

# Child Needs Assessment Tool Kit

**A Tool Kit for Collecting Information Your Organization Needs for Designing Programs to Help Young Children in Areas Heavily Impacted by the HIV/AIDS Epidemic**



A Project of the Task Force for Child Survival and Development, supported by the World Bank, Early Child Development Team



## PREFACE

This tool kit was developed by The Task Force for Child Survival and Development at the request of the Early Child Development Team of the World Bank, to assist organizations in assessing the needs of children in areas heavily impacted by the HIV/AIDS epidemic. The survey instrument used to collect information was pilot tested with several families in Zimbabwe. Field testing of the kit using cluster sampling is currently underway in several sites.

The tool kit was designed to collect information at a district or city level. For appropriate precision, the survey requires sampling 25 clusters of at least 5 households each. For survey areas smaller than this, the use of simple random sampling or a survey of all households can be done; however, new sample sizes should be calculated. For larger areas, such as national estimates, the survey instrument itself can be used, but technical consultation would be required to assure appropriate sampling. The information collected from this survey will only be valid for the population as a whole. You cannot compare results between clusters. If you want to compare results from 2 or more different areas, you must conduct separate surveys in each area.

## --- QUICK GUIDE TO THIS KIT ---

Please review the Table of Contents, which lists the information included in this tool kit.

The CNA Software needed for entering and analyzing data from the CNA questionnaire is loaded on a disk included with this tool kit. The self-extracting files will “unzip” when you install the software. See Appendix IV for instructions on installing and using the software.

A complete survey, in English, is offered in Appendix VII.

The blank survey template in Appendix VIII could be used when translating the survey, working with the English version along side the blank template.

A training manual is also included as a separate document.

We welcome your comments and feedback as you use this kit. Please address comments to Dr. Martha Rogers of the Task Force for Child Survival and Development ([mrogers@taskforce.org](mailto:mrogers@taskforce.org) or 404-592-1431) or to Amber Surrency of the Early Child Development Team of the World Bank ([ecd@worldbank.org](mailto:ecd@worldbank.org)).

Thank you.

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# --- INTRODUCTION ---

## Purpose and Use

This package is designed to assess the needs of young children in communities heavily affected by the HIV/AIDS epidemic. The assessment provides information about the household, family, the main caregiver of young children, each child under 8 years of age, their basic needs (housing, food, clothes, bedding, daily activities, health, education and childcare), and unmet needs. The information from the assessment is intended to be used to design service programs, targeted to the needs of these young children and their families.

The needs assessment is carried out through use of a survey of households in the area served by the organization, sometimes called the “catchment” area. We have based this survey on the commonly used technique of cluster sampling, because we assumed that the size of the population and lack of accurate mapping and census data would prohibit either a survey of all households in the catchment area or simple random sampling. A survey instrument, definitions, script for the interviewer, and training materials are included in the package. The software that accompanies this package includes a program for analysis and generation of reports.

## Limitations of the Package

This survey is of households and will not capture information on children not living in households (e.g., children living on the street or in institutions).

The information collected from this survey will only be valid for the population as a whole. You cannot compare results between clusters. If you want to compare results from 2 or more different areas, you must conduct separate surveys in each area.

The survey instrument used to collect information was pilot tested with several families in Zimbabwe. Field test using cluster sampling is underway in several sites. The CNA Tool Kit will be revised as information from the field testing is analyzed. Updated versions can be obtained from the website: [www.taskforce.org](http://www.taskforce.org).

The tool kit was designed to collect information at a district or city level. For appropriate precision, the survey requires sampling 25 clusters of at least 5 eligible households each. For survey areas smaller than this, the use of simple random sampling or a survey of all households can be done; however, new sample sizes should be calculated. For larger areas, such as national estimates, the survey instrument itself could be used, but technical consultation would be required to assure appropriate sampling.

## Intended User

The intended user is a typical non-governmental service organization (NGO), World Bank task manager, or district health office.

## Skills Needed

Familiarity with conducting a survey, interviewing, cluster sampling and methodology, using a computer, and interpreting survey results.

## INTRODUCTION

### Overview of the Survey Domains

The survey is designed to collect information on the following major areas (domains) related to the needs of young children:

- Health care quality and access of both the children and primary caregiver
- Health status of both the children and primary caregiver
- Main caregiver's ability to care for an ill child
- Availability of support for the primary caregiver
- Basic needs such as clothing and bedding
- Nutrition
- Education
- Child care (other than by primary caregiver)
- Legal needs such as loss of property upon death of parent, guardianship
- Discrimination and stigma due to HIV in the family
- Family income and resources
- Living conditions such as housing, sanitation
- Transportation needs
- Psychosocial needs such as consistency in caregiver, stimulating daily activities, and behavioral, emotional and developmental problems (*under development*)

The survey was developed, in part, from the following questionnaires: Horizon's Questionnaires for Children of HIV Positive Parents and Parents Living with HIV, UNICEF's Multiple Indicator Survey, the Child Survival Support Program's KPC2000+, and Demographic and Health Surveys.

### Background Information

Many developing countries are hard hit by the HIV/AIDS pandemic, particularly in Africa. India and other Asian countries are also being affected. In some areas, as many as one in every 3 women of child-bearing age are infected with HIV and will succumb to AIDS, probably before their children reach adulthood. The US Census Bureau has estimated that 15.6 million children had lost their mother or both parents to AIDS by the end of 2000. More than 90% of these children are from sub-Saharan Africa.

Because so many young people are dying, the social framework that has been used for generations to care for widows, widowers, and young children is heavily stressed, and the needs of many young children and their families are not being met. Young children, especially those under 5 years of age, are particularly vulnerable to the effects of inadequate care during these early years. Poor health, malnutrition, little stimulation resulting from inadequate care can all effect the child's ability to think, learn, and function effectively. These effects are likely to have long-term consequences that are irreversible.

In response to this devastating problem, the Early Child Development Section of the World Bank has commissioned the development of this assessment tool for use by World Bank Task Managers, NGO service organizations and others in designing programs to assist in meeting some of these needs.

## Current Efforts Underway

*Children on the Brink, 2000*, a report developed by US Agency for International Development (USAID) outlines 5 basic strategies for interventions to meet the needs of young families and their children. [This report can be viewed on the USAID website: [www.usaid.gov](http://www.usaid.gov)]

1. Strengthen the capacity of families to cope with their problems.
  - Strengthen the resources of families before AIDS has undermined their capacity to support themselves through interventions such as arranging access to savings and credit mechanisms.
  - Reduce the demands on household members' labor, freeing them to undertake income-producing activities through supporting community-based child care, improving village water supply and sanitation, and enabling artisans to produce fuel-efficient stoves to reduce the time spend collecting firewood.
  - Provide home-care for HIV/AIDS patients to help the family cope with illness.
  - Encourage and support parents ability to write wills, make arrangements for care of children, and talk to their children about the future in which the parents may not be there.
2. Mobilize and strengthen community-based responses.
  - Encourage local leaders to protect the property and inheritance rights of widows and orphans.
  - Organize cooperative child care.
  - Organize orphan visitation programs and provide financial support.
  - Develop community gardens.
3. Strengthen the capacity of children and young people to meet their own needs.
  - Enable children to stay in school through changing policies regarding fees/uniforms, paying school or vocational fees, providing at least one meal a day at school, constructing school facilities or providing needed equipment in exchange for admitting vulnerable children, arranging half-day school hours to permit students to work, arranging apprenticeships with local artisans.
4. Ensure that governments protect the most vulnerable children and provide essential services.
  - Assure the political will of the government to address the impact of the AIDS/HIV epidemic.
  - Examine the adequacy of available services.
  - Provide safety nets for children and families.
5. Create an enabling environment for affected children and families.
  - Change public recognition of HIV/AIDS from "their problem" to "our problem" by providing information, challenging myths and ensuring basic legal protection.
  - Change laws to reduce the vulnerability of children and families.

Data gathered from this assessment package can help service organizations, NGOs, and others to focus their programs on areas of greatest need in their community.

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## --- PLANNING THE SURVEY ---

### Importance of Collecting Information Before Planning a Program

NGOs, community, and service organizations generally have limited resources, and must carefully target their programs to get the most impact for their resources expended. Gathering data from the community helps organizations make more informed decisions about program content, direction, areas of greatest need, population to be served. Without accurate information, decisions are often made on impressions or opinions, which may not really reflect the needs of the community.

Periodic surveys can also be used to monitor the impact of the program. By conducting the same survey periodically, say once a year, changes in indicators of program success can be measured. For example, if the program goals included providing training to widowed mothers for income generation, periodic surveys could be designed to measure whether there was a change in the number of widowed mothers who were engaged in income generating activities within the community. However, this survey has been designed with a sample size to accommodate only a single survey. If periodic surveys are done, then a sample size based on measuring the *change* over time would need to be done. In most cases, a larger sample size would be needed.

### Ways Information Can be Collected

There are several methods to gather information needed for developing and targeting service programs. Groups may want to use several methods or just choose the method that most fits their needs and abilities. This assessment package only uses the survey methodology, but guidance on other methods may be available from some of the reports listed in the reference materials (See Appendix XII). The following three paragraphs describe the different methods for gathering information and give some guidance on when these different methods might be best used.

