bare hand. Some parents/caretakers use this form of punishment to teach a child not to engage in a bad behaviour. Remember, you are asking if the method of punishment was used with this child during the previous 30 days.

## Called him/her dumb, lazy (CD12H)

File: hh

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

One selected child per household aged 2-14

### Source of information

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

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

### Interviewer 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. First, start with the introductory sentence in CD12. --- 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. 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. --- Some parents/caretakers use verbal abuse to teach a child not to engage in a bad behaviour.

## Hit or slapped him/her on the face (CD12I)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

One selected child per household aged 2-14

### Source of information

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 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. First, start with the introductory sentence in CD12. --- 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. 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. --- 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.

## Hit or slapped him/her on the hand (CD12J)

File: hh

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

One selected child per household aged 2-14

### Source of information

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 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. First, start with the introductory sentence in CD12. --- 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. 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. --- 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).

## Beat him/her up with an implement (CD12K)

File: hh

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

One selected child per household aged 2-14

**Source of information**

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 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. First, start with the introductory sentence in CD12. --- 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. 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. --- 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.

## Do you believe to bring up you nedd to punish him/her (CD13)

File: hh

**Overview**



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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

One selected child per household aged 2-14

### Source of information

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

## Household sample weight (hhweight)

File: hh

### Overview

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 6  
 Range: 0-1.20324

Valid cases: 0  
 Invalid: 0

### Universe

De jure household members (usual residents)

### Source of information

Head of household or other responsible household member

### Pre question

Value is set to 1, since data are self-weighted and variable is used only to make usage of global MICS programs possible.

## Wealth index score (wlthscor)

File: hh

### Overview

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 5  
 Range: -2.52999196552133-2.23273965290285

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Wealth index quintiles (wlthind5)

File: hh

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Constructed variables used for analysis

**Pre question**

Recoded variable

## Education of household head (helevel)

File: hh

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Households

**Source of information**

Head of household or other responsible household member

**Pre question**

Recoded variable

## Sex of household head (hhsex)

File: hh

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Households

**Source of information**

Head of household or other responsible household member

**Pre question**

Recoded variable

## Region (HH7)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Region:

**Interviewer instructions**

Circle the code for region.

## Camp/Gathering (HH8A)

File: hl

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-24

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Camp/Gathering:

**Interviewer instructions**

Circle the code for camp/gathering.

## Cluster number (HH1)

File: hl

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-250

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Description**

Unique identifier for the cluster in which the household exists

**Universe**

Children aged 0-4

**Source of information**

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. May I start now? If permission is given, begin the interview. Cluster number:

#### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: hl

#### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-20

Valid cases: 0 (0)  
Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Household number:

#### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Area (HH6)

File: hl

#### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Area:

#### Interviewer 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.

## Interviewer number (HH3)

File: hl

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-52

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Interviewer name and number:

#### Interviewer instructions

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

## Supervisor Number (HH4)

File: hl

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-14

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Supervisor name and number:

#### Interviewer 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.

## Viset Number (AR2)

File: hl

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Interviewer instructions

Enter the visit number.

## Supervisor at interview (AS3)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Indicator if supervisor was present during the interview.

**Interviewer instructions**

Enter the editor number.

## Editor (AS4)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Interviewer instructions**

Enter the editor number.

## Coder (AS5)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Interviewer instructions**

Enter the coder number.

## Day of interview (HH5D)

File: hl

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-30

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

De jure household members (usual residents)

### Source of information

Interview information fields completed by interviewer

### Pre question

Day/Month/Year of interview:

### Interviewer instructions

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

## Month of interview (HH5M)

File: hl

### Overview

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 9-10

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

De jure household members (usual residents)

### Source of information

Interview information fields completed by interviewer

### Pre question

Day/Month/Year of interview:

### Interviewer instructions

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

## Year of interview (HH5Y)

File: hl

### Overview

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 2005-2005

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

De jure household members (usual residents)

### Source of information

Interview information fields completed by interviewer

### Pre question

Day/Month/Year of interview:

### Interviewer instructions

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

## Result of HH interview (HH9)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

Interview information fields completed by interviewer

### Pre question

After all questionnaires for the household have been completed, fill in the following information: Result of HH interview:

### Interviewer 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.

## Respondent HH questionnaire (HH10)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Interview information fields completed by interviewer

### Pre question

Respondent to HH questionnaire:

### Interviewer instructions

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

## Number of household members (HH11)

File: hl

### Overview



Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-25

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Total number of household members:

#### Interviewer instructions

Count the number of household members recorded in column HL1 of the Household Listing and enter the total here.

## Total eligible women (HH12)

File: hl

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 0-11

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

De jure household members (usual residents)

#### Source of information

Interview information fields completed by interviewer

#### Pre question

No. of women eligible for interview:

#### Interviewer 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.

## Total children under 5 (HH14)

File: hl

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 0-7

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

De jure household members (usual residents)

#### Source of information

Interview information fields completed by interviewer

#### Pre question

No. of children under age 5:

#### Interviewer 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.

## Data entry clerk (HH16)

File: hl

### Overview

Type: Continuous  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-12

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Interview information fields completed by interviewer

### Pre question

Data entry clerk:

### Interviewer instructions

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

## Line number (LN)

File: hl

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Interview information fields completed by interviewer

### Pre question

Child's line number:

## Relationship to the head (HL3)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

De jure household members (usual residents)

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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. 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.

## Age (HL5)

File: hl

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 0  
Range: 0-99

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

De jure household members (usual residents)

### Source of information

Head of household or other responsible household member

### Literal question

How old is (name)? How old was (name) on his/her last birthday?

### Post question

Record in completed years 98=DK\* \* See instructions: to be used only for elderly household members (code meaning "do not know/over age 50").

### Interviewer instructions

Enter each person's age in completed years, that is, his/her age at his/her last birthday. Completed age is also defined as 'the number of completed 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. This column should never be left blank. 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.

## Sex (HL4)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

## Read and write (HL5A)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

De jure household members (usual residents)

**Source of information**

Head of household or other responsible household member

**Literal question**

Can a person read and write?

## Marital State (HL5B)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

De jure household members (usual residents)

**Source of information**

Head of household or other responsible household member

**Literal question**

What is a marital status?

## Age at first marriage (HL5BA)

File: hl

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-53

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

De jure household members (usual residents)

**Source of information**

Head of household or other responsible household member

**Literal question**

Age at first marriage?

## Total number of marriages (HL5BB)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Women aged 15-49

#### Source of information

The eligible woman selected for interview

#### Literal question

What is the total number of marriages you had?

## Line number of eligible women (HL6)

File: hl

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-22

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

De jure household members (usual residents)

#### Source of information

Head of household or other responsible household member

#### Pre question

Circle Line no. if woman is age 15-49

#### Interviewer instructions

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

## Line number of mother/caretaker for child labor module (HL7)

File: hl

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-22

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

De jure household members (usual residents)

#### Source of information

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 instructions

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

## Line number of father for child labor (HL7A)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

De jure household members (usual residents)

**Source of information**

Head of household or other responsible household member

**Pre question**

For each child age 5-14:

**Literal question**

Who is the father of this child?

**Post question**

Record Line no. of father

## Line number of mother/caretaker for child health module (HL8)

File: hl

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-20

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

De jure household members (usual residents)

**Source of information**

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 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.

## Mother alive (HL9)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

De jure household members (usual residents) aged 0-17 (under 18)

**Source of information**

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 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. --- By 'natural' we mean the biological mother. In many cultures, people consider other people's children whom they are raising as their own, especially children of their husband or sisters, etc. You should be certain that the respondent understands that you are asking about the woman who gave birth to the child. Record whether or not the child's natural mother is still alive by circling the code corresponding to the response given. If the child's natural mother is not alive or if the respondent does not know, skip to HL11. Otherwise, continue to the question in the next column.

**Mother line number in HH (HL10)**

File: hl

**Overview**

Type: Continuous

Valid cases: 0 (0)

Format: numeric

Invalid: 0 (0)

Width: 1

Decimals: 0

Range: 0-99

**Universe**

De jure household members (usual residents) aged 0-17 (under 18)

**Source of information**

Head of household or other responsible household member

**Pre question**

For children age 0-17 years ask HL9-HL12 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 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. --- 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'.

**Father alive (HL11)**

File: hl

**Overview**

Type: Discrete

Valid cases: 0 (0)

Format: numeric

Invalid: 0 (0)

Width: 1

Decimals: 0

Range: 1-9

**Universe**

De jure household members (usual residents) aged 0-17 (under 18)

### Source of information

Head of household or other responsible household member

### Pre question

For children age 0-17 years ask HL9-HL12 If alive:

### Literal question

Is (name's) natural father alive?

### Interviewer 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. --- 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.

## Father line number in HH (HL12)

File: hl

### Overview

Type: Continuous  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-99

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

De jure household members (usual residents) aged 0-17 (under 18)

### Source of information

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 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. --- 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. --- When you have completed the listing of all household members and all questions in the Household Listing, probe 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. 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. When you have completed the Household Listing Form for all household members, prepare the individual questionnaire forms for this household: . 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. . 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. 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.



## Ever attended school (ED2)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

De jure household members (usual residents)

### Source of information

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?

### Interviewer 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. --- Circle '1' if the answer is 'Yes'. If the answer is 'No', circle '2' and go to the household member on the next line. The term 'school' includes primary, secondary and post-secondary schooling, as well as any other intermediate levels of schooling in the formal school system. It also includes technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work. Schools that carry out non-standard curriculum 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. '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.

## Highest level of school attended (ED3A)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

De jure household members (usual residents)

### Source of information

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 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. --- 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?" 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'. 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.

## Highest grade at level (ED3B)

File: hl

### Overview

Type: Continuous  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-99

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

De jure household members (usual residents)

### Source of information

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 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. --- 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?" 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'. 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.

## Currently attending (ED3)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

De jure household members (usual residents)

### Source of information

Head of household or other responsible household member

### Pre question

For household members age 5 and above

### Literal question

Is (name) currently attending school?

## Currently attending school during the school year (2004-2005 (ED4)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

De jure household members (usual residents) aged 5-24

### Source of information

Head of household or other responsible household member

### Pre question

For household members age 5-24 years

### Literal question

During the (2004-2005) school year, did (name) attend school or preschool at any time?

### Interviewer 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. 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. --- Circle the code corresponding to the answer given. If 'Yes', continue to the next question. If 'No', skip to ED7. If the interview is carried out during the school year, then the question should be worded to refer to the current school year. If the interview is carried out between school years, then the question should refer to the last school year that has ended. Take the example of a country where the school year ends in June and the new school year begins in September: If the interview is carried out in July 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.

## Days attended school in last week (ED5)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

De jure household members (usual residents) aged 5-24

### Source of information

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 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. 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. --- 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?" Note that the maximum number to be entered here should be '7' and not '8'.

## Level of education attended (ED6A)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

De jure household members (usual residents) aged 5-24

### Source of information

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 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. 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. --- 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'. 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. 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.

## Grade of education attended (ED6B)

File: hl

### Overview

Type: Continuous  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-99

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

De jure household members (usual residents) aged 5-24

**Source of information**

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 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. 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. --- 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'. 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. 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.

**Attended school last year (2003-2004) (ED7)**

File: hl

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

De jure household members (usual residents) aged 5-24

**Source of information**

Head of household or other responsible household member

**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 (2003-2004)?

**Interviewer 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. 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. --- If the child attended school at any time during the last school year, circle '1'. If the answer is 'No' or 'DK', circle the appropriate code and go to the household member on the next line.

**Level of education attended last year (ED8A)**

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

De jure household members (usual residents) aged 5-24

**Source of information**

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 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. 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. --- 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.

## Grade of education attended last year (ED8B)

File: hl

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-99

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

De jure household members (usual residents) aged 5-24

**Source of information**

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 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. 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. --- 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.

## Worked in past week (CL3)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 5-14

**Source of information**

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? If yes: For pay in cash or kind?

**Interviewer instructions**

'Pay' refers to any compensation for work, including cash or goods or services provided to the child or his family. 'The past week' refers to the 7 days preceding the interview day. Note that the person indicated - someone who is not a member of this household - may be a relative or a family member who lives in a different household. If the answer is 'Yes', ask if the work was done for pay in cash or kind. Circle '1' if work was done for pay in cash or kind. Circle '2' if work was not done for any form of pay. If '1' or '2' is circled, continue to the next question. If no work was done by that child in the past week, circle '3' and skip to CL5.

## Hours worked in past week (CL4)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 5-14

**Source of information**

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 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.

## Worked in past week on his own (YU5)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 5-14

#### Source of information

Mother or caretaker of the child

#### Literal question

During the past week, did (name) do any kind of work on his own?

## Number of hours worked on his own (YU6)

File: hl

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 5-14

#### Source of information

Mother or caretaker of the child

#### Literal question

If yes: How many hours?

## Did other family work in past week (CL8)

File: hl

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 5-14

#### Source of information

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 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. 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.

## Hours worked on other family work (CL9)

File: hl



**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 5-14

**Source of information**

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 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.

## Helped with household chores in past week (CL6)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 5-14

**Source of information**

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 instructions**

As was explained in CL3, 'the past week' refers to the 7 days preceding the interview day. Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to CL8.

## Hours spent on chores in past week (CL7)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 5-14

**Source of information**

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 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.

## Household sample weight (hhweight)

File: hl

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 6  
Range: 0.772614-1.20324

Valid cases: 0  
Invalid: 0

### Universe

De jure household members (usual residents)

### Source of information

Head of household or other responsible household member

### Pre question

Value is set to 1, since data are self-weighted and variable is used only to make usage of global MICS programs possible.

## Wealth index score (wlthscor)

File: hl

### Overview

Type: Continuous  
Format: numeric  
Width: 9  
Decimals: 5  
Range: -2.52999196552133-2.23273965290285

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Wealth index quintiles (wlthind5)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Mother tongue (HC1B)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What is the mother tongue/native language of the head of this household?

### Interviewer instructions

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

## Main source of drinking water (WS1)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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. Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2): '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. '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. '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. '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. '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. '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. '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. '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). '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. '61' - A tanker-truck water source transports and sells water by means of a tanker truck. '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. '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. '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. --- 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.

## Time to get water and come back (WS3)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

## Person fetching water (WS4)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex?

**Post question**

Circle code that best describes this person.

**Interviewer instructions**

The purpose of this question is to find out the age and gender of the person who usually performs the task of hauling water. This will provide an understanding of whether water hauling responsibilities are given to members of a particular sex or age group. Probe: "IS THIS PERSON UNDER AGE 15? WHAT SEX 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.

## Treat water to make safer for drinking (WS5)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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 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. --- 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.