**Focus groups** are a means of gathering information through open-ended questioning of a group of people that are members of the affected population or stakeholders in the issue. The focus group method often provides in-depth information but does not produce quantitative data such as the number of families affected or a quantitative assessment of their most critical needs. The focus group method is best used in situations where the service organization has little idea of the problems facing their target population. Information from focus groups can help guide the development of a survey or other quantitative study.

**Surveys** are systematic interviews of either the entire population or a representative sample of the population that can be generalized to produce quantitative information about an entire population. Surveys can help assess such issues as the scope and magnitude of the problem, where geographically in the community the greatest need exists, what proportion of the population is affected, a quantitative assessment of their most critical needs, supports that already exist, and any unmet needs. Surveys assume that the organization has some idea of the problems that might face the target population and wishes to get a quantitative assessment of the problems.

**Situational analyses** are a process of gathering and analyzing information to guide planning and action. It involves gathering information about the problem, its consequences, household and community coping responses, and relevant policies and programs. This type of analysis is best used to bring together and gain consensus from a number of organizations, key stakeholders, government agencies, and others about how and where to direct available resources from a variety of sources.

Thus, each of these methods gives information at different levels and from different perspectives. The focus group method is best for gathering information directly from the affected persons. The survey method is best for assessing a problem from a population perspective. The situational analysis is best for developing an overall community plan that must gain the support of many different agencies.

## Survey Methodology

This Tool Kit is designed to collect information using a standardized survey of households with young children in the area and population served by the organization using this kit. The designers of the Tool Kit assume that the population to be surveyed is too large to feasibly survey every household. Thus, a representative sample of households must be chosen, from which reasonable estimates can be made. The designers have also assumed that no reliable census of all households in the population exists; therefore, a sampling methodology called “cluster sampling” has been used. This type of survey methodology has been used widely in the developing world for assessing rates of immunization coverage, diarrheal disease, and other health conditions. A step-by-step process for conducting the survey using this methodology is outlined in the section below called **METHODS FOR CONDUCTING THE SURVEY**.

## Staffing for the Project

- **Project Director:**
  - Skills Required: The project director needs to have good management and leadership skills, as they are responsible for supervising all staff working on the project. For large projects with many interviewer teams, additional supervisors may be needed.
  - Duties:
    - Identifies population and geographic area to be surveyed.
    - Identifies and obtains all necessary approvals.
    - Hires staff and obtains necessary resources to carry out the survey.
    - Supervises all staff on the project either directly or through subordinate supervisors.
    - Provides overall direction of the project.
    - Makes all decisions that cannot be handled by subordinate supervisors.
    - Assures overall quality and validity of the survey data.
    - Assures that survey participants are treated with dignity and sensitivity.
    - Handles any major problems arising from conduct of the survey.
    - Interprets data from survey with assistance of the Technical Consultant, if needed.
    - Uses data to design programmatic response to needs of young children identified through use of the survey.
  
- **Technical Consultant:** Dealing with the issues of sampling, choosing clusters, and households to be surveyed requires some technical expertise in survey design. In some cases, the project director may have these skills. If the project director does not have these skills, then a technical consultant may be needed.
  - Skills required: An individual with training in epidemiology and public health will generally have these skills and knowledge.
  - Duties: Assist the Project Director in technical areas such as
    - Defining the area to be surveyed
    - Determining whether sampling is needed
    - Determining the type of sampling needed
    - Selecting clusters to be surveyed
    - Assisting in training of field work teams
    - Data entry and interpretation
    - Program design and development

- **Trainer:** Interviewers and their supervisors will need to be trained in how to conduct the field work. The Project Director or Technical Consultant may be able to serve as Trainer.
  - Skills required: The Trainer needs to have some understanding of survey methodology and be able to follow the guidance provided in the Training Manual.
  - Duties: Carry out the training of the field work teams.
- **Interviewer Supervisors:** A day-to-day supervisor for each interview team should be identified. If only one or two interview teams are needed, then the Project Director or Technical Consultant may be able to provide this day-to-day supervision. If more than two teams are used, then other supervisors may be needed.
  - Duties and Skills required:
    - Be able to master the material in the training manual.
    - Assure that interviewers can locate households to be surveyed. This may require supervisors to go with the team to each cluster.
    - Assure that interviewers are conducting interviews and completing forms appropriately.
    - Debrief each interview team daily during the field work to address any problems arising during the day and to commend the team for good work.
- **Interviewer(s):** We recommend an interview team of two interviewers for safety measures as well as to facilitate interviews and data collection.
  - Skills required: Be able to understand basic concepts of surveying. Be able to engage individuals in the population to be surveyed.
  - Duties: With assistance from supervisor, identify households to be surveyed. Obtain permission and participation from participants. Interviews caregivers, records answers, assures completion of the cluster, follows-up on incomplete interviews, delivers completed questionnaires to data entry personnel.
- **Data Entry Person:**
  - Skills required: Some basic understanding of computers and data bases. Attention to detail and ability to enter data accurately.
  - Duties: Enters data from hard copy to computer data entry screens, saves files, assures data entry accuracy, generates analysis tables.
- **Translator(s) for survey instrument:** Two different translators are recommended, but one can be used for both translation and back translation, if personnel are limited.
  - Skills required: Good command of both languages and experience in translation. Must recognize need to assure the same meaning as English version when translating by using Appendix III.
  - Duties: Translates English version into local language, back translates from local language to English, compares with original version in English, resolves any errors in translation.
- **Other useful staff** might include drivers, clerks/logisticians, and associate supervisors to ensure safety and community acceptance.

## Translation of the Survey Instrument

The importance of translating the survey instrument into the local language cannot be understated. For accuracy, the questions need to be asked the same way each time. This is especially an issue when multiple interviewers will be used. We recommend that the English version be translated into the local language by one translator, and then back-translated into English by a second translator, if possible, to verify the first translation. If only one translator is available, then he/she can do both translation and

back-translation. If questions in the back-translated version do not mean the same thing as in the original English version, adjustments in the English to local language translation need to be made. Translation into the local language assures that every interviewer asks the same questions of every household; back translation assures that the original meaning and standardization of the survey questions is maintained.

## Training

### **Interviewers and Their Supervisors:**

We recommend the use of interviewers that have had some experience in interviewing patients, families, and others. We have provided a document in Appendix III that gives an explanation of each question in the survey. This document is useful not only for training of interviewers but also in assisting in the translation and back-translation of the questionnaire.

Each interviewer needs to be thoroughly familiar with what information is being elicited by each question; the importance of standardizing how questions are asked; how to probe for answers without compromising the standardization; how to remain neutral and not suggest the “right” answer that might influence how a respondent answers; and how to keep accurate records of households asked to participate, those that participated, and reasons for refusal.

A training manual has been provided to assist in training the field work teams, including interviewers and their supervisors.

### **Data Entry Personnel:**

We recommend the use of data entry clerks who have some knowledge of computer use and ideally, have had experience in data entry. They need to understand that accurate entry of the data is critical to the success of every survey. Thus, data entry requires a person who pays close attention to the details of the questionnaire. The Project Director or Technical Consultant should train the data entry clerk in the use of the EpiInfo 6 software. Appendix IV gives directions for using the CNA software.

## Logistics Needed to Conduct the Survey:

- **Computer:** Small surveys can be analyzed by hand tallying or use of a calculator, but this can often be time consuming and subject to error. In designing this assessment package, we assumed that data entry and analysis would be conducted using a computer. The software that comes with this package is based on a non-commercial software called EpiInfo version 6. This software has been widely used in survey research. A standard analysis program is included, so no statistical expertise or research training is necessary. The user needs to be moderately computer literate and should have access to technical assistance from someone familiar with EpiInfo 6. Data entry screens are also included in the software. For those with internet access, the EPI INFO manual can be downloaded from the following website, <http://www.cdc.gov/epiinfo/EI6dnjp.htm>
- **Materials and Supplies:** Items that interviewers may need at the interview site include:
  - Mechanical scale that yields consistently accurate weight measurements
  - Metric measuring board with headpiece and footpiece
  - Maps of the area to be surveyed and any lists of households (The cluster to be surveyed and instructions on how to select households within the cluster should be included.)
  - Enough forms to complete the work plus some extras
  - Consent forms if using
  - Pens and pencils
  - Clipboards
  - Participant incentives if these are being used

- **Travel to Cluster Sites:** Once clusters have been chosen (see below), the logistics of how the interview teams will travel to these locations need to be arranged. Consider the need for meals and lodging if the team cannot complete the cluster within one day.
- **Storage of Survey Forms and Other Materials:** Although we have recommended that the survey forms not include any identifying information for the participant, survey forms and any consent forms used need to be stored in a secure place, preferably a locked filing cabinet. Staff should also know where other materials needed for the project are stored, such as blank forms, anthropologic measuring equipment, pens and pencils, etc.

## Issues to Consider

- **The Use of Incentives to Families:** Many groups give a small incentive (e.g., cash, food, vouchers) to participants of a survey to both encourage their participation and to thank them for their participation. The use of incentives should be considered, taking into account the usual practices within the community. The incentive should not be so enticing that participants are coerced into participating in something that they might otherwise not consider.
- **Should identifying information such as full names and locating information be collected on the participants?** When surveys ask “sensitive” data, particularly about HIV, that participants might not want to share with others, data are often collected “anonymously”. Sensitive data refers to information that participants want to keep private. An example of this kind of information is HIV status of family members. *Anonymous* means that the survey interview does not collect information that can be used to identify the participant. In other words, one cannot identify the participant by reading the questionnaire, and information within the questionnaire cannot be linked to an individual. For the purposes of confidentiality, the use of anonymous questionnaires should be strongly considered for this survey, since it contains sensitive information. The questionnaire has been designed not to collect identifying information, once the interview is complete. Participants can be asked to sign a consent form, but this form is kept separate from the survey instrument and cannot be linked by a participant number or other identifying information.
- **What are the ethical aspects, human rights, and consent issues to be considered?** Before performing any survey, the rights of individuals participating in the survey and the community involved must be considered and respected. Many countries have established guidelines for assuring that the rights of and respect for participants are protected. The survey should adhere to these guidelines. As stated above, confidentiality of survey participants should be carefully guarded. However, in general, surveys that are conducted for the purpose of providing information for program design and development are not required to undergo specific review by an Institutional Review Board, since these surveys are not considered to be research. Feedback to the individuals, families, and communities of significant problems identified by the survey should be considered. Although a consent form signed by participants may not be required, we have included a sample consent form (see Appendix XI), if needed. The Project Director is encouraged to determine the possible ethical aspects, human rights issues, and consent issues before conducting the survey.

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# --- METHODS FOR CONDUCTING THE SURVEY ---

## Overview

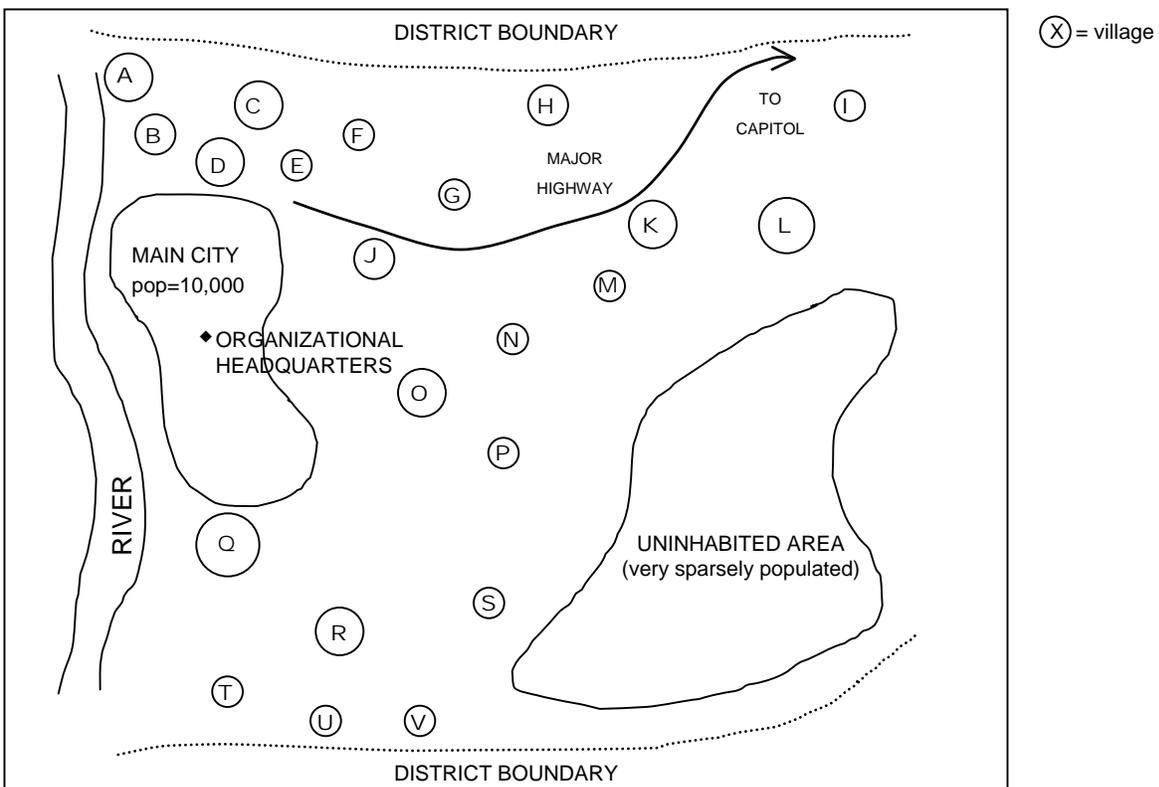
The following methodological steps will need to be carried out before the survey field work begins. The Project Director and Technical Consultant will need to carry out these steps prior to carrying out the field work. In addition, there will be a number of logistical steps as well. These are covered in the next section, “Performing the Survey—the Field Work,” as well as in the training manual. However, first you must:

1. Define the geographic bounds of the area to be surveyed;
2. Decide whether sampling is necessary;
3. If sampling is necessary, determine what type of sampling scheme to use;
4. Assuming that cluster sampling is needed (meaning that sampling is necessary and that no reliable census exists), define natural groupings of populations (neighborhoods, villages) that will serve as the “clusters” within the geographic boundaries; and
5. Select the clusters to be surveyed.

These steps are detailed below.

## Defining the Area to be Surveyed

One of the first steps in assessing community needs is to define the community to be surveyed. The methodology used in this survey assumes that a service organization wishes to collect information from households with young children living in a defined geographic area. Thus, the **geographic bounds** of the area of interest will need to be well defined. This will usually represent the area served by the organization and for which the program of services for children and families will be developed. This is also sometimes called the “catchment” area. Obtaining a map or creating one that represents the geographic area to be surveyed is a good way to both define the community/area to be surveyed as well as to monitor progress in the field work. An example of a map of a hypothetical survey area is below.



## Decide if Sampling is Necessary

When conducting a survey, you must first determine if it is possible to survey every household within the catchment area of the organization. If this is feasible, then no sampling is necessary—every household is surveyed.

To determine whether sampling is needed, you must know the following:

- How many households are in your catchment area?
- How many households can be interviewed in one day? To do this you must consider travel time to the site, the number of interview teams you can field, and the number of interviews that can be done in a day. We have estimated that about 5 households can be interviewed in one day with one interview team.
- How long you want the field work to take? We suggest that you try to carry out the field work (interviewing) within one month or less.
- How many interview teams you can put into the field?

For example, in one month's time (assuming 22 working days), one interview team could survey about 100 households. Thus, if your catchment population contains about 100 households, then you do not need to sample. On the other hand, if your population consists of 500 households, then you have the option of either employing 5 interview teams at once to survey every household or sampling from the 500 households.

## Determine What Type of Sampling Scheme to Use

In most cases, the number of households within the catchment area of the organization will be too large to feasibly survey every household. In this case, you must pick a representative sample of households. Sampling means that only some of the households in the catchment area are picked for survey. The concept of “representative” is important and means that the sample of households interviewed must reasonably represent the entire group. To accomplish this, a *random* sample needs to be chosen. In situations where there is a complete listing of all households in the catchment area, then households can be randomly chosen by various means such as picking every fifth household or using a random numbers table (see Appendix II). In situations where there is no complete listing of households, a methodology called “cluster” sampling has been developed.

In designing this assessment package, we assumed that a reliable and accurate listing of all households in the area does not exist. In fact, this is the case in most developing country settings. The cluster sampling method has been used widely in developing countries to assess health measures such as immunization levels among children less than 2 years of age (Expanded Program on Immunizations, EPI).

## Cluster Sampling

The cluster survey in this kit has been designed based on a scientific paper by Steve Bennett and colleagues, published in the World Health Statistics Quarterly, 1991; 44(3):98-106, entitled “A Simplified General Method for Cluster-Sample Surveys of Health in Developing Countries.” We recommend that you obtain a copy of this paper for your reference.

To conduct the survey using this method, you must work through the following steps:

1. Define the geographic bounds of the area to be surveyed.
2. Define natural groupings of populations (neighborhoods, villages) that will serve as the “clusters” within the geographic boundaries.
3. Determine the number of households within each cluster.
4. Select the clusters to be surveyed.
5. Select the households within each cluster to be surveyed.

6. Determine who within the household is the primary caregiver to the young children, as this person will be the respondent within each household that will be interviewed.

Steps 2 through 6 are described in detail below.

## Defining the Clusters

Within the geographic area, natural groupings of populations need to be defined, such as villages, neighborhoods, districts, city blocks, or other communities, which will serve as the “**clusters**” from which samples of households will be selected. Clusters may vary in size, but each must contain enough households so that the number of eligible households within each cluster can be interviewed. In our case, we want to interview 5 households in each cluster. If your clusters are too small (with fewer than 10 households), then combine them with other neighboring clusters. We have also decided that at least 25 clusters are needed for our survey. Your list of clusters can contain far more than 25 but must contain at least 25.

Using the map that you created for defining the geographic bounds of your catchment area, identify each grouping of households that will serve as a “cluster”. For makeshift communities such as refugee camps, clusters may be defined by using a map of the area to delineate clusters. If refugee tents are organized by blocks, then these may be used to define the clusters. Again, if you have a map that identifies all households within the refugee camp, then you may either survey all households (no sampling), if feasible, or use simple random sampling as described above.