## Water treatment (WS6)

File: hl

**Overview**

Type: Discrete  
 Format: character  
 Width: 8

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

## Boil (WS6A)

File: hl

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Add bleach/chlorine (WS6B)

File: hl

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Strain it through a cloth (WS6C)

File: hl

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Use water filter (WS6D)

File: hl

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Solar disinfection (WS6E)

File: hl

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Let it stand and settle (WS6F)

File: hl

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Other (WS6X)

File: hl

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

DK (WS6Z)

File: hl

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

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

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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. Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2): '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. '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. '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. '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. '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. '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. '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. '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). '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. '61' - A tanker-truck water source transports and sells water by means of a tanker truck. '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. '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. '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. --- 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.

## Kind of toilet facility (WS7)

File: hl

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 11-99

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to?

### Post question

If necessary, ask permission to observe the facility.

### Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- The purpose of this question is to obtain a measure of the cleanliness of the sanitary facility used by the household members. It may be necessary to observe the facility. If so, ask permission to do so. If the respondent answers or it is observed that the household members have no facilities or use the bush or field, enter '95' for 'No facilities or bush or field' and skip to the next module. If any of the flush or pour flush responses (11-15) are given, probe: "WHERE DOES IT FLUSH TO?" Circle the code corresponding to the response given. Definitions of various types of toilet facilities are as follows: A flush toilet uses a cistern or holding tank for flushing water and has a water seal, which is a U-shaped pipe, below the seat or squatting pan that prevents the passage of flies and odours. A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used). . '11' - A piped sewer system is a system of sewer pipes, also called sewerage, that is designed to collect human excreta (faeces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater. . '12' - A septic tank is an excreta collection device and is a water-tight settling tank normally located underground, away from the house or toilet. . '13' - A flush/pour flush to pit latrine refers to a system that flushes excreta to a hole in the ground. . '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. . '15' - Flush to unknown place/not sure/DK where should be coded in cases when the respondent knows that the toilet facility is a flush toilet, but does not know where it flushes to. '21' - A ventilated improved pit latrine or VIP is a type of pit latrine that is ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark. '22' - A pit latrine with slab uses a hole in the ground for excreta collection and has a squatting slab, platform or seat that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit. '23' - A pit latrine without slab uses a hole in the ground for excreta collection and does not have a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected. '31' - A composting toilet is a toilet into which excreta and carbon-rich material are added (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce inoffensive compost. '41' - Bucket refers to the use of a bucket or other container for the retention of faeces (and sometimes urine and anal cleaning material), which is periodically removed for treatment or disposal. '51' - A hanging toilet or hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly. '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).

## Toilet facility shared (WS8)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Do you share this facility with other households?

### Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- 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. --- Circle the code corresponding to the response given. If 'No', go to the next module.

## Households using this toilet facility (WS9)

File: hl

### Overview

Type: Continuous  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-99

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

How many households in total use this toilet facility?

### Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- 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. --- 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').

## Religion (HC1A)

File: hl

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What is the religion of the head of this household?

### Interviewer instructions

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

## Ethnicity (HC1C)

File: hl

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

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

**Interviewer instructions**

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

## Number of household rooms (HC1D)

File: hl

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

How many rooms do you have in this household?

## Number of rooms for sleeping (HC2)

File: hl

**Overview**

Type: Continuous  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-99

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

How many rooms in this household are used for sleeping?

**Interviewer instructions**

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

## Main material of floor (HC3)

File: hl

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 11-99

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Pre question**

Main material of the dwelling floor:

**Post question**

Record observation.

**Interviewer 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).

**Main material of roof (HC4)**

File: hl

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 11-99

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Pre question**

Main material of the roof.

**Post question**

Record observation.

**Interviewer instructions**

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

**Main material of wall (HC5)**

File: hl

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 11-99

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Pre question**

Main material of the walls.

**Post question**

Record observation.

**Interviewer instructions**

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



## Type of fuel using for cooking (HC6)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

Information on the type of fuel used for cooking is collected as another measure of the socio-economic status of the household. The use of some cooking fuels can also have adverse health consequences. Circle the code corresponding to the answer given. Remember that this question asks about fuel for cooking, not fuel for heating or lighting. If the household uses more than one fuel for cooking, find out which type of fuel is used most often. If electricity, liquid propane gas (LPG), natural gas, 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. 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.

## Does the fire stove have a chimney or a hood (HC7A)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does the fire/stove have a chimney or a hood?

### Interviewer instructions

Circle the appropriate response.

## Electricity (HC9A)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have:

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Radio (HC9B)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have:

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Television (HC9C)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have:

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Mobile phone (HC9D)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have:

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Non-mobile phone (HC9E)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have:

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Refrigerator (HC9F)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

Does your household have:

**Interviewer instructions**

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Woshing machine (HC9G)

File: hl

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Interviewer instructions**

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Dish machin (HC9H)

File: hl

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Interviewer instructions**

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Computer (HC9I)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Interviewer instructions**

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Enternet (HC9J)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Interviewer instructions**

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Satalite (HC9K)

File: hl

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Interviewer instructions**

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Bicycle (HC10B)

File: hl

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

Does any member of your household own:

**Interviewer instructions**

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

## Motorcycle or scooter (HC10C)

File: hl

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

Does any member of your household own:

**Interviewer instructions**

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

## Car or truck (HC10E)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own:

### Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

## Salt iodization test outcome (SL1)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Test outcome

## Education of member (memlevel)

File: hl

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

De jure household members (usual residents)

### Source of information

Head of household or other responsible household member

### Pre question

Recoded variable

## Region (HH7)

File: wm

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Region:

**Interviewer instructions**

Circle the code for region.

## Camp/Gathering (HH8A)

File: wm

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-24

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Camp/Gathering:

**Interviewer instructions**

Circle the code for camp/gathering.

## Cluster number (HH1)

File: wm

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-250

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Description**

Unique identifier for the cluster in which the household exists

**Universe**

Children aged 0-4

**Source of information**

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. May I start now? If permission is given, begin the interview. Cluster number:

#### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: wm

#### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-20

Valid cases: 0 (0)  
Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Household number:

#### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Area (HH6)

File: wm

#### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Area:

#### Interviewer 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.

## Interviewer number (HH3)

File: wm

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-52

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Interviewer name and number:

#### Interviewer instructions

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

## Supervisor Number (HH4)

File: wm

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-14

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Supervisor name and number:

#### Interviewer 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.

## Visit Number (AR2)

File: wm

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Interviewer instructions

Enter the visit number.

## Supervisor at interview (AS3)

File: wm

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Indicator if supervisor was present during the interview.

**Interviewer instructions**

Enter the editor number.

## Editor (AS4)

File: wm

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Interviewer instructions**

Enter the editor number.

## Coder (AS5)

File: wm

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Interviewer instructions**

Enter the coder number.

## Data entry clerk (HH16)

File: wm

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-12

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Interview information fields completed by interviewer

### Pre question

Data entry clerk:

### Interviewer instructions

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

## Result of HH interview (HH9)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

Interview information fields completed by interviewer

### Pre question

After all questionnaires for the household have been completed, fill in the following information: Result of HH interview:

### Interviewer 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.

## Respondent HH questionnaire (HH10)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Interview information fields completed by interviewer

### Pre question

Respondent to HH questionnaire:

### Interviewer instructions

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

## Number of household members (HH11)

File: wm

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 0  
Range: 1-25

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Interview information fields completed by interviewer

### Pre question

Total number of household members:

### Interviewer instructions

Count the number of household members recorded in column HL1 of the Household Listing and enter the total here.

## Line number (LN)

File: wm

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-22

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Interview information fields completed by interviewer

### Pre question

Child's line number:

## Day of interview (wm6d)

File: wm

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-30

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

Interview information fields completed by interviewer

### Pre question

Day/Month/Year of interview:

### Interviewer instructions

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

## Month of interview (wm6m)

File: wm

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 9-10

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

Interview information fields completed by interviewer

### Pre question

Day/Month/Year of interview:

### Interviewer instructions

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

## Year of interview (wm6y)

File: wm

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2005-2005

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

Interview information fields completed by interviewer

### Pre question

Day/Month/Year of interview:

### Interviewer instructions

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

## Result of women 's interview (WM7)

File: wm

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 0  
Range: 1-6

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

Interview information fields completed by interviewer

**Pre question**

Result of women's interview

**Interviewer instructions**

Complete this question once you have concluded the interview with the woman. Circle the code corresponding to the result of the interview. If the questionnaire is completed, circle '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. 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. 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. 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?" 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. 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.

**Age of woman (WM9)**

File: wm

**Overview**

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 15-49

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

The eligible woman selected for interview

**Literal question**

How old were you at your last birthday?

**Interviewer 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. --- 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. 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. 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.

## Marital status (MA4)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

What is your marital status now: are you widowed, divorced or separated?

### Interviewer instructions

Circle the code corresponding to the response given. For a woman who is not currently married and not currently living with someone but who was formerly in a union, record her current marital status at the time of the interview. Since she was in a union at one time, but is not on the day you are interviewing her, she will be either widowed, divorced or separated. You should use 'widowed' (a) for women who were married and their husband died, and (b) for women who were in an informal union and their partner died. 'Divorced' should be used for women who were married and whose marriage formally ended. 'Separated' should be used (a) for women who were married, but are no longer continuing the marriage with their husband, and (b) for women who were in an informal union and are no longer continuing the union with their partner.

## Total number of marriages (HL5BB)

File: wm

### Overview

Type: Continuous  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-3  
Invalid: 99

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

What is the total number of marriages you had?

## Number of children under 5 (AB3)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Pre question



Total number of children under 5

## Number of children under 1 (AB4)

File: wm

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

The eligible woman selected for interview

**Pre question**

Total number of children under 1

## Caretaker of mother (AH1)

File: wm

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

The eligible woman selected for interview

**Pre question**

If the woman is caretaker or mother

## Relation to husband (RTH)

File: wm

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

The eligible woman selected for interview

**Literal question**

What is the relationship with husband?

## Have you ever attended school (WM10)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

Have you ever attended school?

### Interviewer 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. --- Circle the code corresponding to the response given. If 'No', skip to WM14. Otherwise, continue on to the next question. The term 'school' includes primary, secondary and post-secondary schooling, as well as any other intermediate levels of schooling in the formal school system. It also includes technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work. Schools that carry out non-standard curriculum 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.

## What is the highest level of school you attended (WM11)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

What is the highest level of school you attended: primary, secondary, or higher?

### Interviewer 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. --- 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'.

## What is the highest grade completed at that level (WM12)

File: wm

### Overview

Type: Continuous  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-99

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

What is the highest grade you completed at that level?

### Interviewer 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. --- For this question, record the number of years that the respondent successfully completed at that level recorded in 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.

## Did women reach Secondary or Hieyr (WM13)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

Did the women reach secondary or higher school?

## Can read part of the sentence (WM14)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Pre question

Check WM11: Secondary or higher. Go to Next Module Primary or non-standard curriculum. Continue with WM14

### Literal question

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?

**Post question**

Example sentences for literacy test: 1. The child is reading a book. 2. The rains came late this year. 3. Parents must care for their children. 4. Farming is hard work

**Interviewer instructions**

Questions WM10-WM14A 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. --- 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. To ascertain whether women are literate or not, you will be showing women you interview cards with pre-printed sentences on them, and asking women to read them. Note that this question will be asked only to women who have not attended school, or did not attend school beyond the primary level. We assume that women who have attended secondary school or higher are literate. However, it is also known that some women who have attended or even completed primary school may be functionally illiterate. Therefore, we need to ask this question to such women. Based on your knowledge of the respondent, choose the card with the language in which the respondent is likely to be able to read if she is literate. Show the first sentence on the card to the respondent. Give the respondent enough time to read the sentence; do not rush her. If the respondent cannot read the whole sentence, probe: "CAN YOU READ PART OF THE SENTENCE TO ME?" Record whether the respondent was not able to read the sentence at all, was able to read only parts of the sentence, or was able to read the whole sentence. If the respondent asks for the sentences in another language and you were provided a card with sentences in that language, show the respondent the appropriate card. If there is no card with sentences in the language required, circle '4', and specify the language. If the respondent is blind/mute or visually/speech impaired, circle '5'. It is important to avoid the problem of having other respondents in the household overhear the sentence being read. Subsequent respondents in the household might be able to repeat the sentence when they are interviewed, even if they are unable to read. If there is a second eligible woman in the household, show her the second sentence on the card. Show the third respondent the third sentence on the card, and the fourth respondent the fourth sentence. If there are more than five respondents, start again with the first sentence on the card.

## Can write part of the sentence (WM14A)

File: wm

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Literal question**

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?

**Post question**

Example sentences for literacy test: 1. The child is reading a book. 2. The rains came late this year. 3. Parents must care for their children. 4. Farming is hard work

**Interviewer instructions**

Questions WM10-WM14A 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. --- 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. To ascertain whether women are literate or not, you will be showing women you interview cards with pre-printed sentences on them, and asking women to read them. Note that this question will be asked only to women who have not attended school, or did not attend school beyond the primary level. We assume that women who have attended secondary school or higher are literate. However, it is also known that some women who have attended or even completed primary school may be functionally illiterate. Therefore, we need to ask this question to such women. Based on your knowledge of the respondent, choose the card with the language in which the respondent is likely to be able to read if she is literate. Show the first sentence on the card to the respondent. Give the respondent enough time to read the sentence; do not rush her. If the respondent cannot read the whole sentence, probe: "CAN YOU READ PART OF THE SENTENCE TO ME?" Record whether the respondent was not able to read the sentence at all, was able to read only parts of the sentence, or was able to read the whole sentence. If the respondent asks for the sentences in another language and you were provided a card with sentences in that language, show the respondent the appropriate card. If there is no card with sentences in the language required, circle '4', and specify the language. If the respondent is blind/mute or visually/speech impaired, circle '5'. It is important to avoid the problem of having other respondents in the household overhear the sentence being read. Subsequent respondents in the household might be able to repeat the sentence when they are interviewed, even if they are unable to read. If there is a second eligible woman in the household, show her the second sentence on the card. Show the third respondent the third sentence on the card, and the fourth respondent the fourth sentence. If there are more than five respondents, start again with the first sentence on the card.

## Ever given birth (CM1)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

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

### Interviewer 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. 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. 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). 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.

## Date of first birth (CM2A)

File: wm

### Overview

Type: Continuous  
 Format: numeric  
 Width: 6  
 Decimals: 0  
 Range: 2-999999

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

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

## Day of first birth (CM2AD)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

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

### Post question

Skip to CM3 only if year of first birth is given. Otherwise, continue with CM2B.