## Determining the Number of Households Within Each Cluster

For each of the clusters, you must know the **total number of households**. If you do not have a listing of all the households, then the total number can be estimated from the total population. [HINT: If you know the total population and can estimate the average size of each household, divide the total population by the average size of households to calculate the number of households.]

$$\text{Total population} \div \text{Average size of households} = \text{Total number of households}$$

**For example:** If a village has an approximate population of 500 people, and the average size of each household is about 5 people, then there are about 100 households in this village.

## Selecting the Clusters to be Surveyed

Cluster sampling involves a two-step process. First, you must select which clusters to survey. Then, within each of the selected clusters, you must select which households to survey.

To select the clusters to be surveyed, you will be using a method for sampling called *probability proportional to size*. But before you select the clusters you must know the right number of clusters to select, since you will only be surveying a sample of the clusters. This is called *sample size calculations*. It is important to determine the right number of clusters and households within those clusters so that the information you collect will accurately represent the entire population and provide the level of accuracy you wish to obtain. **For this survey we have concluded that in general, about 25 clusters of 5 households each is an appropriate sample size.** [See Appendix I for details.] This means that one interview team could complete the field work in about one month assuming 5 eligible households can be interviewed in one day. Two interview teams could complete the field work in about 2 weeks.

## METHODS FOR CONDUCTING THE SURVEY

To calculate the sample size for the number of clusters we made the following assumptions:

### **Assumptions:**

For this survey, we assumed that organizations were only interested in characteristics that were present in at least 20% of households. We assumed that characteristics that were present in fewer than 20% would probably not be considered as a need that should be addressed.

We also assumed that a precision of an estimate of prevalence of a characteristic of  $\pm 10\%$  would be adequate for the purposes of program planning. For example, if the survey indicates that about 20% of households surveyed have inadequate food intake, then the organization could assume that between 10%-30% of households had inadequate food intake. This would give an estimate of how many of the households in the service area would need food supplements.

We assumed, based on our pilot study, that one interview team could survey about 5 households per day, and that there would be about 4 children per household on average.

To choose the 25 clusters, refer to the map of your geographic area and clusters within that area. There must be at least 25 clusters of at least 5 eligible households each to conduct the full survey. Since not all households will be eligible, clusters of more than 5 households are ideal. If you have fewer than 25 clusters, seek technical assistance for the best way to gather information for your population.

List the clusters and their estimated number of households. The list should include communities that are not on official lists (new settlements, refugee camps, etc.) Create a third column, called cumulative households, by adding in each number of households per community as you go down the list. Below is an example of a geographic area with 30 clusters from which you wish to pick 25. The clusters vary in number of households.

See the next page for an example of a cluster list created to facilitate the sampling.

*Example*

Cluster	Number of Households in the Cluster	Cumulative Number
1	6	6
2	9	15
3	35	50
4	10	60
5	13	73
6	7	80
7	25	105
8	8	113
9	7	120
10	12	132
11	6	138
12	11	149
13	6	155
14	9	164
15	10	174
16	6	180
17	9	189
18	5	194
19	10	204
20	13	217
21	5	222
22	25	247
23	8	255
24	7	262
25	12	274
26	6	280
27	11	291
28	6	297
29	9	306
30	9	315

1. To pick the 25 clusters, divide the total number of households in all of your clusters by 25. This will be your **sampling interval**.

Cumulative # households  $\div$  25 (the number of clusters) = Sampling interval

**Example:**  $315 \div 25 = 12.6$  or rounded to 13

Thus, 13 is our sampling interval.

2. From the random number table provided in Appendix II, choose a random number between 1 and your sampling interval; in our example the sampling interval is 13. Suppose you choose 9 as your random number. Then look to see where this number falls within your cumulative number column. In the example case, 9 falls between 6 and 15, so you would choose cluster #2.
3. To choose the second cluster, add the sampling interval (in this case, 13) to your original random number (in this case, the random number is 9, and the sum equals 22). Again, find where this number lies in the cumulative number column (in this case, 22 lies between 15 and 50, so cluster #3 would be chosen). In our example:

$$13 \quad + \quad 9 \quad = \quad 22 \text{ (Falls between 15 and 50, so we pick cluster #3)}$$
 Sampling interval + Random number = Location of second cluster

## METHODS FOR CONDUCTING THE SURVEY

4. Add the sampling interval again to the number that identified the previous cluster:  $22 + 13 = 35$ . Look again at the cumulative number column. The number 35 lies within cluster #3 again, so you would sample cluster 3 twice.

$$13 + 22 = 35 \text{ (Lies within cluster \#3)}$$

$$\text{Sampling interval} + \text{number that identified the location of the previous cluster} = \text{Next cluster location}$$

5. Continue adding the sampling interval to the number that identified the previous cluster, and choose clusters until you have identified all 25 needed.

Now that you have chosen your clusters, you are ready to choose the households within the clusters to be surveyed.

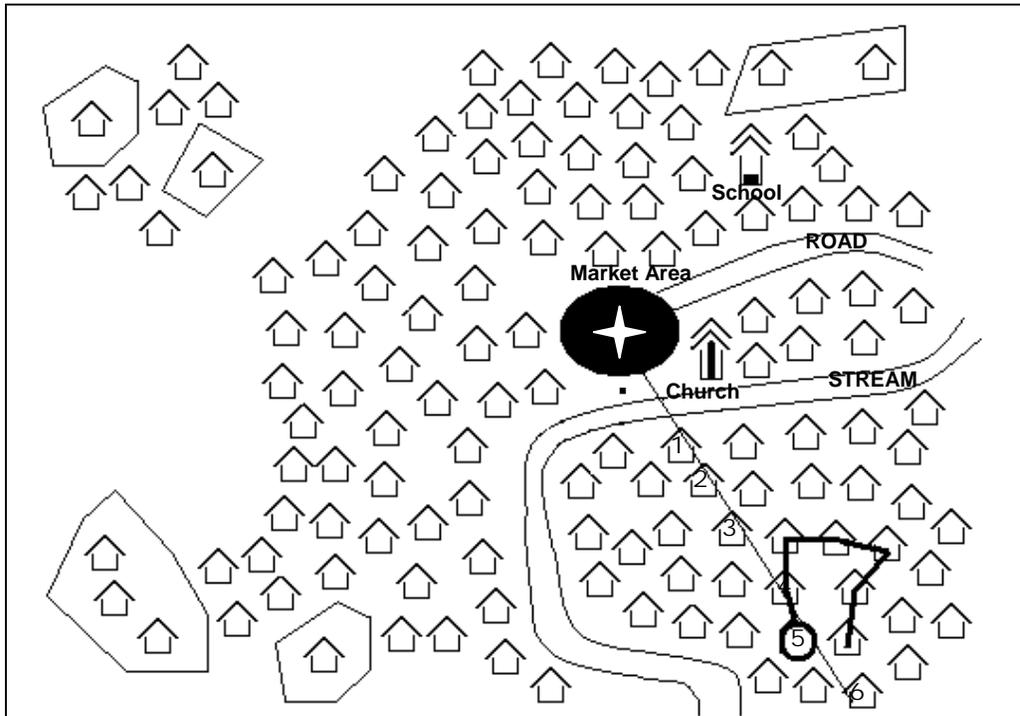
### Selecting the Households within the Clusters to be Surveyed

The ideal way to select households within the clusters is by random sampling, which requires having a list of all households within the cluster. If you have such a list or can get one from community leaders or through a quick and easy mapping, then assign each household a number and then choose your 5 households using the random number table in Appendix II.

If you do not have such a list of households, then you must randomly select a starting point, which will be the first household to survey. Usually in EPI (Expanded Program on Immunizations) surveys, you would choose some central point within the cluster area (such as the market) and then choose a random direction from that point (spin a bottle on the ground and take the direction in which it points). Next, count all of the households from your starting point to the edge of the community in the most direct line, and assign each household a number. To facilitate this process, draw a simple map indicating the starting point and each house in the direct line. Number the houses. The next step is to then randomly select one of these numbers. The number you select will be your first household to be surveyed. Choose the remaining households by continuing in the direction from the central area and choosing the next closest house to the one you have just surveyed. See the map example on the next page for an illustration. In this example, you have randomly chosen household #5 as the starting point. Interview that household, if eligible. Then go to the next nearest household for the second interview. If that household is ineligible, then move to the next nearest household. Keep going in this manner until you have interviewed the required number for the cluster, in our case, this is 5 households. If the cluster only has 5 eligible households, then survey all 5.

Since the interviewers and their supervisors will need to be trained in selecting households within the cluster, this activity is covered in detail in the training manual for interviewers and supervisors.

## Example of Cluster to be Surveyed

**Selecting the Households to Survey in This Example**

- Locate the central area of the cluster. In this example, it is the market.
- Spin a bottle to determine direction to take: in this example, the bottle points to the southeast.
- Proceed in a direct line from the market area, mapping and numbering households as you go along. In our example, there are 6 households from the market to the edge of the cluster.
- From the random number table, choose a random number between 1 and 6. In our example, we have chosen number 5. This is the first household to be approached.
- Proceed to the next nearest household and continue to complete the cluster. The solid line represents the households that are approached for the survey. In this case, 7 households were approached and 5 were found to be eligible and participated.

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## --- PERFORMING THE SURVEY - THE FIELD WORK---

### Pre-Field Work Preparation

#### **Approvals and Permissions**

Depending on the nature of the survey area, permission or approvals may be needed from government officials, community leaders, or others. To assure legitimacy and participation of individuals within the survey area, these permissions may be advisable even if they are not required. Advance notice of the survey to the residents of the survey area may also be helpful. Endorsement of the survey by community leaders may also help assure participation. If the interview teams are not familiar with the community, then local guides may be needed.

#### **Interviewers**

The number of interviewers and the time needed to conduct the survey will vary, depending on the availability of personnel and transport, travel time to the survey site(s), and how urgently the data are needed. General guidelines are as follows:

- Each interview team should be composed of 2 members, so that interviewers can check each other's work and make sure information is recorded accurately and completely.
- The interview is designed to take about 40 minutes.
- One team of interviewers can be expected to complete approximately 5 household interviews per day.
- The data collection should be completed within a month's period of time to assure uniformity of data.

Thus, with one interview team, 25 clusters could be completed within one month. Using 2 teams, data could be collected within about 2 weeks.

#### **Training**

Interviewers and their supervisors should be appropriately trained in the areas below. This tool kit contains a training curriculum. At a minimum, interviewers:

- Must understand the purpose of the survey as a whole and what information is being sought with each question. Appendix III includes a document that explains each question in detail.
- Must understand the importance of standardization of interviews. Scripts are provided to assist in standardizing the interviewer's approach to recruiting households, requesting permission to interview, and asking questions.
- Must understand the importance of the right of households to refuse to participate without verbal or physical consequence.
- Must appreciate that some sensitive information is being asked in the survey (HIV status of family members), and the importance of confidentiality.
- Must understand the importance of proper labeling of questionnaires and other record keeping.
- Must understand the importance of collecting all the information on the forms, unless the participant refuses to answer the question. Interviewers should check over the form before leaving the household to assure that the work is as complete as possible.
- Need to have a pleasant personality and be able to interact with participants appropriately.

#### **Materials and Supplies**

Before heading out to survey, interview teams need to assure that they have assembled all the appropriate materials and supplies. See "Materials and Supplies" under "Logistics Needed to Conduct the Survey" on page 8 for some recommendations.

## Conducting the Survey

Interview teams should use the cluster sampling methodology described above to select households for survey. An **eligible household** is one in which there are children under the age of 8 years. If the household does not have any children of this age, then the team moves on to the next household. The front page of the survey instrument has a flow diagram that interviewers should use as a script for soliciting participation and to determine eligibility of the household. After introducing him/herself, the interviewer should follow the flow diagram. If the household is determined to be eligible but the person refuses to participate in the survey, the interviewer should list the reasons for non-participation.

For eligible households, the interview team should ask for the **primary caregiver** to the young children. This is the person living in the household who spends the most time caring for the children less than 8 years of age without being paid. Upon identifying this person and determining he or she is willing to participate, the interview is conducted. Note that a complete survey form includes several questions about the caregiver and the household and a separate module for each child under 8 in the household. Thus, for each household, interviewers will complete one **HOUSEHOLD MODULE** and as many **CHILD MODULES** as there are children under 8 years of age for whom the respondent is the primary caregiver. The interviewer must assure that the child forms contain the cluster number, household number, and child number, so that these modules can be linked to the appropriate household.

Sometimes, there may be more than one primary caregiver per household. In these cases, choose the caregiver who is available and willing to participate in the survey. If there is more than one caregiver available and willing to participate, randomly choose one of the caregivers by flipping a coin.

Upon completion of the interview, the participants should be thanked for their time and given the incentive gift if one is being used. The participants should be told how to get information about the survey upon its completion.

Upon return from the survey, the interview team must assure that completed forms are placed in the designated area for pick-up by the data entry clerk. The project director or the team supervisor should debrief the team on the day's work and assure that forms are completed and accounted for. Any difficulties encountered that prohibited completion of the cluster should be discussed and plans made for completion.

## --- DATA ENTRY ---

### Overview

Software, called CHILD NEEDS ASSESSMENT (CNA), has been developed for entering data from the questionnaires used in this survey, and for running a standard analysis program. Detailed instructions are given in Appendix IV and include the following:

- Installing the Software
- Installing an Icon
- Starting CNA
- Using CNA
  - Entering and Editing Data Using the ENTER Program
  - Use of the BROWSE Command
  - Use of and Interpretation of Results from CNA
  - CNA Software: Analysis

The CNA software system is based on Epi Info 6, a software program developed by the World Health Organization (WHO) and the Centers for Disease Control and Prevention (CDC), Atlanta, USA.

The Epi Info 6 software is not proprietary and may be downloaded without fee at

<http://www.cdc.gov/epiinfo/EI6dnjp.htm>.

The tables generated from your survey can be saved to a disk and/or printed out on hardcopy. There will be guides within the analyses output to help interpret the information.

### Issues to Consider

#### **Assuring Accuracy of Data Entry**

For research surveys, data are often entered in duplicate and compared. Any inconsistencies are examined and corrected in the final data file. These comparisons are generally done using computerized comparison analyses. No computerized comparison analyses are provided in this tool kit. However, other ways of assuring accuracy have been provided within the data entry software including edit checks for possible ranges of answers to selected questions. The project director should determine whether additional means of assuring data accuracy are needed.

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## --- ANALYSIS AND GENERATION OF REPORTS ---

### Interpretation of Survey Results

The survey has been designed to gather information that may be needed for program planning from the population of households with young children. A standard analysis has been developed that will give organizations the basic data they need to develop programs. The tables generated from the analysis are grouped under the following headings:

- Household Characteristics
- Living Conditions
- Supervision and Care
- HIV/AIDS
- Legal Issues and Child Rights
- Education
- Material Well-Being
- Child Health and Nutrition
- Psychosocial Well-Being
- Orphanhood
- Child Caregivers
- Child Growth

In general, the tables in each category give the frequency of basic needs of young children and their families that need to be met for children to thrive. From these tables, the project director should be able to determine the most critical needs that are not being met, and have information that will allow them to develop programs to meet these needs. Organizations may choose to address one or more of these needs, depending on the data and the available resources.

The tables on **household characteristics** describe the households in terms of size (total, adults and children) and the average income levels. These data are descriptive and may be useful in describing your population when applying for program funding.

The tables on **living conditions** provide information on the frequency of substandard housing, unsafe water source, inadequate sanitation, and poor food security. These tables provide information that can be used to determine whether these are issues that should be addressed in programs, and helps determine the scope of the problems.

The tables on **supervision and care** provide information on several characteristics of the primary caregiver, his/her knowledge of caring for children, and level of support from the community. Since research has shown that characteristics of the primary caregiver are some of the strongest predictors of child well-being, programs that support the caregiver will have a strong impact on the well-being of his or her children.

The tables on **HIV/AIDS** provide information related to stigma and concern for family members. Most programs on HIV must address issues related to stigma and discrimination if they are to be effective.

The tables on **legal issues and child rights** provide information on several critical issues related to inheritance patterns, property stealing after a death, child labor, and birth registration (often needed for school entry). Frequently, surviving spouses and children are left homeless and without their family property after the death of an adult member; orphaned children are often in the child labor force; and children may not receive schooling because of lack of birth certificate. Thus, programs serving the needs of young children need to strongly consider the legal needs of families and children.

## ANALYSIS AND GENERATION OF REPORTS

Tables on **education** give information about school and preschool attendance. School attendance of the older children in the family may be a good predictor of whether the younger children will be able to attend school. Examining reasons for non attendance will allow programs to develop ways of increasing school attendance.

Tables on **material well-being** provide data on whether young children have basic needs such as a place to sleep, clothes to wear, blankets, and shoes. Programs will need to address these needs.

Tables on **child health and nutrition** are important for determining both the health status and access to health care. Poor health and nutrition are major predictors of child mortality and morbidity.

The tables on **behavioral problems** include information on problem behaviors of children that may need to be addressed.

The tables on **development** include questions about development of children less than 2 years of age.

Tables on **orphanhood** are provided to assess the frequency and number of orphaned children. Households with large burdens of orphaned children will likely be highly stressed, and these children's well-being is threatened. The well-being of the other children in orphan household may be threatened as well.

Tables on **child caregivers**, caregivers less than 18 years of age, provide information about child-headed households. These households are likely to be the most stressed and the most in need of services.

Finally, the tables on **child growth** provide information about the nutritional status of children 0-7 years of age according to their age, height and weight.

The above analyses are provided for those programs that do not have the expertise or resources to conduct their own analyses. If this expertise exists, then other analyses not included in our package can be done using the Epi Info 6 database. We have included a data dictionary that lists coding for each of the variables in the database. (See Appendix IX).

## Generation of Reports

A report can be generated from the tables and accompanying text that helps in interpreting the tables. Such reports can be used to help secure funding and can be shared with other programs working in the area.