### Interviewer instructions

You need to obtain the year of the woman's first birth, which means the very first time she gave birth, even if the child is no longer living, or is the child of a partner other than her current one. As with all questions about dates and ages, you may need to probe to obtain the best information. Ask for the child's date of birth. If she knows the exact birth date, enter the day, month and year of birth on the lines provided and continue to CM3. You will have to convert the month to a number, as you have been instructed. If the month or day contains only one digit, use a zero to fill in the first space. For example, the month of March is coded as '03'. If she does not know the exact birth date, ask her the day, month and year separately. Enter the information as provided. If she does not know the day, circle '98'. If she can give the month of birth, convert it to a number and enter it on the line provided. If she cannot give the month, probe to try to estimate the month. If you cannot estimate the child's month of birth from this information, you may need to find out in which season he/she was born. If it is still not possible to estimate the child's month of birth, circle '98' in the space for month of birth. If she can give a year of birth, write it in the space provided and continue to CM3. If she cannot give the year of the birth, circle '9998' and go to CM2B.

## Month of first birth (CM2AM)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49

**Source of information**

The eligible woman selected for interview

**Literal question**

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

**Post question**

Skip to CM3 only if year of first birth is given. Otherwise, continue with CM2B.

**Interviewer instructions**

You need to obtain the year of the woman's first birth, which means the very first time she gave birth, even if the child is no longer living, or is the child of a partner other than her current one. As with all questions about dates and ages, you may need to probe to obtain the best information. Ask for the child's date of birth. If she knows the exact birth date, enter the day, month and year of birth on the lines provided and continue to CM3. You will have to convert the month to a number, as you have been instructed. If the month or day contains only one digit, use a zero to fill in the first space. For example, the month of March is coded as '03'. If she does not know the exact birth date, ask her the day, month and year separately. Enter the information as provided. If she does not know the day, circle '98'. If she can give the month of birth, convert it to a number and enter it on the line provided. If she cannot give the month, probe to try to estimate the month. If you cannot estimate the child's month of birth from this information, you may need to find out in which season he/she was born. If it is still not possible to estimate the child's month of birth, circle '98' in the space for month of birth. If she can give a year of birth, write it in the space provided and continue to CM3. If she cannot give the year of the birth, circle '9998' and go to CM2B.

## Year of first birth (CM2AY)

File: wm

**Overview**

Type: Continuous

Format: numeric

Width: 2

Decimals: 0

Range: 1971-9999

Valid cases: 0 (0)

Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

The eligible woman selected for interview

**Literal question**

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

**Post question**

Skip to CM3 only if year of first birth is given. Otherwise, continue with CM2B.

**Interviewer instructions**

You need to obtain the year of the woman's first birth, which means the very first time she gave birth, even if the child is no longer living, or is the child of a partner other than her current one. As with all questions about dates and ages, you may need to probe to obtain the best information. Ask for the child's date of birth. If she knows the exact birth date, enter the day, month and year of birth on the lines provided and continue to CM3. You will have to convert the month to a number, as you have been instructed. If the month or day contains only one digit, use a zero to fill in the first space. For example, the month of March is coded as '03'. If she does not know the exact birth date, ask her the day, month and year separately. Enter the information as provided. If she does not know the day, circle '98'. If she can give the month of birth, convert it to a number and enter it on the line provided. If she cannot give the month, probe to try to estimate the month. If you cannot estimate the child's month of birth from this information, you may need to find out in which season he/she was born. If it is still not possible to estimate the child's month of birth, circle '98' in the space for month of birth. If she can give a year of birth, write it in the space provided and continue to CM3. If she cannot give the year of the birth, circle '9998' and go to CM2B.

## Years since first birth (CM2AB)

File: wm

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

How many years since first birth?

## Any sons or daughters living with you (CM3)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

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

### Interviewer instructions

Read the question slowly. The sons and daughters being considered are those who live with her in her household (these children should have been listed in the Household Listing). Circle the code corresponding to the response. If she answers 'No', skip to CM5.

## Sons living with you (CM4A)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

How many sons live with you?

### Interviewer 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. 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.



## Daughters living with you (CM4B)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

How many daughters live with you?

### Interviewer 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. 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.

## Any sons or daughters not living with you (CM5)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

Do you have any sons or daughters to whom you have given birth who are alive but do not live with you?

### Interviewer instructions

This refers to sons and daughters who are alive but not living with the woman. For example, one or more of her children may be living with a relative, staying in a boarding school, been given up for adoption, or may be grown-up children who have left home. Make sure the respondent is not reporting dead children in this question. Circle the code corresponding to the response. If she answers 'No', skip to CM7.

## Sons living not with you (CM6A)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

**Source of information**

The eligible woman selected for interview

**Literal question**

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

**Interviewer instructions**

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

## Daughters not living with you (CM6B)

File: wm

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

The eligible woman selected for interview

**Literal question**

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

**Interviewer instructions**

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

## Ever had child who later died (CM7)

File: wm

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

The eligible woman selected for interview

**Literal question**

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

**Interviewer instructions**

This question is extremely important. Circle the code corresponding to the response. Some respondents may fail to mention children who died very young, so if she answers 'No', it is important to probe by asking "...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. Some respondents may be reluctant to talk about this subject and may become sad or upset that you are asking such questions. Be sympathetic and tactful in such situations. Say that you know the subject is painful, but the information is important.

## Boys dead (CM8A)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

How many boys have died?

### Interviewer 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.

## Girls dead (CM8B)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

How many girls have died?

### Interviewer 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.

## Total number of born Sons (CM9A)

File: wm

### Overview

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 0-12

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Interviewer 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.

## Total number of born daughters (CM9B)

File: wm

### Overview

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 0-10

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Interviewer 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.

## Children ever born (CM9)

File: wm

### Overview

Type: Continuous  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-14

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

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? Yes. Go to CM11 No. Check responses and make corrections before proceeding to CM11

### Interviewer instructions

Add the numbers of births reported in CM4, CM6 and CM8 and write the sum here, then check: 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.

## Day of last birth (CM11D)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

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

### Post question

If day is not known, enter '98' in space for day.

### Interviewer instructions

This question is used to ascertain the woman's eligibility for the subsequent two modules. Enter the date of the woman's most recent birth, even if the child is no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules. If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'. Note that you MUST obtain exact information on the month and year of the last birth; '98' is not allowed for month and year.

## Month of last birth (CM11M)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

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

### Interviewer instructions

This question is used to ascertain the woman's eligibility for the subsequent two modules. Enter the date of the woman's most recent birth, even if the child is no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules. If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'. Note that you MUST obtain exact information on the month and year of the last birth; '98' is not allowed for month and year.

## Year of last birth (CM11Y)

File: wm

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1977-9999

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

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

### Interviewer instructions

This question is used to ascertain the woman's eligibility for the subsequent two modules. Enter the date of the woman's most recent birth, even if the child is no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules. If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'. Note that you MUST obtain exact information on the month and year of the last birth; '98' is not allowed for month and year.

## Live birth in last 2 years (CM12)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

Control fields completed by interviewer

### 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)? If child has died, take special care when referring to this child by name in the following modules. No live birth in last 2 years. Go to MARRIAGE/UNION module. Yes, live birth in last 2 years. Continue with CM13 Name of child \_\_\_\_\_

### Interviewer 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.

## Tetanus toxoid card (TT1)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

**Source of information**

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 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. 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. Ask these questions, even if the most recent baby is no longer alive. --- 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'. 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. Women who do not have immunization cards may have difficulty identifying whether injections they received were tetanus toxoid injections.

## Tetanus toxoid given in pregnancy (TT2)

File: wm

**Overview**

Type: Continuous

Valid cases: 0 (0)

Format: numeric

Invalid: 0 (0)

Width: 1

Decimals: 0

Range: 1-9

**Universe**

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

**Source of information**

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 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.

## Times given tetanus toxoid in pregnancy (TT3)

File: wm

**Overview**

Type: Continuous

Valid cases: 0 (0)

Format: numeric

Invalid: 0 (0)

Width: 1

Decimals: 0

Range: 1-99

**Universe**

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

**Source of information**

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? At least two TT injections during last pregnancy. Go to Next Module Fewer than two TT injections during last pregnancy. Continue with TT5

**Interviewer 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.

## Les than 2 tetanous toxo (TT4)

File: wm

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

**Source of information**

The eligible woman selected for interview

**Literal question**

Indicator if less than 2 tetanus injections were given

## Given tetanus toxoid before pregnancy (TT5)

File: wm

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

**Source of information**

The eligible woman selected for interview

**Literal question**

Did you receive any tetanus toxoid injection at any time before your last pregnancy?

**Interviewer 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. --- 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.

## Times given tetanus toxoid before pregnancy (TT6)

File: wm

**Overview**



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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

How many times did you receive it?

### Interviewer instructions

Ask about doses received during or before the next-to-last pregnancy or between pregnancies (at any time before the last pregnancy). Enter her response in the space provided, as in TT3.

## Date of last tetanus toxoid received (TT7)

File: wm

### Overview

Type: Continuous  
 Format: numeric  
 Width: 6  
 Decimals: 0  
 Range: 2-999999

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

Date of last tetanus toxoid received?

## Year last given tetanus toxoid before pregnancy (TT7Y)

File: wm

### Overview

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1985-9999

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

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 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.

## Month last given tetanus toxoid before pregnancy (TT7M)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

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 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.

## Day last tetanus toxoid received (TT7D)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

Day last tetanus toxoid was received?

## Years last tetanus toxoid received (TT7A)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

Year last tetanus toxoid was received

## Years ago last received tetanus toxoid before pregnancy (TT8)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

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 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.

## Antenatal care (MN2)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 3

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

Person providing ANC

## Antenatal care (MN2aA)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Literal question

Person providing ANC

## Antenatal care (MN2aB)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

**Literal question**

Person providing ANC

## Antenatal care (MN2aC)

File: wm

**Overview**

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

**Universe**

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

**Literal question**

Person providing ANC

## Vitamin A dose after last birth (MN1)

File: wm

**Overview**

Type: Continuous

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 0 (0)

Invalid: 0 (0)

**Universe**

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

**Source of information**

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. Check child mortality module CM12 and record name of last-born child here \_\_\_\_\_. 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 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. 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. 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. --- 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). 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.

## Weighed (MN3A)

File: wm

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

As part of your antenatal care, were any of the following done at least once? Were you weighed?

### Interviewer instructions

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

## Blood pressure measured (MN3B)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

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

### Interviewer instructions

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

## Dos blood Heir pressure (MN3BA)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

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

## Urine sample (MN3C)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

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

### Interviewer instructions

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

## Blood sample (MN3D)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

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

### Interviewer instructions

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

## Had diabetes (MN14A)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

As part of your antenatal care, were any of the following done at least once? Diabetes discovered?

## Counseled about AIDS or the AIDS virus (MN4)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

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 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.

## Tested for HIV/AIDS (MN5)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

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 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.

## Received result of HIV test (MN6)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

I don't want to know the results, but did you get the results of the test?

### Interviewer instructions

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results. Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she knows the results of the test. Circle the code corresponding to the response.

## Assistance at delivery (MN7)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 3

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

Person assisting delivery

## Assistance at delivery: Doctor (MN7aA)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

Person assisting delivery

## Assistance at delivery: Nurse/midwife (MN7aB)

File: wm



**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

**Source of information**

The eligible woman selected for interview

**Literal question**

Person assisting delivery

## Assistance at delivery: Auxiliary midwife (MN7aC)

File: wm

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

**Source of information**

The eligible woman selected for interview

**Literal question**

Person assisting delivery

## Place of delivery (MN8)

File: wm

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

**Source of information**

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 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 provided for 'Other private medical' and circle '36'. 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.

## Size of child at birth (MN9)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

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 instructions

Low-birthweight babies are at higher risk of serious illness or death than other babies. Mothers are asked to give the baby's birthweight, but since some babies are not weighed at birth, a mother's subjective assessment of the baby's size at birth is important. When the information from women who answer these questions is analysed, we can obtain an indication of what women mean by these subjective categories. This information can provide an estimate of the average birthweight. Read the entire question exactly as written before accepting an answer. This is the woman's own opinion about the size of her baby. Even if she knows the child's birthweight, tell her that you want to know her own idea of whether the baby was very large, larger than average, average, smaller than average or very small. If the respondent is unable to tell you, do not try to guess the answer based on the birthweight information or the appearance of the baby; circle '8' for 'DK'. In cases when the woman knows the birthweight of the baby and tells you the exact weight, do not use your judgement to influence her response in 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.

## Child weighed at birth (MN10)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

Was (name) weighed at birth?

### Interviewer instructions

Circle the code corresponding to the response given. If the baby was not weighed at birth or the mother doesn't know, skip to MN12.

## Weight at birth (MN11)

File: wm

### Overview

Type: Continuous  
 Format: numeric  
 Width: 6  
 Decimals: 3  
 Range: 0-9.999

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

How much did (name) weigh?

### Post question

Record weight from health card, if available.

### Interviewer instructions

Ask the woman to show you her (or the child's) health card, if available. Record the birthweight in kilograms. If the weight is 'From card' or is recorded on another written document (such as a vaccination card, antenatal card or birth certificate), circle '1' and record the weight in the corresponding space. If the birthweight is reported by the mother, but no card or document is available, circle '2' for 'From recall' and record the weight in the corresponding space. Fill in the weight only once. Use zeros to fill in all digits if necessary. For example, if the woman tells you that the baby was 3.5 kilograms at birth; enter the information as '3.500'. Always record the birthweight from the card when possible. If there is no card, and the mother cannot remember the exact weight, record her best estimate. Only circle '99998' for 'DK' if she absolutely cannot remember even the approximate weight.

## Weight from card or recall (MN11A)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

How much did (name) weigh?

### Post question

Record weight from health card, if available.

### Interviewer instructions

Ask the woman to show you her (or the child's) health card, if available. Record the birthweight in kilograms. If the weight is 'From card' or is recorded on another written document (such as a vaccination card, antenatal card or birth certificate), circle '1' and record the weight in the corresponding space. If the birthweight is reported by the mother, but no card or document is available, circle '2' for 'From recall' and record the weight in the corresponding space. Fill in the weight only once. Use zeros to fill in all digits if necessary. For example, if the woman tells you that the baby was 3.5 kilograms at birth; enter the information as '3.500'. Always record the birthweight from the card when possible. If there is no card, and the mother cannot remember the exact weight, record her best estimate. Only circle '99998' for 'DK' if she absolutely cannot remember even the approximate weight.

## Ever breastfeed (MN12)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

Did you ever breastfeed (name)?