## Obtaining Technical Assistance

Please contact: ECD Team  
The World Bank  
Education Sector, Human Development Network  
G8-800  
1818 H Street, NW  
Washington, DC 20433  
USA  
TEL: 1-202-473-0837; FAX: 1-202-522-3233  
[ecd@worldbank.org](mailto:ecd@worldbank.org)

# --- APPENDIX I ---

## Calculation of Sample Size

The information on selecting clusters and choosing households to survey within each cluster is described in the section on Methods for Conducting the Survey. As indicated, 25 clusters with 5 households each are required for this survey. The following information gives details of how we came to this conclusion.

To calculate the sample size for the number of clusters we made the following assumptions:

### **Assumptions:**

For this survey, we assumed that programs were only interested in characteristics that were present in at least 20% of households. We assumed that characteristics that were present in fewer than 20% would probably not be considered as a program need that should be addressed.

We also assumed that a precision of an estimate of prevalence of a characteristic of  $\pm 10\%$  would be adequate for the purposes of program planning.

We assumed, based on our pilot study, that one interview team could survey about 5 households per day, and that there would be about 4 children per household on average.

For example, if the survey indicates that about 20% of households surveyed had inadequate food intake, then the program could assume that between 10%-30% of households had inadequate food intake. This would give the program an estimate of how many of the households in their service area would need food supplements.

The two scenarios below give examples of the calculations of the number of clusters needed in the survey given the above assumptions. The scenarios differ by the assumption of whether the characteristic (for example, food intake) differs little or greatly between clusters.

The formula for calculating the number of clusters is:

$$C = \frac{p(1-p)D}{s^2b}$$

Where C is the number of clusters to be surveyed, p is the proportion of households with the characteristic, D is the design effect (allows for variance between clusters), s is the standard error, and b is the average number of responses to a given survey question per cluster. In this case, since we are assuming only one response to a question per household, b is the same as the number of households per cluster.

### **Scenario #1:**

If we set our standard error to be  $s = 0.05$  or 5%, indicating 95% certainty that the true proportion will lie within  $\pm 10\%$  (2 standard errors) of our estimate

If *roh* is set at 0.02, meaning that the proportion of households having a certain characteristic varies **little** between clusters

If the number of households that can reasonably be interviewed in one day (thus completion of one cluster per day) is 5 (this is what was possible during the pilot test)

If the expected proportion of our characteristic is 20% (0.2)

## CALCULATION OF SAMPLE SIZE

Then the design effect in this scenario will be 1.08

And the number of clusters needed in this case would be about 14.

### **Scenario #2:**

If we keep all other assumptions the same, but set *roh* to be 0.2, meaning a **high** level of variance between clusters

Then the design effect in this scenario will be 1.8

And the number of clusters needed in this case would be about 23.

The above scenarios assume that there is only one response per household. However, in this survey, a single household may have multiple children, and thus, there may be as many responses per household to a question as there are children. In this case, *b* in the formula above would be the number of households per cluster times the average number of responses per households. If we assume an average of 4 children per household under 8 years of age, then *b* would equal 4 x 5 or 20 responses per cluster. Assuming this scenario, the design effect would be 1.38, and the number of clusters needed would be about 4 with *roh* of 0.02 and about 15 if *roh* is 0.2.

### **Conclusion:**

Thus, we have concluded that in general, about 25 clusters of 5 households each is an appropriate sample size. This means that one interview team could complete the field work in about one month. Two interview teams could complete the field in about 2 weeks.

Reference: Bennett S, Woods T, Liyanage WM, Smith DL. A simplified general method for cluster-sample surveys of health in developing countries. World Health Statistics Quarterly 1991;44(3):98-106

--- APPENDIX II ---

Random Number Table and Instructions for Use

Please see the next page for random number table and the facing page for instructions on using the table.

## RANDOM NUMBER TABLE AND INSTRUCTIONS FOR USE

## Random Number Table

Row	Column									
	0	1	2	3	4	5	6	7	8	9
01	44689	54994	14911	62414	78085	18910	39772	00017	01178	13563
02	56811	20730	65177	89748	84459	06043	72385	84402	14200	95311
03	56412	15949	73584	59593	46841	18463	06845	07974	63016	30136
04	04576	04739	79884	49252	06132	96840	41028	85689	51396	54599
05	81564	50271	88625	89193	97979	96982	37730	63963	72478	08333
06	38926	89980	54322	63699	18475	91018	13286	06243	71666	02529
07	97132	51838	31847	30237	68016	41288	57395	51333	36202	89595
08	55618	40873	60069	94816	02205	26176	97712	85777	36870	89633
09	10287	07237	95759	44055	26247	48886	81309	15868	95587	41042
10	19420	10916	03096	67942	94577	81085	54619	50538	07305	61411
11	19131	29434	31739	94717	14453	40565	83631	87159	81073	69904
12	54092	38575	58042	98087	04520	73553	388448	00982	07557	78757
13	03268	12734	19706	86182	81681	03026	51892	95384	90730	01614
14	49655	98461	04291	28133	33212	78497	87176	99490	64457	68355
15	35948	59176	34140	34788	16403	28186	18121	04584	66607	99740
16	59327	46487	63348	84466	14499	56627	25399	00394	57966	07036
17	80425	01071	66643	49957	26089	240045	01807	41623	63599	10666
18	87190	03835	32110	43505	40826	50931	03656	85049	56774	94075
19	08610	63708	55971	31543	10283	37737	48744	43042	42796	01853
20	25461	08322	26316	22349	84347	40611	49930	808333	19803	15878
21	30372	72054	98586	94559	59237	31180	89565	61427	25626	47515
22	12899	24245	36391	55611	01626	09836	33366	98272	21570	16498
23	97374	28121	40007	75107	13590	51321	73990	83518	45569	98357
24	23764	31267	88976	84872	53035	19542	79593	32987	08248	17390
25	81881	24337	18893	66195	22709	79534	87746	26584	53251	03096

**Instructions**

1. Know how many digits you need your random number to be. For example, if you were choosing a number between 1 and 13, you need a 2-digit number. If you were choosing a number between 1 and 5000, you will need a 4-digit number.
2. Choose a direction (right, left, up or down) in which you will read the numbers from the table.
3. With your eyes closed, use a pointed object to touch the table. Your starting point is the digit closest to the point where you touched the table.
4. In the direction you chose, read the number of digits required.

Here is an example:

If you needed a random number between 1 and 13,  
 you chose to read numbers going to the right,  
 and your starting point was:

the last digit in the cell in column 8, row 22	your random number would be 01
the second to last digit in the cell in column 4, row 14	your random number would be 12
the first digit in the cell in column 5, row 4	you would have to pick a new starting point, since 96 is not between 1 and 13

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## --- APPENDIX III ---

### Explanation of Survey Questions

#### Purpose of the Survey

The purpose of this survey is to assess the needs of children less than 8 years of age in areas heavily affected by HIV/AIDS. The survey is intended for use by program planners to find ways to improve the health and well-being of children in these areas.

#### The Respondent

All of the information that to be recorded is based upon answers directly provided by the primary caregiver of children less than 8 years of age in the household. The primary caregiver is the person who lives in the household and spends the most time caring for children less than 8 years in the household and is not paid to for these activities.

#### Organization of the Survey

The survey is organized by first addressing questions about the entire household and the primary caregiver. The next questions are specific to each individual child less than 8 years of age living in the household. For each child less than 8 years of age for whom the respondent is the primary caregiver, interviewers will complete a separate CHILD'S MODULE.

#### Asking Questions and Recording Answers

It is very important that each question is asked exactly as it is written on the questionnaire. In addition to the questions, there are statements that appear in all capital letters, indicating that they are interviewer instructions and should not be read aloud to the caregiver. Sometimes the respondent's answer will not be among the answer choices provided. In these cases, record the respondent's answer in the "Other" space provided. Sometimes, more than one response may be appropriate, so the interviewer will record each of the responses by checking the check boxes. All other responses should be recorded by circling the appropriate numeric code.

It is important that caregivers are asked only those questions that are relevant to their situations. For example, if a caregiver reports that she does not earn an income, you would not ask what type of work she does. Skip instructions are located in the far right-hand column of the questionnaire.

## Explanation of Specific Questions

### HOUSEHOLD SURVEY

#### ••• Identification

##### **PROVINCE, DISTRICT, LOCATION/TOWN**

The province, district, location/town in which the household is located should be written in the spaces provided. Each province, district, location/town should be given an identification number. Consult the project director for a list of identification numbers for each of these.

##### **CLUSTER NUMBER**

For this survey, we recommend that 25 clusters be surveyed. After the clusters have been selected using the methodology provided in this manual, each cluster should be assigned an identification number. For a list of cluster identification numbers, consult with the project director for a list of identification numbers for each cluster. The cluster number should be recorded on the top of each survey page.

##### **HOUSEHOLD NUMBER**

For this survey, we recommend that 5 eligible households per cluster be surveyed. Interviewers will likely visit more than 5 households to identify five eligible households to participate in the survey (i.e., households in which at least one child less than 8 years of age lives). Each household visited should be assigned a household number. The household number should be recorded on the top of each survey page.

##### **NAME OF PRIMARY CAREGIVER**

For purposes of confidentiality, only the caregiver's first name should be recorded.

##### **INTERVIEW VISITS: DATE, INTERVIEWER'S NAME, RESULT AND NEXT VISIT**

Space is provided to record information about each visit made to a household. For each visit, the interviewer should record the DATE of the visit, the INTERVIEWER'S NAME who made the visit, and the RESULT. Use the result codes below and on the Identification Sheet to complete the result information.

**1 = Completed**

**2 = Not at Home**

**3 = Postponed**

**4 = Partially Completed**

**5 = Refused**

**6 = Not Eligible**

If the result is [**Completed**], [**Refused**] or [**Not Eligible**], the interviewer should then complete the Final Visit information.

If the result is [**Partially Completed**], [**Not at Home**] or [**Postponed**], the interviewer should attempt to schedule an appointment to return to the household and should record when to visit the household again in the **Next Visit** section.

**Final Visit:** The Final Visit is the last visit to the household when the survey is [**Completed**], the household was found [**Not Eligible**] or the caregiver [**Refused**] to participate in the survey. The date of the final visit and the final result should be recorded.

##### **FIELD EDITED BY, OFFICE EDITED BY, AND KEYED BY**

The names of both the field and office editors checking for completeness and accuracy of coding should be recorded as well as the date of the edit. The name of the person entering the data and the date the survey was entered should also be recorded in the space provided. Both the field and office editors and data entry clerk should be assigned identification numbers and these numbers should also be recorded. Consult the project director for a list of these identification numbers.

### ••• Enumeration of Household Members

The purpose of this section is to identify all members of the household. Knowing about each member of the household can help us learn if young children are competing for household resources or are benefiting from the help provided from other household members. We can also learn about what the future may hold for young children by learning about older children in the household. To complete this section of the survey, the interviewer will first record the caregiver's first name only on LINE 1 and will complete each of the questions for the caregiver. Then the interviewer will record each household member's name (first name only) in the space provided. After asking for all household members' names, the interviewer will ask Questions 2-12a for the first household member mentioned, then the second household member named, etc.

#### Question 1: Line number

When completing each of the CHILD'S MODULES, record the line number of the child at the top of each module page.

#### Question 2: Names of All Household Members

The name of each household member should be written in the spaces provided. The caregiver's name should be written on Line 1. The interviewer should probe for all people currently living in the household. Record first names only.

Note: For each child less than 8 years of age listed in column 2 for whom the respondent is the primary caregiver (Question 6 = 1), the interviewer will complete a CHILD'S MODULE. On the top of each module page, the interviewer will write the child's line number as indicated in column 1.

#### Question 3: Household Member's Sex

The interviewer should circle whether each household member is [MALE] or [FEMALE].

#### Question 4: Household Member's Relationship To Caregiver

The purpose of Question 4 is to determine each household member's familial relationship to the caregiver. Use the relationship codes below and at the bottom of the survey page to code this question.

01 = Wife/husband	04 = Grandchild	07 = Parent-in-law	11 = Co-wife
02 = Son/daughter	05 = Brother/sister	08 = Maternal niece/nephew	12 = Other Relative
03 = Son-in-law/daughter-in-law	06 = Parent	09 = Paternal niece/nephew	13 = Not related

#### Question 5: Household Member's Age

Record the age in years of each household member. If a child is less than 6 months of age, record 00. If a child is 6 months to 1 year of age, record 01.

***Questions 6 – 9a should only be asked of household members less than 18 years of age.***

#### Question 6: Child's Primary Caregiver

If the household member is less than 18 years of age, ask whether the respondent is the child's primary caregiver. By primary caregiver, we mean that the respondent is the person who spends the most time caring for the child and is not paid for these activities.

#### Question 7: Child's Mother's Life Status

Record whether the child's mother is alive. If the child's mother is not alive, skip to Question 7b. If the child's mother's life status is unknown, skip to 8.

#### Question 7a: Child's Mother Live In Household

If the child's mother is alive, record whether she lives in the household. Skip to 8.

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Question 7b: Year of Mother's Death

If the child's mother is deceased, record in what year she died.

Question 8: Child's Father's Life Status

Record whether the child's father is alive. If the child's father is not alive skip to Question 8b. If the child's father's life status is unknown, Skip to 9.

Question 8a: Child's Father Live In Household

If the child's father is alive, ask if he lives in the household. Skip to 9.

Question 8b: Year of Father's Death

If the child's father is deceased, record in what year he died.

Question 9: Child's Birth Certificate

The purpose of Question 9 is to determine the extent of birth registration in a particular area. For each child less than 18 years of age, ask whether he or she has a birth certificate, a paper document indicating the mother's and father's names, child's sex, and child's date of birth. If the caregiver reports that the child he or she does have a birth certificate, skip to Question 10.

Question 9a: Child's Birth Registration

If the child does not have a birth certificate, record whether the child's birth has been registered.

*Questions 10 –12a should only be asked of household members between 5 and 17 years of age.*

Question 10: Number of Years of School Completed

For each child less than 5-17 years of age, ask the highest level of school he or she attended. Whether older children living in the household attend school may be a good predictor of whether younger children will also attend. If the child has not ever attended school, skip to Question 10b.

Question 10a: Child Currently Attending School

If the child has ever attended school, determine whether he or she is currently attending school. The term "school" means formal schooling, which includes primary, secondary, and post-secondary schooling as well as any other intermediate levels of schooling in the formal school system. This definition of school does not include Bible or Koranic school or short courses like typing or sewing. However, it does include technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work. If Yes, skip to Question 10c. If Don't Know, skip to Question 11.

Question 10b: Reason Child Doesn't Attend School

If the child is not currently attending school, ask the caregiver for the main reason the child is not attending.

Question 10c: Child's School Fees Paid Up to Date

Often children are currently attending school but are vulnerable to being forced to quit school if his or her school fees are not paid. If the child is attending school, record whether his or her school fees are paid up to date.

Question 11: Did Child Work Outside the Household in the Past Week

Ask if the child did work in the past seven days. If the answer is [YES, DID WORK], ask if the work was done for pay and circle 1 if the work was done for pay; circle 2 if the work was not done for pay. "Pay" refers to any compensation for the work, including cash or goods or services provided to the child or his/her family. If the answer is [NO, NO WORK DONE], circle 0 and skip to Question 12.

Question 11a: Number of Hours Child Worked For Someone Outside the Household

Record the estimated number of hours the child spent doing work in the past seven days. If the child works more than one such job, include the total hours spent doing such work in all jobs. If less than one hour, enter 1.

Question 12: Did Child Do Work for the Household in the Past Week

Insert the estimated number of hours the child spent doing household chores in the past seven days. If the response is [NO] or [DON'T KNOW], skip to Question 12.

Question 12a: Number of Hours Child Did Work for the Household

Record the estimated number of hours the child did work for the household. If less than one hour, enter 1.

••• Main Materials of House

Questions 13, 14, and 15: Observation of Floor, Walls, and Roof

The type of material of the floor, walls and roof is important to disease control and prevention and can be an indication of socio-economic status. Questions 13, 14, and 15 are not meant to be read and asked of the primary caregiver but to be observed and recorded by the interviewer.

••• Caregiver Characteristics

The purpose of this section is to find out basic information about the primary caregiver.

Question 16: Caregiver's Marital Status

Record the caregiver's marital status at the time of the interview.

Question 17: Number of Years of School Completed

The term "school" means formal schooling, which includes primary, secondary, and post-secondary schooling as well as any other intermediate levels of schooling in the formal school system. This definition of school does not include Bible or Koranic school or short courses like typing or sewing. However, it does include technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work.

••• Household Characteristics

The purpose of this section is to determine characteristics of the households in which young children live. Sometimes, children's health can be improved by improving the household characteristics. Such characteristics also give us ways to compare different households.

Question 18: Source of Drinking Water

The purpose of Question 18 is to assess the cleanliness of the household's drinking water. If drinking water is obtained from several sources, probe to determine the source from which the household obtains the majority of its drinking water. Record the main source used at the time of the interview. If the household's main source of drinking water is not listed, record the source in the "Other" space provided. Consult with the project director to determine if this source is a safe (code 13) or unsafe (code 14) source of drinking water.

Question 19: How Long to Get Water

The length of time it takes to get water is an indicator of a household's access to water. Record whether water is available on the household's premises or how long it takes to get water in minutes.

Question 20: Toilet Facilities

The purpose of this question is to obtain a measure of the sanitation level of the household, since water supply and toilet facilities are important for disease control and health improvement. If the household's type of excreta disposal is not listed, record the type in the "Other" space provided. Consult with the

## EXPLANATION OF SURVEY QUESTIONS: Household Survey

project director to determine if this type is sanitary (code 8) or unsanitary (code 9). A [FLUSH] toilet is one in which water carries the waste down pipes, whether the water is piped into the toilet or poured in by buckets. Note that Question 20 asks what toilet facilities most members of the household use, not what facilities the household owns. If the household owns a latrine but most members use the field, circle the code for [NO FACILITY/BUSH/FIELD].

### Question 21: Number of Rooms in Household

The purpose of Question 21 is to give us a comparison between households and allows us to assess the number of children who are living in crowded households. Enter the number of rooms in the household excluding the bathroom.

### Questions 22 - 27: Main source of Cash Income

The purpose of Questions 22-27 is to determine the sources of income received by households. It is not important whether the primary caregiver or another member of the household receives income from each source.