### Interviewer instructions

Breastfeeding is important for a child's health and 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. Circle the code corresponding to the response given. If the response is 'No' (she never breastfed the child), go to the next module.

## Time baby put to breast (MN13)

File: wm

### Overview

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-999

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

How long after birth did you first put (name) to the breast?

## Time baby put to breast (unit) (MN13U)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

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. If less than 24 hours, record hours. Otherwise, record days.

### Interviewer instructions

If the mother reports that the baby was put to the breast immediately after birth, circle '000'. Otherwise, record the time in completed hours or days. If less than 1 hour, circle '1' for 'Hours' and record '00' in the space provided. For example, if the woman said she began breastfeeding within 10 minutes of the birth, circle '1' and record '00' hours. If the mother began breastfeeding within 24 hours of the birth, circle '1' and record the number of hours that passed before the baby was put to the breast. If she began breastfeeding 24 hours or more after the birth, circle '2' and record the number of days. Record in completed number of days. For example, if the baby was first breastfed 30 hours after delivery, circle '2' and record '01' days. If the woman does not know or does not remember how long after birth she put the baby to the breast, circle '998'.

## Time baby put to breast (number) (MN13N)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

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. If less than 24 hours, record hours. Otherwise, record days.

### Interviewer instructions

If the mother reports that the baby was put to the breast immediately after birth, circle '000'. Otherwise, record the time in completed hours or days. If less than 1 hour, circle '1' for 'Hours' and record '00' in the space provided. For example, if the woman said she began breastfeeding within 10 minutes of the birth, circle '1' and record '00' hours. If the mother began breastfeeding within 24 hours of the birth, circle '1' and record the number of hours that passed before the baby was put to the breast. If she began breastfeeding 24 hours or more after the birth, circle '2' and record the number of days. Record in completed number of days. For example, if the baby was first breastfed 30 hours after delivery, circle '2' and record '01' days. If the woman does not know or does not remember how long after birth she put the baby to the breast, circle '998'.

## Have any problem to seen (MN14B)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

Ever had any problem to seen?

## Have any ghnit seen problem (MN14C)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

#### Source of information

The eligible woman selected for interview

#### Literal question

Ever had any problem ghnt seen problem?

## Dos you mared Now (CP0)

File: wm

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Women aged 15-49

#### Source of information

The eligible woman selected for interview

#### Literal question

Are you married now?

## Currently pregnant (CP1)

File: wm

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Women aged 15-49

#### Source of information

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 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. 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. This question is important because later questions in this module will not need to be asked of pregnant women. A woman who is pregnant does not need to use contraception! Circle the code corresponding to the response given. If she is pregnant, circle '1' and go to the next module. If the woman is unsure or does not know for certain if she is pregnant, circle '8' for 'Unsure or DK'. In both cases, skip to CP2.

## Currently using a method to avoid pregnancy (CP2)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

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?

### Interviewer instructions

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

## Current method (CP3)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 3

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

Which method are you using?

### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'. Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse. Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled. If needed, consider the last 1 month as 'current use'. If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Female sterilization (CP3A)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

Which method are you using?

### Post question

Do not prompt. If more than one method is mentioned, circle each one.

### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'. Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse. Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled. If needed, consider the last 1 month as 'current use'. If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Male sterilization (CP3B)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview



**Literal question**

Which method are you using?

**Post question**

Do not prompt. If more than one method is mentioned, circle each one.

**Interviewer instructions**

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'. Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse. Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled. If necessary, consider the last 1 month as 'current use'. If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Pill (CP3C)

File: wm

**Overview**

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

The eligible woman selected for interview

**Literal question**

Which method are you using?

**Post question**

Do not prompt. If more than one method is mentioned, circle each one.

**Interviewer instructions**

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'. Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse. Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled. If needed, consider the last 1 month as 'current use'. If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Ever heard of HIV or AIDS (HA1)

File: wm

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Women aged 15-49

#### Source of information

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 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. First, questions are asked to estimate the respondent's basic knowledge about HIV transmission and AIDS. This question serves as an introduction and allows us to verify whether a respondent has heard of AIDS. If there is a local term for AIDS, use the local term in addition to 'AIDS'. If a respondent has never heard of the HIV virus or AIDS, go to the next module.

## Can avoid AIDS by having one uninfected partner (HA2)

File: wm

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Women aged 15-49

#### Source of information

The eligible woman selected for interview

#### Literal question

Can people protect themselves from getting infected with the AIDS virus by having one sex partner who is not infected and also has no other partners?

#### Interviewer 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. 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. ---

## Can get AIDS through supernatural means (HA3)

File: wm

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Women aged 15-49

**Source of information**

The eligible woman selected for interview

**Literal question**

Can people get infected with the AIDS virus because of witchcraft or other supernatural means?

**Interviewer 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. 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. ---

## Can avoid AIDS by using a condom correctly every time (HA4)

File: wm

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

The eligible woman selected for interview

**Literal question**

Can people reduce their chance of getting the AIDS virus by using a condom every time they have sex?

**Interviewer instructions**

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. 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. ---

## Can get AIDS from mosquito bites (HA5)

File: wm

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

The eligible woman selected for interview

**Literal question**

Can people get the AIDS virus from mosquito bites?

**Interviewer 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. 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. ---

## Can avoid AIDS by not having sex at all (HA6)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

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 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. 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. ---

## Can get AIDS by sharing food with person with AIDS virus (HA7)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

Can people get the AIDS virus by sharing food with a person who has AIDS?

### Interviewer 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. 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. ---

## Can get AIDS by injection with needle already used by someone (HA7A)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

**Source of information**

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 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. 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. ---

## Healthy-looking person can have AIDS (HA8)

File: wm

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

The eligible woman selected for interview

**Literal question**

Is it possible for a healthy-looking person to have the AIDS virus?

**Interviewer instructions**

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. 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. ---

## AIDS from mother to child during (HA9)

File: wm

**Overview**

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 111-999

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

The eligible woman selected for interview

**Literal question**

Can the AIDS virus be transmitted from a mother to a baby?

## AIDS from mother to child during pregnancy (HA9A)

File: wm

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

Can the AIDS virus be transmitted from a mother to a baby? During pregnancy?

### Interviewer instructions

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby. Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'.

## AIDS from mother to child at delivery (HA9B)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

Can the AIDS virus be transmitted from a mother to a baby? During delivery?

### Interviewer instructions

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby. Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'.

## AIDS from mother to child through breastmilk (HA9C)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

Can the AIDS virus be transmitted from a mother to a baby? By breastfeeding?

**Interviewer instructions**

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby. Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'.

## Should female teacher with HIV/AIDS be allowed to teach in school (HA10)

File: wm

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

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 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. 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'. --- 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?

## Would buy fresh vegetables from shopseller with HIV/AIDS (HA11)

File: wm

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

The eligible woman selected for interview

**Literal question**

Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had the AIDS virus?

**Interviewer 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. 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'. ---

## If a member became infected with the virus, would you want i (HA12)

File: wm

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

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 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. 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'. ---

## Willing to care for person with AIDS in household (HA13)

File: wm

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

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 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. 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'. ---

## Ever had HIV test (HA14)

File: wm

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Women aged 15-49



**Source of information**

The eligible woman selected for interview

**Literal question**

I do not want you to tell me the results of the test, but have ever taken HIV test?

## Received results of HIV test (HA16)

File: wm

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

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 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. --- Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results. It is important that you do not attempt to find out the HIV status of any respondent who has been tested, or 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.

## Asked for HIV test or was it offered to you (HA17)

File: wm

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

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 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. --- 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. 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.

## Know a place to get HIV test (HA18)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

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? 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 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. 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. Circle the code corresponding to the response. 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. 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.

## Mother ded (SH)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

#### Source of information

The eligible woman selected for interview

#### Literal question

Is mother dead?

## Number of sister lives (MM6)

File: wm

#### Overview

Type: Continuous

Valid cases: 0 (0)

Format: numeric

Invalid: 0 (0)

Width: 2

Decimals: 0

Range: 0-99

#### Universe

Women aged 15-49

#### Source of information

The eligible woman selected for interview

#### Literal question

Number of sisters born?

## Total sister live (MM7)

File: wm

#### Overview

Type: Continuous

Valid cases: 0 (0)

Format: numeric

Invalid: 0 (0)

Width: 2

Decimals: 0

Range: 0-99

#### Universe

Women aged 15-49

#### Source of information

The eligible woman selected for interview

#### Literal question

Total number of sister alive

## Total sister dithe (MM8)

File: wm

#### Overview

Type: Continuous

Valid cases: 0 (0)

Format: numeric

Invalid: 0 (0)

Width: 2

Decimals: 0

Range: 0-99

#### Universe

Women aged 15-49

#### Source of information

The eligible woman selected for interview

#### Literal question

Total number of sisters that died

## Total dithe wen bornd (MM9)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

Total number died on birth

## Read and write (hl5a)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

The eligible woman selected for interview

### Literal question

Can a women read or write

## Date of interview women (CMC) (cmcdoiw)

File: wm

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1269-1270

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

Variable constructed for analysys

### Pre question

Recoded variable

## Date of birth (CMC) (wdob)

File: wm

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 670-1089  
 Invalid: 9999

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

Variable constructed for analysis

**Pre question**

Recoded variable

## Age (wage)

File: wm

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

Variable constructed for analysis

**Pre question**

Recoded variable

## Age at first marriage/union (agem)

File: wm

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 4-43  
 Invalid: 99

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

Variable constructed for analysis

**Pre question**

Recoded variable

## Age at first union (MA8)

File: wm

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 14-99

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

The eligible woman selected for interview

**Pre question**

Check MA6: Both month and year of marriage/union known? Go to Next Module 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 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. 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.

## Children ever born (ceb)

File: wm

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-14

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

Variable constructed for analysys

**Pre question**

Recoded variable

## Dead children (deadkids)

File: wm

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-11

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Women aged 15-49

**Source of information**

Variable constructed for analysys

**Pre question**

Recoded variable

## Surviving children (surviv)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Pre question

Recoded variable

## Women's sample weight (wmweight)

File: wm

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 6  
Range: 0-1.204163

Valid cases: 0  
Invalid: 0

### Universe

Women aged 15-49

### Source of information

Variable constructed for analysis

### Pre question

Value is set to 1, since data are self-weighted and variable is used only to make usage of global MICS programs possible.

## Wealth index score (wlthscor)

File: wm

### Overview

Type: Continuous  
Format: numeric  
Width: 9  
Decimals: 5  
Range: -2.52999196552133-2.23273965290285

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Wealth index quintiles (wlthind5)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Constructed variables used for analysis

**Pre question**

Recoded variable

## Mother tongue (HC1B)

File: wm

**Overview**

Type: Continuous

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 0 (0)

Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

What is the mother tongue/native language of the head of this household?

**Interviewer instructions**

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

## Antenatal care: Doctor (mn2A)

File: wm

**Overview**

Type: Discrete

Format: character

Width: 8

Valid cases: 0 (0)

Invalid: 0 (0)

**Universe**

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

**Source of information**

The eligible woman selected for interview

**Literal question**

Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?

**Post question**

Probe for the type of person seen and circle all answers given.

**Interviewer 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. 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. Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained. If the woman gives the name of a health facility, ask her to tell you who she saw there.



## Antenatal care: Nurse/midwife (mn2b)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?

### Post question

Probe for the type of person seen and circle all answers given.

### Interviewer 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. 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. Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained. If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Antenatal care: Auxiliary midwife (mn2C)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?

### Post question

Probe for the type of person seen and circle all answers given.

### Interviewer 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. 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. Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained. If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Antenatal care: Traditional birth attendant (mn2F)

File: wm

**Overview**

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

**Source of information**

The eligible woman selected for interview

**Literal question**

Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?

**Post question**

Probe for the type of person seen and circle all answers given.

**Interviewer 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. 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. Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained. If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Antenatal care: Relative/friend (mn2H)

File: wm

**Overview**

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

**Source of information**

The eligible woman selected for interview

**Literal question**

Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?

**Post question**

Probe for the type of person seen and circle all answers given.

**Interviewer 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. 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. Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained. If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Antenatal care: Other (mn2X)

File: wm

**Overview**

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?

### Post question

Probe for the type of person seen and circle all answers given.

### Interviewer 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. 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. Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained. If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Antenatal care: No one (mn2Y)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

Did you see anyone for antenatal care for this pregnancy? If yes: Whom did you see? Anyone else?

### Post question

Probe for the type of person seen and circle all answers given.

### Interviewer 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. 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. Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained. If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Assistance at delivery: Doctor (mn7A)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

#### Source of information

The eligible woman selected for interview

#### Literal question

Who assisted with the delivery of your last child (name)? Anyone else?

#### Post question

Probe for the type of person assisting and circle all answers given.

#### Interviewer instructions

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion. Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: Nurse/midwife (mn7b)

File: wm

#### Overview

Type: Discrete

Format: character

Width: 8

Valid cases: 0 (0)

Invalid: 0 (0)

#### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

#### Source of information

The eligible woman selected for interview

#### Literal question

Who assisted with the delivery of your last child (name)? Anyone else?

#### Post question

Probe for the type of person assisting and circle all answers given.

#### Interviewer instructions

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion. Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: Auxiliary midwife (mn7C)

File: wm

#### Overview

Type: Discrete

Format: character

Width: 8

Valid cases: 0 (0)

Invalid: 0 (0)

#### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

#### Source of information

The eligible woman selected for interview

#### Literal question

Who assisted with the delivery of your last child (name)? Anyone else?

#### Post question

Probe for the type of person assisting and circle all answers given.

#### Interviewer instructions

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion. Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: Traditional birth attendant (mn7F)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

Who assisted with the delivery of your last child (name)? Anyone else?

### Post question

Probe for the type of person assisting and circle all answers given.

### Interviewer instructions

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion. Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: Relative/friend (mn7H)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

### Source of information

The eligible woman selected for interview

### Literal question

Who assisted with the delivery of your last child (name)? Anyone else?

### Post question

Probe for the type of person assisting and circle all answers given.

### Interviewer instructions

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion. Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: Other (mn7X)

File: wm

**Overview**

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

**Source of information**

The eligible woman selected for interview

**Literal question**

Who assisted with the delivery of your last child (name)? Anyone else?

**Post question**

Probe for the type of person assisting and circle all answers given.

**Interviewer instructions**

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion. Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: No one (mn7Y)

File: wm

**Overview**

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Women aged 15-49 who gave birth to a child in the 2 years preceding the survey

**Source of information**

The eligible woman selected for interview

**Literal question**

Who assisted with the delivery of your last child (name)? Anyone else?

**Post question**

Probe for the type of person assisting and circle all answers given.

**Interviewer instructions**

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion. Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If 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'.

## Main source of drinking water (WS1)

File: wm

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

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

**Interviewer instructions**

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. Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2): '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. '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. '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. '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. '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. '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. '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. '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). '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. '61' - A tanker-truck water source transports and sells water by means of a tanker truck. '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. '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. '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. --- 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.

## Time to get water and come back (WS3)

File: wm

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

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

**Interviewer instructions**

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

## Person fetching water (WS4)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex?

### Post question

Circle code that best describes this person.

### Interviewer instructions

The purpose of this question is to find out the age and gender of the person who usually performs the task of hauling water. This will provide an understanding of whether water hauling responsibilities are given to members of a particular sex or age group. Probe: "IS THIS PERSON UNDER AGE 15? WHAT SEX 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.

## Treat water to make safer for drinking (WS5)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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 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. --- 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.

## Water treatment (WS6)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4



**Source of information**

Head of household or other responsible household member

**Boil (WS6A)**

File: wm

**Overview**

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

What do you usually do to the water to make it safer to drink? Anything else?

**Post question**

Record all items mentioned.

**Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

**Add bleach/chlorine (WS6B)**

File: wm

**Overview**

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

What do you usually do to the water to make it safer to drink? Anything else?

**Post question**

Record all items mentioned.

**Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Strain it through a cloth (WS6C)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Use water filter (WS6D)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Solar disinfection (WS6E)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Let it stand and settle (WS6F)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Other (WS6X)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

DK (WS6Z)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

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

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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. Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2): '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. '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. '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. '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. '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. '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. '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. '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). '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. '61' - A tanker-truck water source transports and sells water by means of a tanker truck. '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. '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. '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. --- 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.

## Kind of toilet facility (WS7)

File: wm

### Overview

Type: Continuous  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 11-99

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to?

### Post question

If necessary, ask permission to observe the facility.

### Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- The purpose of this question is to obtain a measure of the cleanliness of the sanitary facility used by the household members. It may be necessary to observe the facility. If so, ask permission to do so. If the respondent answers or it is observed that the household members have no facilities or use the bush or field, enter '95' for 'No facilities or bush or field' and skip to the next module. If any of the flush or pour flush responses (11-15) are given, probe: "WHERE DOES IT FLUSH TO?" Circle the code corresponding to the response given. Definitions of various types of toilet facilities are as follows: A flush toilet uses a cistern or holding tank for flushing water and has a water seal, which is a U-shaped pipe, below the seat or squatting pan that prevents the passage of flies and odours. A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used). . '11' - A piped sewer system is a system of sewer pipes, also called sewerage, that is designed to collect human excreta (faeces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater. . '12' - A septic tank is an excreta collection device and is a water-tight settling tank normally located underground, away from the house or toilet. . '13' - A flush/pour flush to pit latrine refers to a system that flushes excreta to a hole in the ground. . '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. . '15' - Flush to unknown place/not sure/DK where should be coded in cases when the respondent knows that the toilet facility is a flush toilet, but does not know where it flushes to. '21' - A ventilated improved pit latrine or VIP is a type of pit latrine that is ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark. '22' - A pit latrine with slab uses a hole in the ground for excreta collection and has a squatting slab, platform or seat that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit. '23' - A pit latrine without slab uses a hole in the ground for excreta collection and does not have a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected. '31' - A composting toilet is a toilet into which excreta and carbon-rich material are added (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce inoffensive compost. '41' - Bucket refers to the use of a bucket or other container for the retention of faeces (and sometimes urine and anal cleaning material), which is periodically removed for treatment or disposal. '51' - A hanging toilet or hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly. '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).

## Toilet facility shared (WS8)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Do you share this facility with other households?

### Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- 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. --- Circle the code corresponding to the response given. If 'No', go to the next module.

## Households using this toilet facility (WS9)

File: wm

### Overview



Type: Continuous  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-99

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

How many households in total use this toilet facility?

### Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- 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. --- 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').

## Religion (HC1A)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What is the religion of the head of this household?

### Interviewer instructions

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

## Ethnicity (HC1C)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

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

**Interviewer instructions**

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

## Number of household rooms (HC1D)

File: wm

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

How many rooms do you have in this household?

## Number of rooms for sleeping (HC2)

File: wm

**Overview**

Type: Continuous  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-99

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

How many rooms in this household are used for sleeping?

**Interviewer instructions**

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

## Main material of floor (HC3)

File: wm

**Overview**

Type: Continuous  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 11-99

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Pre question**

Main material of the dwelling floor:

**Post question**

Record observation.

**Interviewer 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).

**Main material of roof (HC4)**

File: wm

**Overview**

Type: Continuous

Format: numeric

Width: 1

Decimals: 0

Range: 11-99

Valid cases: 0 (0)

Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Pre question**

Main material of the roof.

**Post question**

Record observation.

**Interviewer instructions**

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

**Main material of wall (HC5)**

File: wm

**Overview**

Type: Continuous

Format: numeric

Width: 1

Decimals: 0

Range: 11-99

Valid cases: 0 (0)

Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Pre question**

Main material of the walls.

**Post question**

Record observation.

**Interviewer instructions**

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

## Type of fuel using for cooking (HC6)

File: wm

### Overview

Type: Continuous  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-99

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

Information on the type of fuel used for cooking is collected as another measure of the socio-economic status of the household. The use of some cooking fuels can also have adverse health consequences. Circle the code corresponding to the answer given. Remember that this question asks about fuel for cooking, not fuel for heating or lighting. If the household uses more than one fuel for cooking, find out which type of fuel is used most often. If electricity, liquid propane gas (LPG), natural gas, 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. 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.

## Food cooked on stove or open fire (HC7)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

In this household, is food cooked on an open fire, an open stove or a closed stove?

### Post question

Probe for type.

### Interviewer instructions

Probe for type of stove and circle the code corresponding to the response given. If a response is given other than the pre-coded ones, circle '96' and specify the type of stove on the line provided. For 'Closed stove', skip the next question and ask HC8.

## Does the fire stove have a chimney or a hood (HC7A)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does the fire/stove have a chimney or a hood?

### Interviewer instructions

Circle the appropriate response.

## Cooking location (HC8)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Is the cooking usually done in the house, in a separate building, or outdoors?

### Interviewer 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.

## Electricity (HC9A)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have:

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Radio (HC9B)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have:

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Television (HC9C)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have:

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Mobile phone (HC9D)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

Does your household have:

**Interviewer instructions**

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Non-mobile phone (HC9E)

File: wm

**Overview**

Type: Continuous

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 0 (0)

Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

Does your household have:

**Interviewer instructions**

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Refrigerator (HC9F)

File: wm

**Overview**

Type: Continuous

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 0 (0)

Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

Does your household have:

**Interviewer instructions**

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Woshing machine (HC9G)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Dish machin (HC9H)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Computer (HC9I)

File: wm

### Overview



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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Enternet (HC9J)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Satalite (HC9K)

File: wm

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Bicycle (HC10B)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own:

### Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

## Motorcycle or scooter (HC10C)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own:

### Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

## Car or truck (HC10E)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own:

### Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

## Salt iodization test outcome (SL1)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Test outcome

## Education (melevelt)

File: wm

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Pre question

Recoded variable

## Marital/Union status (mstatus)

File: wm

### Overview

Type: Continuous

Format: numeric

Width: 1

Decimals: 0

Range: 1-3

Valid cases: 0 (0)

Invalid: 0 (0)

### Universe

Women aged 15-49

### Source of information

Variable constructed for analysis

### Pre question

Recoded variable

## Region (HH7)

File: ch

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Region:

**Interviewer instructions**

Circle the code for region.

## Camp/Gathering (HH8A)

File: ch

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-24

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Camp/Gathering:

**Interviewer instructions**

Circle the code for camp/gathering.

## Cluster number (HH1)

File: ch

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-250

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Description**

Unique identifier for the cluster in which the household exists

**Universe**

Children aged 0-4

**Source of information**

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. May I start now? If permission is given, begin the interview. Cluster number:

#### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: ch

#### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-20

Valid cases: 0 (0)  
Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Household number:

#### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Area (HH6)

File: ch

#### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Area:

#### Interviewer 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.

## Interviewer number (HH3)

File: ch

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-52

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Interviewer name and number:

#### Interviewer instructions

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

## Supervisor Number (HH4)

File: ch

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-14

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Supervisor name and number:

#### Interviewer 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.

## Supervisor at interview (AS3)

File: ch

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Indicator if supervisor was present during the interview.

#### Interviewer instructions

Enter the editor number.

## Editor (AS4)

File: ch

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Interviewer instructions**

Enter the editor number.

## Coder (AS5)

File: ch

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Interviewer instructions**

Enter the coder number.

## Number of household members (HH11)

File: ch

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-25

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Total number of household members:

**Interviewer instructions**

Count the number of household members recorded in column HL1 of the Household Listing and enter the total here.



## Data entry clerk (HH16)

File: ch

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-12

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Data entry clerk:

**Interviewer instructions**

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

## Viset Number (AR2)

File: ch

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Interviewer instructions**

Enter the visit number.

## Result of interview for children under 5 (UF9)

File: ch

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-6

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Result of interview for children under 5

**Interviewer instructions**

Complete this question once you have concluded the interview. Remember that the code refers to the mother or primary caretaker of the under-five child. Circle the code corresponding to the results of the interview. If the questionnaire is completed, circle '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. 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. 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?" 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. 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.

## Respondent HH questionnaire (HH10)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Interview information fields completed by interviewer

### Pre question

Respondent to HH questionnaire:

### Interviewer instructions

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

## Line women (LW)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Interview information fields completed by interviewer

### Pre question

Mother's/Caretaker's Line Number:

## Caretaker's line number (UF6)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-20

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Interview information fields completed by interviewer

### Pre question

Mother's/Caretaker's Line Number:

### Interviewer instructions

Enter the mother's/primary caretaker's line number from the Household Questionnaire, column HL1 of the Household Listing.

## Child Number (TBH)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Source of information

Interview information fields completed by interviewer

### Pre question

Child's line number:

## Line number (LN)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 2-23

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Interview information fields completed by interviewer

### Pre question

Child's line number:

## Day of interview (UF8D)

File: ch

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-30

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Day/Month/Year of interview:

**Interviewer 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.

## Month of interview (UF8M)

File: ch

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 9-10

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Day/Month/Year of interview:

**Interviewer 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.

## Year of interview (UF8Y)

File: ch

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 2005-2005

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Interview information fields completed by interviewer

**Pre question**

Day/Month/Year of interview:

### Interviewer 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.

## Date of interview child (CMC) (cmcd0ic)

File: ch

### Overview

Type: Continuous

Format: numeric

Width: 4

Decimals: 0

Range: 1269-1270

Valid cases: 0 (0)

Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Day of birth of child (UF10D)

File: ch

### Overview

Type: Continuous

Format: numeric

Width: 2

Decimals: 0

Range: 1-99

Valid cases: 0 (0)

Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

Repeat greeting if not already read to this respondent: We are from (COUNTRY-SPECIFIC AFFILIATION). We are working on a project concerned with family health and education. I would like to talk to you about 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? 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. Now I want to ask you about (NAME). In what month and year was (NAME) born? Probe: 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 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. 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. --- 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?" Ask the mother or primary caretaker for the child's date of birth. Probe: "WHAT IS HIS/HER BIRTHDAY?" It is important to record the child's month and year of birth accurately. If the mother/primary caretaker knows the exact birth date, including the day, enter the day of birth. Otherwise, circle '98' for 'DK day'. You do not need to probe further for day of birth. Convert the month to a number as you have done before. Enter the number in the space provided. If the month or day contains only one digit, use a leading zero. For example, the month of March is coded as '03'. Note that you are not allowed to enter DK for month or year of birth. You have to obtain month and year of birth of the child. 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). 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.

## Month of birth of child (UF10M)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

Repeat greeting if not already read to this respondent: We are from (COUNTRY-SPECIFIC AFFILIATION). We are working on a project concerned with family health and education. I would like to talk to you about 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? 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. Now I want to ask you about (NAME). In what month and year was (NAME) born? Probe: 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 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. 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. --- 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?" Ask the mother or primary caretaker for the child's date of birth. Probe: "WHAT IS HIS/HER BIRTHDAY?" It is important to record the child's month and year of birth accurately. If the mother/primary caretaker knows the exact birth date, including the day, enter the day of birth. Otherwise, circle '98' for 'DK day'. You do not need to probe further for day of birth. Convert the month to a number as you have done before. Enter the number in the space provided. If the month or day contains only one digit, use a leading zero. For example, the month of March is coded as '03'. Note that you are not allowed to enter DK for month or year of birth. You have to obtain month and year of birth of the child. 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). 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.

## Year of birth of child (UF10Y)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 2000-9999

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

Repeat greeting if not already read to this respondent: We are from (COUNTRY-SPECIFIC AFFILIATION). We are working on a project concerned with family health and education. I would like to talk to you about 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? 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. Now I want to ask you about (NAME). In what month and year was (NAME) born? Probe: 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 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. 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. --- 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?" Ask the mother or primary caretaker for the child's date of birth. Probe: "WHAT IS HIS/HER BIRTHDAY?" It is important to record the child's month and year of birth accurately. If the mother/primary caretaker knows the exact birth date, including the day, enter the day of birth. Otherwise, circle '98' for 'DK day'. You do not need to probe further for day of birth. Convert the month to a number as you have done before. Enter the number in the space provided. If the month or day contains only one digit, use a leading zero. For example, the month of March is coded as '03'. Note that you are not allowed to enter DK for month or year of birth. You have to obtain month and year of birth of the child. 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). 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.

## Sex (HL4)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

## Date of birth (CMC) (cdob)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1210-1269  
Invalid: 9999

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable



## Age (months) (cage)

File: ch

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-59

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Constructed variables used for analysis

**Pre question**

Recoded variable

## Age of child (UF11)

File: ch

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 0-4

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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 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. 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. --- 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. 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?" Ask UF10 and UF11 independently. Then, check for consistency between the date of birth and completed age. 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. 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. Assuming that you were able to obtain a month and year of birth, you should check the consistency by following these steps: 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. . Example: A child who was born in October 2003, in a survey conducted in November 2005, should be age 2 ( $2003 + 2 = 2005$ ). 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. . Example: A child who was born in December 2003, in a survey conducted in October 2005, should be age 1 ( $2003 + 1 = 2004$ ). 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. . 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. 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. . 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. 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.

## Age (cage\_6)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Age (cage\_11)

File: ch

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Child has birth certificate (BR1)

File: ch

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

Does (name) have a birth certificate? May I see it?

### Interviewer instructions

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

## Child registered (BR2)

File: ch

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

Has (name's) birth been registered with the civil authorities?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'Yes', 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.

## Reason birth not registered (BR3)

File: ch

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Literal question**

Why is (name's) birth not registered?

**Interviewer instructions**

This question aims to elicit the reason for non-registration. 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.

## Know how to register birth (BR4)

File: ch

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Literal question**

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

**Interviewer 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. Circle the code corresponding to the response.

## Age Child (BR5)

File: ch

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

## Child attends early childhood education programme (BR6)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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? Yes. Continue with BR6 No. Go to BR8

### 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 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. --- This question aims to find out if the child is participating in early learning activities. Baby-sitting or child-minding, even if done in a special place such as a day-care centre, does not qualify as such a programme unless it includes organized learning activities. You must ensure that the mother or primary caretaker understands the meaning of 'Early Childhood Education Programme', explaining it as instructed. Circle the appropriate code. Skip to BR8 if the answer to this question is 'No' or 'DK'.

## Hours attended education in last 7 days (BR7)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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 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.

## Read books or looks at picture book (BR8)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 3

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

**Source of information**

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): 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, ,drawing things and/or reciting Quran?

## Books (BR8A)

File: ch

**Overview**

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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): 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, ,drawing things and/or reciting Quran?

## Tell stories to (BR8B)

File: ch

**Overview**

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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): 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, ,drawing things and/or reciting Quran?

## Sing songs (BR8C)

File: ch

**Overview**

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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): 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, ,drawing things and/or reciting Quran?

## How many books are there in the household (CE1)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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 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. 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. 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. 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 household, record '00'.

## How many children books or picture books do you have for him (CE2)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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 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. 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'.

## Things that he/her plays with when he/she is at home (CE3)

File: ch

**Overview**

Type: Discrete  
Format: character  
Width: 5

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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. What does (NAME) play with?  
Does he/she play with household objects, such as bowls, plates, cups or pots?

## Bowls, plate, cups ,pots (CE3A)

File: ch

**Overview**

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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. What does (NAME) play with?  
Does he/she play with household objects, such as bowls, plates, cups or pots?

**Interviewer instructions**



This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials. Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer. 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. 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. 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.

## Sticks , rocks, animals shells, leaves (CE3B)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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. 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?

### Interviewer instructions

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials. Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer. 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. 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. 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.

## Homemade toys (CE3C)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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. What does (NAME) play with? Does he/she play with homemade toys, such as dolls, cars and other toys made at home?

**Interviewer instructions**

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials. Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer. 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. 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. 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.

## Toys that came from a store (CE3D)

File: ch

**Overview**

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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. What does (NAME) play with? Does he/she play with toys that came from a store?

**Interviewer instructions**

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials. Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer. 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. 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. 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.

## No playthings mentioned (CE3Y)

File: ch

**Overview**

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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. What does (NAME) play with? Does he/she play with 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 Code Y if child does not play with any of the items mentioned.

#### Interviewer instructions

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials. Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer. 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. 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. 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.

## How many time was he/her left in the care of another child (CE4)

File: ch

#### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

The mother or caretaker of the child aged 0-4.

#### 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 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. 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. 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.

## How many time he was left alone (CE5)

File: ch

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

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 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. 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'.

## Child ever received vitamin A (VA1)

File: ch

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

The mother or caretaker of the child aged 0-4.

#### Literal question

Has (name) ever received a vitamin A capsule (supplement) like this one?

#### Post question

Show capsule or dispenser for different doses - 100,000 IU for those 6-11 months old, 200,000 IU for those 12-59 months old

#### Interviewer instructions

This question asks if the child has received a vitamin A supplement. Show the capsule or dispenser you were given to help the caretaker remember. You may be instructed to show different capsules, 100,000 IU for children 6-11 months old and 200,000 IU for children 12-59 months old, asking the caretaker to identify the correct one. Circle the code corresponding to the response. If the child has never received a vitamin A supplement or the mother/caretaker does not know if he/she has ever received one, skip to the next module.

## Months ago child took last Vitamin A dose (VA2)

File: ch

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

How many months ago did (name) take the last dose?

### Interviewer instructions

If the answer to VA1 was 'Yes', record the number of months ago the last dose was given to the child. As you have done before, use a leading zero if necessary. If the child received the supplement during the 1-month period preceding the interview, record '00'. Circle '98' if the mother/primary caretaker does not know when the child took the last dose.

## Place child got last Vitamin A dose (VA3)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

Where did (name) get this last dose?

### Interviewer instructions

This question is meant to provide information for health programmes about where children are most likely to get their vitamin A dose. Circle the code corresponding to the answer given. If the dose was obtained during a routine visit to a health facility, circle '1'. If the child was taken to a health facility because she/he was sick, and the supplement was obtained during this visit, circle '2'. If vitamin A supplement was given during a National Immunization Campaign, circle '3'. If the supplement was obtained from a source not listed, write the description next to 'Other' and circle '6'.

## Child ever been breastfed (BF1)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

Has (name) ever been breastfed?

### Interviewer instructions

This question asks if the child has ever been breastfed. It includes any breastfeeding experience of the child - not necessarily by the mother/primary caretaker. Circle the code corresponding to the response. Continue to the next question if the child was ever breastfed ('1'). If the child was never breastfed, circle 'No' and skip to BF3. Skip to BF3 in the case of a 'DK' response as well.

## Child still being breastfed (BF2)

File: ch

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Literal question**

Is he/she still being breastfed?

**Interviewer instructions**

'Being breastfed' is defined as putting the child to the breast at least once a day. Circle the code corresponding to the response.

## Child received vitamin, mineral supplements or medicine (BF3A)

File: ch

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Literal question**

Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Vitamin, mineral supplements or medicine?

**Interviewer instructions**

This question asks about what the child was fed in the preceding 24 hours. The purpose of this question is to determine what liquids or foods the child was given. Prompt by asking each listed item in turn, such as: "DID (name) RECEIVE VITAMIN OR MINERAL SUPPLEMENTS OR MEDICINE?" or "DID HE/SHE RECEIVE PLAIN WATER?" and so on through the list. Read each item aloud and record the response before proceeding to the next item. Use the local terms for these liquids or foods. Make sure that the respondent understands the question, particularly what is meant by 'since this time yesterday'. Specify to the mother/primary caretaker: mid-morning, mid-afternoon, etc., depending on the time of the interview. Circle the code corresponding to the response. If the mother/primary caretaker does not know the answer, repeat the question using other local words for the fluid or food. If the answer is still not known, circle '8' for 'DK'

## Child received plain water (BF3B)

File: ch

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-9

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Literal question**

Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Plain water?

**Interviewer instructions**

This question asks about what the child was fed in the preceding 24 hours. The purpose of this question is to determine what liquids or foods the child was given. Prompt by asking each listed item in turn, such as: "DID (name) RECEIVE VITAMIN OR MINERAL SUPPLEMENTS OR MEDICINE?" or "DID HE/SHE RECEIVE PLAIN WATER?" and so on through the list. Read each item aloud and record the response before proceeding to the next item. Use the local terms for these liquids or foods. Make sure that the respondent understands the question, particularly what is meant by 'since this time yesterday'. Specify to the mother/primary caretaker: mid-morning, mid-afternoon, etc., depending on the time of the interview. Circle the code corresponding to the response. If the mother/primary caretaker does not know the answer, repeat the question using other local words for the fluid or food. If the answer is still not known, circle '8' for 'DK'

## Child received sweetened water or juice (BF3C)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Literal question**

Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Sweetened, flavoured water or fruit juice or tea or infusion?

**Interviewer instructions**

This question asks about what the child was fed in the preceding 24 hours. The purpose of this question is to determine what liquids or foods the child was given. Prompt by asking each listed item in turn, such as: "DID (name) RECEIVE VITAMIN OR MINERAL SUPPLEMENTS OR MEDICINE?" or "DID HE/SHE RECEIVE PLAIN WATER?" and so on through the list. Read each item aloud and record the response before proceeding to the next item. Use the local terms for these liquids or foods. Make sure that the respondent understands the question, particularly what is meant by 'since this time yesterday'. Specify to the mother/primary caretaker: mid-morning, mid-afternoon, etc., depending on the time of the interview. Circle the code corresponding to the response. If the mother/primary caretaker does not know the answer, repeat the question using other local words for the fluid or food. If the answer is still not known, circle '8' for 'DK'

## Child received oral rehydration solution (BF3D)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Literal question**

Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Oral rehydration solution (ORS)?

**Interviewer instructions**

This question asks about what the child was fed in the preceding 24 hours. The purpose of this question is to determine what liquids or foods the child was given. Prompt by asking each listed item in turn, such as: "DID (name) RECEIVE VITAMIN OR MINERAL SUPPLEMENTS OR MEDICINE?" or "DID HE/SHE RECEIVE PLAIN WATER?" and so on through the list. Read each item aloud and record the response before proceeding to the next item. Use the local terms for these liquids or foods. Make sure that the respondent understands the question, particularly what is meant by 'since this time yesterday'. Specify to the mother/primary caretaker: mid-morning, mid-afternoon, etc., depending on the time of the interview. Circle the code corresponding to the response. If the mother/primary caretaker does not know the answer, repeat the question using other local words for the fluid or food. If the answer is still not known, circle '8' for 'DK'

## Child received infant formula (BF3E)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Infant formula?

### Interviewer instructions

This question asks about what the child was fed in the preceding 24 hours. The purpose of this question is to determine what liquids or foods the child was given. Prompt by asking each listed item in turn, such as: "DID (name) RECEIVE VITAMIN OR MINERAL SUPPLEMENTS OR MEDICINE?" or "DID HE/SHE RECEIVE PLAIN WATER?" and so on through the list. Read each item aloud and record the response before proceeding to the next item. Use the local terms for these liquids or foods. Make sure that the respondent understands the question, particularly what is meant by 'since this time yesterday'. Specify to the mother/primary caretaker: mid-morning, mid-afternoon, etc., depending on the time of the interview. Circle the code corresponding to the response. If the mother/primary caretaker does not know the answer, repeat the question using other local words for the fluid or food. If the answer is still not known, circle '8' for 'DK'

## Child received other liquids (BF3G)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Any other liquids?

### Interviewer instructions



This question asks about what the child was fed in the preceding 24 hours. The purpose of this question is to determine what liquids or foods the child was given. Prompt by asking each listed item in turn, such as: "DID (name) RECEIVE VITAMIN OR MINERAL SUPPLEMENTS OR MEDICINE?" or "DID HE/SHE RECEIVE PLAIN WATER?" and so on through the list. Read each item aloud and record the response before proceeding to the next item. Use the local terms for these liquids or foods. Make sure that the respondent understands the question, particularly what is meant by 'since this time yesterday'. Specify to the mother/primary caretaker: mid-morning, mid-afternoon, etc., depending on the time of the interview. Circle the code corresponding to the response. If the mother/primary caretaker does not know the answer, repeat the question using other local words for the fluid or food. If the answer is still not known, circle '8' for 'DK'

## Child received solid or mushy food (BF3H)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

Since this time yesterday, did he/she receive any of the following: Read each item aloud and record response before proceeding to the next item. Solid or semi-solid (mushy) food?

### Interviewer instructions

This question asks about what the child was fed in the preceding 24 hours. The purpose of this question is to determine what liquids or foods the child was given. Prompt by asking each listed item in turn, such as: "DID (name) RECEIVE VITAMIN OR MINERAL SUPPLEMENTS OR MEDICINE?" or "DID HE/SHE RECEIVE PLAIN WATER?" and so on through the list. Read each item aloud and record the response before proceeding to the next item. Use the local terms for these liquids or foods. Make sure that the respondent understands the question, particularly what is meant by 'since this time yesterday'. Specify to the mother/primary caretaker: mid-morning, mid-afternoon, etc., depending on the time of the interview. Circle the code corresponding to the response. If the mother/primary caretaker does not know the answer, repeat the question using other local words for the fluid or food. If the answer is still not known, circle '8' for 'DK'

## Did Child received solid or mushy food (BF4)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

Solid or mushy food?

## Time ate solid, semisolid or soft food other than liquids (BF5)

File: ch

### Overview

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-9

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

Check BF3H: Child received solid or semi-solid (mushy) food? Yes. Continue with BF5 No or DK. Go to Next Module

### Literal question

Since this time yesterday, how many times did (NAME) eat solid, semisolid, or soft foods other than liquids?

### Post question

If 7 or more times, record '7'.

### Interviewer instructions

If the child received solid or semi-solid (mushy) food (BF3H=1), check the box marked 'Yes' and continue to the next question. If 'No' or 'DK', check the corresponding box and go to the next module. --- In this question, we want to find out how many times the child was given non-liquid foods in the 24 hours prior to the interview. Record the number of times in the space provided. If the number is seven or more, record '7'. If the respondent does not know, circle '8'.

## Child had diarrhoea in last 2 weeks (CA1)

File: ch

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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 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. 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. 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: "HAS (name) HAD DIARRHOEA IN THE LAST TWO WEEKS, THAT IS, SINCE TUESDAY OF THE WEEK BEFORE LAST?" 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.

## Breasffed (CA2D)

File: ch

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

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: Read each item aloud and record response before proceeding to the next item. Mother's milk?

## Soup (CA2E)

File: ch

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

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: Read each item aloud and record response before proceeding to the next item. Soup?

## Government-recommended homemade fluid (CA2B)

File: ch

#### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

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: Read each item aloud and record response before proceeding to the next item. Government-recommended homemade fluid?

#### Interviewer instructions

We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea. Ask each question separately: "WAS (name) GIVEN A FLUID MADE FROM A SPECIAL PACKET CALLED (local name for ORS packet solution)? WAS 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.

## Drank fluid made from special packet (ORS) (CA2A)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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: 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)?

### Interviewer instructions

We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea. Ask each question separately: "WAS (name) GIVEN A FLUID MADE FROM A SPECIAL PACKET CALLED (local name for ORS packet solution)? WAS 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.

## Pre-packaged ORS fluid for diarrhea (CA2C)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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: Read each item aloud and record response before proceeding to the next item. A pre-packaged ORS fluid for diarrhoea?

### Interviewer instructions

We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea. Ask each question separately: "WAS (name) GIVEN A FLUID MADE FROM A SPECIAL PACKET CALLED (local name for ORS packet solution)? WAS 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.

## Milk (CA2F)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

**Source of information**

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: Read each item aloud and record response before proceeding to the next item. Milk?

## Water with food (CA2G)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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: Read each item aloud and record response before proceeding to the next item. Water with food?

## Only water (CA2H)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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: Read each item aloud and record response before proceeding to the next item. Only water?

## Cola (CA2I)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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: Read each item aloud and record response before proceeding to the next item. Cola?

## Other (CA2K)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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: Read each item aloud and record response before proceeding to the next item. Other?

## Child drank less or more during illness (CA3)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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 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. 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. 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. Try to find out what actually happened, not what the respondent thinks ought to have happened. An answer such as, "A child with diarrhoea (or 'a child who is ill') needs more fluids" is not satisfactory. You would need to ask, "BUT HOW MUCH DID YOUR CHILD ACTUALLY DRINK DURING THIS DIARRHOEA?" It may be difficult to estimate the relative amount of breastmilk taken by the child. The respondent may make an estimate based on whether the child nursed longer or more frequently.

## Child ate less or more during illness (CA4)

File: ch

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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? If "less", probe: Much less or a little less?

### Interviewer instructions

During an episode of diarrhoea or other illness, a child may change the amount usually eaten. The focus in this question is on how much food was actually consumed by the child. Ask the question just as it is worded here. Read out the entire question and circle the code corresponding to the caretaker's response. Get the caretaker's best judgement of the relative amount of total food actually consumed by the child. Try to find out what actually happened, not what the caretaker thinks ought to have happened. An answer such as, "A child with diarrhoea (or 'a child who is ill') needs more food" is not satisfactory. You would need to ask, "BUT HOW MUCH DID YOUR CHILD ACTUALLY EAT DURING THIS DIARRHOEA?" If the caretaker replies that the child took only fluids (that is, the child did not 'eat'), circle '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 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'. 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).

## Child ill with cough in last 2 weeks (CA5)

File: ch

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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 instructions

Illness with a cough means a cold or other acute respiratory illness with a cough. Circle the code corresponding to the response given. If the respondent says "He coughs all the time," or "She's been coughing for months," do not count this as an 'illness with a cough' since it is a chronic problem. If the answer is 'No' or 'DK', circle the appropriate code and go to CA12. If the symptoms started before but continued into the 2-week period, this counts as 'Yes'.

## Difficulty breathing during illness with cough (CA6)

File: ch

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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 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). 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.

## Symptoms due to problem in chest or blocked nose (CA7)

File: ch

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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?

### Interviewer instructions

This question aims to find out if the problem needs assessment by a health professional, which does not include a simple cold. Circle the code corresponding to the caretaker's response. If the symptoms were from a 'Blocked 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.

## Sought advice or treatment for illness (CA8)

File: ch

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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 instructions

'Seeking care outside the home' means going outside the family or household for advice or treatment. Seeking care could include anything from asking a neighbour for advice, to holding a religious ceremony on the child's behalf, to going to a hospital. If a physician or other provider visits the household to give care, this counts as seeking care outside the home. The child may or may not have accompanied the respondent when he/she sought care. For example, going to buy medicine without the child counts as seeking care. Circle the code corresponding to the response given. If the answer is 'Yes', continue to the next question. Otherwise, skip to CA10.

## Place sought advice (CA9)

File: ch

#### Overview

Type: Discrete

Format: character

Width: 3

Valid cases: 0 (0)

Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

The mother or caretaker of the child aged 0-4.

#### Literal question

From where did you seek care? Anywhere else?

## Place sought care: Govt Hospital (CA9Fa)

File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

The mother or caretaker of the child aged 0-4.

#### Literal question

From where did you seek care? Anywhere else?

## Place sought care: Govt Health centre (CA9Ga)

File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0 (0)

Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

The mother or caretaker of the child aged 0-4.

#### Literal question

From where did you seek care? Anywhere else?

## Place sought care: Govt Health post (CA9Ma)

File: ch

**Overview**

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Literal question**

From where did you seek care? Anywhere else?

## Given medicine to treat this illness (CA10)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Literal question**

Was (name) given medicine to treat this illness?

**Interviewer instructions**

Circle the appropriate code. If the answer is 'Yes', continue to the next question. Otherwise, go to CA12.

## Type of medicine (CA11)

File: ch

**Overview**

Type: Discrete  
Format: character  
Width: 5

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Literal question**

What medicine was (name) given?

## Antibiotic (CA11A)

File: ch

**Overview**

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

What medicine was (name) given?

### Post question

Circle all medicines given.

### Interviewer instructions

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

## Paracetamol/Panadol/Isatmophine/Aspirinew (CA11PQ)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

What medicine was (name) given?

## Ibuprofen (CA11R)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

What medicine was (name) given?

### Post question

Circle all medicines given.

### Interviewer instructions

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

## Other (CA11X)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

What medicine was (name) given?

### Post question

Circle all medicines given.

### Interviewer instructions

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

## DK (CA11Z)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

What medicine was (name) given?

### Post question

Circle all medicines given.

### Interviewer instructions

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

## Age of child (Filter) (CA12)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

Indicator for age of child

## What was done to dispose of the stools (CA13)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

Check UF11: Child aged under 3? Yes. Continue with CA13 No. Go to CA14

### Literal question

The last time (name) passed stools, what was done to dispose of the stools?

### Interviewer instructions

CA13 is used to filter out children aged 3, 4 and 5 years, since the next question is to be asked only of children under age three. Check UF11; if the child is under three (he/she is 0, 1 or 2 years old), mark the box corresponding to 'Yes' and continue with the next question. If the child is not under three (she/he is 3, 4 or 5 years old), mark the box corresponding to 'No' and skip to CA14. --- The purpose of this question is to know what was done with the most recent stools passed by the child in the household. The safe disposal of children's stools is of particular importance because children's stools are the most likely cause of faecal contamination to the immediate household environment. Correct disposal of stools is linked with lower risks of diarrhoea. Respondents are asked where they usually dispose of their children's stools if the child did not use the toilet facility. Circle the most appropriate code.

## Dangerous symptoms - Group 1 (CM151)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-10

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

#### Literal question

Reasons you would take child to a health facility?

## Dangerous symptoms - Group 2 (CM152)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-9

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

Reasons you would take child to a health facility?

## Dangerous symptoms - Group 3 (CM153)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-9

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

Reasons you would take child to a health facility?

## Vaccination card for child (IM1)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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 instructions**

If the respondent reports that there is a vaccination card for the child, ask to see it. You should have obtained vaccination cards at the beginning of the interview. If you did not already obtain the card for the child, now is the time to ask for it again. In some cases, the respondent may not be willing to take time to look for the vaccination card, thinking that you are in a hurry. Encourage the respondent to look for the vaccination card for the child. It is critical to obtain written documentation of the child's immunization history. Therefore, be patient if the respondent needs to search for the card. If the respondent does not have a vaccination card but the vaccine doses are registered in another document (for example, a booklet with records of clinic visits), ask to see it. If the card or other document is seen, circle '1' and 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.

## Year of BCG immunization (IM2Y)

File: ch

**Overview**

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2000-9999

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Month of BCG immunization (IM2M)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

**Day of BCG immunization (IM2D)**

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.



## Year of OPV0 immunization (IM3AY)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2000-9999

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Month of OPV0 immunization (IM3AM)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Day of OPV0 immunization (IM3AD)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Year of OPV1 immunization (IM3BY)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2000-9999

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Month of OPV1 immunization (IM3BM)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Day of OPV1 immunization (IM3BD)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Year of OPV2 immunization (IM3CY)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2001-9999

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Month of OPV2 immunization (IM3CM)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Day of OPV2 immunization (IM3CD)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Year of OPV3 immunization (IM3DY)

File: ch

**Overview**

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2001-9999

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Month of OPV3 immunization (IM3DM)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Day of OPV3 immunization (IM3DD)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Year of suport OPV (IM3EY)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 11-9998

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Month of suport OPV (IM3EM)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)



**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Day of Suport OPV (IM3ED)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Year of DPT1 immunization (IM4AY)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2000-9999

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Month of DPT1 immunization (IM4AM)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Day of DPT1 immunization (IM4AD)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Year of DPT2 immunization (IM4BY)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2001-9999

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Month of DPT2 immunization (IM4BM)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Day of DPT2 immunization (IM4BD)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Year of DPT3 immunization (IM4CY)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2001-9999

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Month of DPT3 immunization (IM4CM)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Day of DPT3 immunization (IM4CD)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

**Year of suport DPT (IM4DY)**

File: ch

**Overview**

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2000-9998

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Month of suport DPT (IM4DM)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-98

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Day of suport DPT (IM4DD)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions



You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Year of Measles or MMR immunization (IM6Y)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2002-9999

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Month Measles or MMR immunization (IM6M)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Day Measles or MMR immunization (IM6D)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Year of HepB1 or DPT HepB1 immunization (IM5AY)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2000-9999

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Month of HepB1 or DPT HepB1 immunization (IM5AM)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Day of HepB1 or DPTHepB1 immunization (IM5AD)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Year of HepB2 or DPTHepB2 immunization (IM5BY)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2001-9999

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Month of HepB2 or DPTHepB2 imunization (IM5BM)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Day HepB2 or DPTHepB2 immunization (IM5BD)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Year of DPTHepB3 or HepB3 immunization (IM5CY)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2001-9999

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Month of DPT HepB3 or HepB3 immunization (IM5CM)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Day of DPT HepB3 or HepB3 immunization (IM5CD)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

**Year of MMR (IM6AY)**

File: ch

**Overview**

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2001-9998

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.



## Month of MMR (IM6AM)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-98

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Day of MMR (IM6AD)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Year of Hib1 immunization (IM7AY)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2000-9999

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Month of Hib1 immunization (IM7AM)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Day of Hib1 immunization (IM7AD)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Year of Hib2 immunization (IM7BY)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2001-9999

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Month of Hib2 imunization (IM7BM)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Day Hib2 immunization (IM7BD)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Year of Hib3 immunization (IM7CY)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2001-9999

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Month of Hib3 ummunization (IM7CM)

### File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Pre question**

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

**Interviewer instructions**

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Day of Hib3 immunization (IM7CD)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Pre question

(a) Copy dates for each vaccination from the card. (b) Write '44' in day column if card shows that vaccination was given but no date recorded. Date of immunization

### Interviewer instructions

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child: " 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. " 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'. " 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. " 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. Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly. Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately. After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

## Received additional vaccinations (IM9)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### 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. (If yes, Probe for vaccinations and write '66' in the corresponding day column on IM2 to IM8B.)

### Interviewer instructions

It is possible that some of the vaccinations received by the child were not recorded. For example, the respondent may have forgotten to bring the card to the health facility or the respondent may have taken (name) to a National Immunization Day. If the answer is 'Yes', circle '1' only if the respondent mentions vaccines included in the questionnaire. You can refer to the information already obtained from the vaccination card to make sure that the mother/primary caretaker is referring only to these vaccines. Write '66' in the corresponding 'Day' column for 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. Do not ask the respondent to supply dates from memory. Enter a date only if the card or other document is available and lists a date for the immunization dose. Once you have probed for all vaccinations, skip to IM19.

## Child ever received any vaccinations (IM10)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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 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. --- 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. 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.

## Child ever given BCG vaccination (IM11)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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 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. --- Circle the code corresponding to the response.



## BCG vaccination left a mark (IM11A)

File: ch

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Literal question**

Is there are mark left from a BCG vaccination?

## Child ever given Polio vaccination (IM12)

File: ch

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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 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. --- Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If the answer is 'No' or 'DK', skip to IM15.

## Polio first given just after birth or later (IM13)

File: ch

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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 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. --- Ask how old the child was at first dose, prompting "JUST AFTER BIRTH OR LATER?" Circle the code corresponding to the response.

## Times child given Polio vaccination (IM14)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

How many times has he/she been given these drops?

### Interviewer 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. --- Fill in the number in the space provided.

## Child ever given DPT vaccination (IM15)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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 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. --- Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If 'No' or 'DK', skip to IM17.

## Times child given DPT vaccination (IM16)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Literal question**

How many times?

**Interviewer 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. --- Fill in the number in the space provided.

## Child ever given Measles or MMR vaccination (IM17)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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 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. --- Circle the code corresponding to the response. If the caretaker specifically mentions measles vaccine but refers to an injection in the thigh, accept the answer as valid and circle '1' for 'Yes'.

## Child participated in national immunization day A (IM19A)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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: Date/type of campaign A

**Interviewer 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. 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.

## Child participated in national immunization day B (IM19B)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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: Date/type of campaign B

### Interviewer 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. 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.

## Child participated in national immunization day C (IM19C)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

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: Date/type of campaign C

### Interviewer 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. 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.

## Child's weight (kilograms) (AN1)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 7  
Decimals: 1  
Range: 1.5-99

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

**Source of information**

Measured by the field staff

**Pre question**

After questionnaires for all children are complete, the measurer weighs and measures each child. Record weight and length/height below, taking care to record the measurements on the correct questionnaire for each child. Check the child's name and line number on the household listing before recording measurements. Child's weight.

**Interviewer instructions**

Weights and heights of all eligible children under five in the household will be measured after all the Questionnaires for Children Under Five are completed. However, if some respondents or children have to leave the household before all questionnaires in the household have been completed, or if a call-back has to be made to interview another respondent, it is best to complete the measurements on those children who are present. The most important thing is not to miss measuring those who are eligible. Measurement of heights and weights will normally be the responsibility of field editors. Each fieldwork team will have one set of measuring boards and weighing scales. Therefore, once you have completed the questionnaires and are ready to start anthropometric measurements, you should call upon field editors to join you in the household, together with the equipment. Although the field editor will be the main team member responsible for anthropometric measurements, you will also receive training on how to weigh and measure children. In some cases, the entrance of field editors to the household may not be possible; in such cases, you may yourself perform the measurements, with the assistance of the mother. Each child will be weighed and measured, and the results will be recorded in his/her questionnaire. Be sure the weight for each child is recorded on the correct questionnaire. Procedures for weight and height measurements are discussed in detail in Appendix Five. This section is confined to explaining how the results will be coded. --- The child should be weighed according to the instructions given during training. Record the result to the nearest tenth of a kilogram (100 grams). Place the kilograms to the left of the decimal point and grams to the right of the decimal point. Use a leading zero if the number of kilograms is one digit.

**Result of measurement (MS2A)**

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Measured by the field staff

**Child's length or height (AN2)**

File: ch

**Overview**

Type: Continuous  
Format: numeric  
Width: 6  
Decimals: 1  
Range: 42-999

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Measured by the field staff

**Pre question**

Child's length or height.

**Post question**

Check age of child in UF11: Child under 2 years old. Measure length (lying down). Child age 2 or more years. Measure height (standing up).

**Interviewer instructions**

Weights and heights of all eligible children under five in the household will be measured after all the Questionnaires for Children Under Five are completed. However, if some respondents or children have to leave the household before all questionnaires in the household have been completed, or if a call-back has to be made to interview another respondent, it is best to complete the measurements on those children who are present. The most important thing is not to miss measuring those who are eligible. Measurement of heights and weights will normally be the responsibility of field editors. Each fieldwork team will have one set of measuring boards and weighing scales. Therefore, once you have completed the questionnaires and are ready to start anthropometric measurements, you should call upon field editors to join you in the household, together with the equipment. Although the field editor will be the main team member responsible for anthropometric measurements, you will also receive training on how to weigh and measure children. In some cases, the entrance of field editors to the household may not be possible; in such cases, you may yourself perform the measurements, with the assistance of the mother. Each child will be weighed and measured, and the results will be recorded in his/her questionnaire. Be sure the weight for each child is recorded on the correct questionnaire. Procedures for weight and height measurements are discussed in detail in Appendix Five. This section is confined to explaining how the results will be coded. --- Check the age of the child in UF11. If the child is under 2 years old, check the appropriate box, measure and record recumbent length (that is, lying down), to the nearest tenth of a centimetre. If the child is age two or older, check the corresponding box and then measure and record standing height. Write a zero first if the number of centimetres is two digits.

## Child measured lying or standing (MS3A)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Source of information

Measured by the field staff

## Mother's education (melevel)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Children's sample weight (chweight)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 6  
Range: 0-1.206914

Valid cases: 0  
Invalid: 0

### Universe

Children aged 0-4

**Source of information**

Constructed variables used for analysis

**Pre question**

Value is set to 1, since data are self-weighted and variable is used only to make usage of global MICS programs possible.

## Wealth index score (wlthscor)

File: ch

**Overview**

Type: Continuous

Format: numeric

Width: 9

Decimals: 5

Range: -2.52999196552133-2.23273965290285

Valid cases: 0 (0)

Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Constructed variables used for analysis

**Pre question**

Recoded variable

## Wealth index quintiles (wlthind5)

File: ch

**Overview**

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-5

Valid cases: 0 (0)

Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Constructed variables used for analysis

**Pre question**

Recoded variable

## Mother tongue (HC1B)

File: ch

**Overview**

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 0 (0)

Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

What is the mother tongue/native language of the head of this household?

#### Interviewer instructions

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

Place sought care: Govt Hospital (CA9A)

File: ch

#### Overview

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

The mother or caretaker of the child aged 0-4.

#### Literal question

From where did you seek care? Anywhere else?

#### Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. 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. (Name of place)

#### Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. 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.

Sought advice: Private hospital (CA9F)

File: ch

#### Overview

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Literal question

From where did you seek care? Anywhere else?

Place sought care: Govt Health centre (CA9B)

File: ch

#### Overview

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

#### Universe



Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Literal question**

From where did you seek care? Anywhere else?

**Post question**

Circle all providers mentioned, but do NOT prompt with any suggestions. 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. (Name of place)

**Interviewer instructions**

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. 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.

Sought advice: Private clinic (CA9G)

File: ch

**Overview**

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Literal question**

From where did you seek care? Anywhere else?

Sought advice: UNRWA clinic (CA9M)

File: ch

**Overview**

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Literal question**

From where did you seek care? Anywhere else?

Sought advice: Health center of PRC (CA9N)

File: ch

**Overview**

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Literal question**

From where did you seek care? Anywhere else?

Place sought care: Private pharmacy (CA9K)

File: ch

**Overview**

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Literal question**

From where did you seek care? Anywhere else?

**Post question**

Circle all providers mentioned, but do NOT prompt with any suggestions. 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. (Name of place)

**Interviewer instructions**

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. 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.

Place sought care: Relative or friend (CA9P)

File: ch

**Overview**

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

The mother or caretaker of the child aged 0-4.

**Literal question**

From where did you seek care? Anywhere else?

**Post question**

Circle all providers mentioned, but do NOT prompt with any suggestions. 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. (Name of place)

**Interviewer instructions**

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. 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.

## Place sought care: Traditional practitioner (CA9R)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

From where did you seek care? Anywhere else?

### Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. 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. (Name of place)

### Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. 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.

## Place sought care: Other (CA9X)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 8

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

The mother or caretaker of the child aged 0-4.

### Literal question

From where did you seek care? Anywhere else?

### Post question

Circle all providers mentioned, but do NOT prompt with any suggestions. 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. (Name of place)

### Interviewer instructions

After the first reply, ask: "ANYWHERE ELSE?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned. If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. 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.

## Height for age percentile (hap)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 5  
Decimals: 1  
Range: 0-99.9

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Constructed variable used for analysis

### Pre question

Recoded variable

### Literal question

Is (name) male or female?

## Height for age z-score (haz)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 5  
Decimals: 2  
Range: -9.98-9.99

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Constructed variable used for analysis

### Pre question

Recoded variable

### Literal question

Is (name) male or female?

## Height for age percent of reference median (ham)

File: ch

### Overview

Type: Continuous  
 Format: numeric  
 Width: 6  
 Decimals: 1  
 Range: 52.4-999.9

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Constructed variable used for analysis

#### Pre question

Recoded variable

#### Literal question

Is (name) male or female?

## Weight for age percentile (wap)

File: ch

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 5  
 Decimals: 1  
 Range: 0-99.9

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Constructed variable used for analysis

#### Pre question

Recoded variable

#### Literal question

Is (name) male or female?

## Weight for age z-score (waz)

File: ch

#### Overview

Type: Continuous  
 Format: numeric  
 Width: 5  
 Decimals: 2  
 Range: -5.72-9.99

Valid cases: 0 (0)  
 Invalid: 0 (0)

#### Universe

Children aged 0-4

#### Source of information

Constructed variable used for analysis

#### Pre question

Recoded variable

#### Literal question

Is (name) male or female?

## Weight for age percent of reference median (wam)

File: ch

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 6  
 Decimals: 1  
 Range: 37.6-999.9

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Constructed variable used for analysis

**Pre question**

Recoded variable

**Literal question**

Is (name) male or female?

## Weight for height percentile (whp)

File: ch

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 5  
 Decimals: 1  
 Range: 0-99.9

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Constructed variable used for analysis

**Pre question**

Recoded variable

**Literal question**

Is (name) male or female?

## Weight for height z-score (whz)

File: ch

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 5  
 Decimals: 2  
 Range: -9.39-9.99

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Constructed variable used for analysis

**Pre question**

Recoded variable

**Literal question**

Is (name) male or female?

## Weight for height percent of reference median (whm)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 1  
Range: 23.4-999.9

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Constructed variable used for analysis

### Pre question

Recoded variable

### Literal question

Is (name) male or female?

## Flag for anthropometric indicators (flag)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 0-7

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Constructed variable used for analysis

### Pre question

Recoded variable

### Literal question

Is (name) male or female?

## Main source of drinking water (WS1)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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. Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2): '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. '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. '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. '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. '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. '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. '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. '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). '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. '61' - A tanker-truck water source transports and sells water by means of a tanker truck. '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. '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. '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. --- 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.

## Time to get water and come back (WS3)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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

## Person fetching water (WS4)

File: ch



**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

Who usually goes to this source to fetch the water for your household? Probe: Is this person under age 15? What sex?

**Post question**

Circle code that best describes this person.

**Interviewer instructions**

The purpose of this question is to find out the age and gender of the person who usually performs the task of hauling water. This will provide an understanding of whether water hauling responsibilities are given to members of a particular sex or age group. Probe: "IS THIS PERSON UNDER AGE 15? WHAT SEX 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.

## Treat water to make safer for drinking (WS5)

File: ch

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

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 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. --- 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.

## Water treatment (WS6)

File: ch

**Overview**

Type: Discrete  
 Format: character  
 Width: 8

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

## Boil (WS6A)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Add bleach/chlorine (WS6B)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Strain it through a cloth (WS6C)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Use water filter (WS6D)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Solar disinfection (WS6E)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Let it stand and settle (WS6F)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Other (WS6X)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

DK (WS6Z)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to the water to make it safer to drink? Anything else?

### Post question

Record all items mentioned.

### Interviewer 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. --- 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'. Definitions of various methods of water treatment are as follows: 'A' - Boil refers to boiling or heating water with fuel. 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water. SURVEY COORDINATORS: FREE CHLORINE MAY BE USED IN THE FORM OF LIQUID SODIUM HYPOCHLORITE, SOLID CALCIUM HYPOCHLORITE AND BLEACHING POWDER (CHLORIDE OF LIME) 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water. 'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water. SURVEY COORDINATORS: CERAMIC MAY INCLUDE CLAYS, DIATOMACEOUS EARTH, GLASS AND OTHER FINE PARTICLES. 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight. 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

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

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

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. Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2): '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. '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. '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. '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. '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. '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. '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. '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). '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. '61' - A tanker-truck water source transports and sells water by means of a tanker truck. '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. '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. '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. --- 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.

## Kind of toilet facility (WS7)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 11-99

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What kind of toilet facility do members of your household usually use? If "flush" or "pour flush", probe: Where does it flush to?

### Post question

If necessary, ask permission to observe the facility.

### Interviewer instructions



Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- The purpose of this question is to obtain a measure of the cleanliness of the sanitary facility used by the household members. It may be necessary to observe the facility. If so, ask permission to do so. If the respondent answers or it is observed that the household members have no facilities or use the bush or field, enter '95' for 'No facilities or bush or field' and skip to the next module. If any of the flush or pour flush responses (11-15) are given, probe: "WHERE DOES IT FLUSH TO?" Circle the code corresponding to the response given. Definitions of various types of toilet facilities are as follows: A flush toilet uses a cistern or holding tank for flushing water and has a water seal, which is a U-shaped pipe, below the seat or squatting pan that prevents the passage of flies and odours. A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used). . '11' - A piped sewer system is a system of sewer pipes, also called sewerage, that is designed to collect human excreta (faeces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater. . '12' - A septic tank is an excreta collection device and is a water-tight settling tank normally located underground, away from the house or toilet. . '13' - A flush/pour flush to pit latrine refers to a system that flushes excreta to a hole in the ground. . '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. . '15' - Flush to unknown place/not sure/DK where should be coded in cases when the respondent knows that the toilet facility is a flush toilet, but does not know where it flushes to. '21' - A ventilated improved pit latrine or VIP is a type of pit latrine that is ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark. '22' - A pit latrine with slab uses a hole in the ground for excreta collection and has a squatting slab, platform or seat that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit. '23' - A pit latrine without slab uses a hole in the ground for excreta collection and does not have a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected. '31' - A composting toilet is a toilet into which excreta and carbon-rich material are added (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce inoffensive compost. '41' - Bucket refers to the use of a bucket or other container for the retention of faeces (and sometimes urine and anal cleaning material), which is periodically removed for treatment or disposal. '51' - A hanging toilet or hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly. '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).

## Toilet facility shared (WS8)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Do you share this facility with other households?

### Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- 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. --- Circle the code corresponding to the response given. If 'No', go to the next module.

## Households using this toilet facility (WS9)

File: ch

### Overview

Type: Continuous  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-99

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

How many households in total use this toilet facility?

### Interviewer instructions

Questions WS7, WS8 and WS9 are about the toilet facility household members use. --- 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. --- 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').

## Religion (HC1A)

File: ch

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

What is the religion of the head of this household?

### Interviewer instructions

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

## Ethnicity (HC1C)

File: ch

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

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

**Interviewer instructions**

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

## Number of household rooms (HC1D)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

How many rooms do you have in this household?

## Number of rooms for sleeping (HC2)

File: ch

**Overview**

Type: Continuous  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-99

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

How many rooms in this household are used for sleeping?

**Interviewer instructions**

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

## Main material of floor (HC3)

File: ch

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 11-99

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Pre question**

Main material of the dwelling floor:

**Post question**

Record observation.

**Interviewer 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).

**Main material of roof (HC4)**

File: ch

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 11-99

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Pre question**

Main material of the roof.

**Post question**

Record observation.

**Interviewer instructions**

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

**Main material of wall (HC5)**

File: ch

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 11-99

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Pre question**

Main material of the walls.

**Post question**

Record observation.

**Interviewer instructions**

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

## Type of fuel using for cooking (HC6)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

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

### Interviewer instructions

Information on the type of fuel used for cooking is collected as another measure of the socio-economic status of the household. The use of some cooking fuels can also have adverse health consequences. Circle the code corresponding to the answer given. Remember that this question asks about fuel for cooking, not fuel for heating or lighting. If the household uses more than one fuel for cooking, find out which type of fuel is used most often. If electricity, liquid propane gas (LPG), natural gas, 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. 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.

## Food cooked on stove or open fire (HC7)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

In this household, is food cooked on an open fire, an open stove or a closed stove?

### Post question

Probe for type.

### Interviewer instructions

Probe for type of stove and circle the code corresponding to the response given. If a response is given other than the pre-coded ones, circle '96' and specify the type of stove on the line provided. For 'Closed stove', skip the next question and ask HC8.

## Does the fire stove have a chimney or a hood (HC7A)

File: ch

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does the fire/stove have a chimney or a hood?

### Interviewer instructions

Circle the appropriate response.

## Cooking location (HC8)

File: ch

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Is the cooking usually done in the house, in a separate building, or outdoors?

### Interviewer 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.

## Electricity (HC9A)

File: ch

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have:

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Radio (HC9B)

File: ch

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

Does your household have:

**Interviewer instructions**

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Television (HC9C)

File: ch

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

Does your household have:

**Interviewer instructions**

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Mobile phone (HC9D)

File: ch

**Overview**

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

Does your household have:

**Interviewer instructions**

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Non-mobile phone (HC9E)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

Does your household have:

**Interviewer instructions**

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Refrigerator (HC9F)

File: ch

**Overview**

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

Valid cases: 0 (0)  
Invalid: 0 (0)

**Universe**

Children aged 0-4

**Source of information**

Head of household or other responsible household member

**Literal question**

Does your household have:

**Interviewer instructions**



Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Woshing machine (HC9G)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Dish machin (HC9H)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Computer (HC9I)

File: ch

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Enternet (HC9J)

File: ch

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Satalite (HC9K)

File: ch

### Overview

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

Valid cases: 0 (0)  
 Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: ELECTRICITY, RADIO, TELEVISION, MOBILE TELEPHONE, NON-MOBILE TELEPHONE, REFRIGERATOR, WASHING MASHINE, DISH WAHER, COMPUTER, INTERNET, SATELITE?

## Bicycle (HC10B)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own:

### Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

## Motorcycle or scooter (HC10C)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own:

### Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

## Car or truck (HC10E)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own:

### Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Ask the question for the following items: WATCH, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR.

## Salt iodization test outcome (SL1)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Source of information

Test outcome

## Education (melevelt)

File: ch

### Overview

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

Valid cases: 0 (0)  
Invalid: 0 (0)

### Universe

Children aged 0-4

### Pre question

Recoded variable