### Question 28: Other Sources of Cash Income

If no other sources of cash income are received by the household, skip to Question 29.

### Question 28a: Specify Other Source of Cash Income

If the caregiver reports that another source of cash income in Question 28, specify that source in the space provided.

### Question 29: Household Grows Food Crops

Record whether the household grows any food crops.

### Question 30: Number of Meals per Day Most Adult Household Members Ate in Past Month

The purpose of Question 30 is to learn about household food security. Record the number of meals per day that most of the adult household members ate in the past month.

### Question 31: Meat Consumption

Meat can be an important source of protein and good nutrition. How often it is consumed can be an indication of the household's nutrition as well as socio-economic status. Some people make a conscious choice not to eat meat. In these cases, meat consumption may not be an appropriate indicator of household nutrition.

## ••• Caregiver Support

The purpose of this section is to determine the main sources and types of support received by the caregiver for him or herself, the young children for whom s/he is caring, or for the household.

### Questions 32, 33, 34, and 35: Sources of Support

Record whether the caregiver received help from each source of support during the past 6 months. Interviewers may read the responses options to the caregiver. If the caregiver reports that s/he did not receive help from a particular source, skip to the next source of support.

### Questions 32, 33a, 34a, 35a and 36b: Types of Support

Record all of the types of support received in the past 6 months for each source. Interviewers may read response options to the caregiver. Record all responses mentioned.

### Questions 36: Other Types of Support

The purpose of Question 36 is to determine if the caregiver received help from other sources of support in the past 6 months. If [NO], skip to Question 37.

Questions 36: Specify other Types of Support

If the caregiver indicated that s/he received help from other sources, record from whom this help was received.

••• Caregiver Role and Activities

Question 37: Earn an Income

The purpose of Question 37 is to determine if the caregiver earns an income, regardless of the frequency of the work or whether s/he is paid in cash. If the caregiver reports not earning an income, skip to Question 38.

Question 37a: Type of work

For caregivers who earn an income, ask the type of work the caregiver does to earn an income.

Question 37b: Work at Home or Away From Home

The purpose of Question 37b is to determine if the caregiver does the work specified in 37a to earn an income at home or away from the home.

Question 37c: Hours per Week Spent Earning an Income

Record the hours in an average week the caregiver earns an income.

Question 37d: Number of Days Could Not Earn an Income Due to Household Duties or Caring for Children

Record the number days in the past 14 days that the caregiver reports that he or she could not earn an income due his or her household responsibilities or responsibilities caring for children. If the response is less than one half of a days but not zero days, record 1 day.

Question 37e: Number of Days Could Not Attend to Household Duties or Children Due To Income Activities

Record the number of days in the past 14 days that the caregiver reports that he or she could not attend to the children or his or her household duties because of his or her work earning an income. If the response is less than one half of a day but not zero days, record 1 day.

Question 38: Symptoms that Require Treatment

It is important that caregivers be able to identify symptoms that indicate that a child should receive treatment from a health facility. The purpose of Question 38 is to determine the number of caregivers who can identify at least 2 symptoms that require treatment from a health facility. Record all symptoms mentioned but do not prompt with any suggestions. Prompt for more signs or symptoms until the caregiver cannot recall anymore. If the caregiver mentions signs or symptoms not listed, record the response in the "Other" space. Consult with the project director to determine if the other symptoms mentioned are accurate symptoms of an ill child (put a check next to the code) or not (do not check).

Question 39: Type of Health Facility or Health Practitioner When Seeking Treatment for Sick Child

Knowing where or to which type of health practitioners the caregivers take sick children will help program planners learn about health care access and utilization for children's illnesses. Record where the caregiver last took a child for treatment of an illness. We consider treatment any type of advice or health service offered for an illness or injury. If the caregiver mentions a type of health facility or practitioner not listed, record the response in the "Other" space. If [DON'T KNOW], skip to 42.

## EXPLANATION OF SURVEY QUESTIONS: Household Survey

### Question 40: Distance to Health Facility or Health Practitioner

For some caregivers, it may be easier to access mobile health services or health facilities that are close. The purpose of Question 40 is to assess if the distance from a health facility or practitioner could be a factor or physical barrier to the caregiver's obtaining health services for a sick child. Record how far away in kilometers the caregiver had to travel to the health facility mentioned in Question 39. If the caregiver received mobile services, meaning that he or she did not leave the household and someone visited the household to offer treatment, record [N/A MOBILE SERVICES].

### Question 41: Transportation to Health Facility or Health Practitioner

The purpose of Question 41 is to assess if transportation could be a physical barrier to the caregiver's obtaining health services for a sick child. If the caregiver received mobile services, meaning that he or she did not leave the household and someone visited the household to offer treatment, record [N/A MOBILE SERVICES].

### Question 42: Type of Health Facility or Health Practitioner to Obtain Medicine for Sick Child

Knowing from whom or which type of health facility caregivers would obtain medicines for a sick child will help program planners learn about health care access and utilization for children's illnesses. We are interested in the type of health facility or health practitioner from which the caregiver last obtained medicine for a sick child. If the caregiver mentions a type of health facility or practitioner not listed, record the response in the "Other" space. If [DON'T KNOW], skip to 45.

### Question 43: Distance to Health Facility or Health Practitioner to Obtain Medicine for a Sick Child

For some caregivers, it may be easier to access mobile health services or health facilities that are close. The purpose of Question 43 is to assess if the distance from a health facility or practitioner could be a factor physical barrier to the caregiver's obtaining medicine for a sick child. Record how far away in kilometers the caregiver traveled to obtain medicine from the source mentioned in Question 42. If the caregiver received mobile services, meaning that he or she did not leave the household and someone visited the household to offer medicine, record [N/A MOBILE SERVICES].

### Question 44: Transportation to Health Facility or Health Practitioner to Obtain Medicine for a Sick Child

Similar to Question 41, the purpose of Question 44 is to assess if transportation could be a physical barrier to the caregiver's obtaining medicine for a sick child. If the caregiver received mobile services, meaning that he or she did not leave the household and someone visited the household to offer medicine, record [N/A MOBILE SERVICES].

## ••• Caregiver Health Status

The purpose of this section is to identify caregiver health characteristics that may affect the child's health or care the child receives.

### Questions 45 and 46: Pregnancy and Breastfeeding

Questions 45 and 46 should be asked of women only. If the primary caregiver is male, skip to Question 47.

### Question 47: General Health Status

The interviewer should read the response options to the caregiver. Record only one response. If the caregiver reports being in Very Good or Good health, skip to Question 48.

### Question 47: Health Status in the Next 6 Months

The purpose of this question is to identify caregivers who may be less able to care for young children in the future due to their anticipated health status. The interviewer should read the response options to the caregiver. Record only one response.

Question 48: Difficulty Caring for Children in the Past Year Due to Health Problems

The purpose of Question 48 is to determine if the caregiver suffered health problems in the past year that made caring for the children less than 8 years old in the household difficult. If the caregiver reports no difficulty in the past year caring for the children due to health problems, skip to Question 49.

Question 48a: Need Help with Daily Activities When Had Difficulty

Question 48a refers to the times in the past year when the caregiver reports having difficulty caring for the children less than 8 years old in the household due to health problems. The purpose of Question 48a is to determine the number of caregivers who needed help with daily activities in the past year due to health problems. If the caregiver reports not needing help with daily activities, skip to Question 49.

Question 48b: Receive the Needed Help

For those caregivers who report that they needed help with daily activities, ask if they actually received any of the help they needed. If the response is [NO], Skip to 48d.

Question 48c: From Whom Received Help When Needed Help With Daily Activities

The purpose of Question 48c is to determine from whom caregivers received help when they had difficulty caring for the young children in the household due to health problems. The interviewer should prompt the caregiver with suggestions to list all of the sources of support from which s/he received help. Record all responses mentioned. If the caregiver mentions a source of support not listed, record the response in the “Other” space.

Question 48d: Activities For Which Caregiver Did Not Receive Needed Help

We are also interested to know with which activities the caregiver needed help but did not receive it. Record all responses mentioned. If the caregiver mentions an activity not listed, record the response in the “Other” space. If the caregiver responds that he or she received all of the help he or she needed, record [N/A RECEIVED ALL OF THE HELP I NEEDED].

Question 49: With Whom Do Children Go to Live When Parents Die

The purpose of Question 49 is to determine if children tend to be cared for by particular persons when their parents pass away. Knowing this may help program planners design programs to support people who typically care for orphans. Record all responses mentioned.

Question 50: Care for Children if Caregiver Was Not Able To

The purpose of Question 50 is to determine the number of caregivers who can identify someone who would take care of the children if the caregiver was not able to due to health problems or death. In areas with high morbidity or mortality among caregivers, it is important that caregivers plan ahead for the futures of their children. The interviewer should record only one response. If the caregiver gives more than one response, ask “Who is most likely to care for the children if you weren’t able to?” If the caregiver mentions someone not listed, record the response in the “Other” space. If the caregiver reports [NO ONE], [ORPHANAGE/ INSTITUTION], or doesn’t know who would care for the children, skip to Question 51.

Question 50a: Potential Guardian Live in Household

Record whether the person mentioned in Question 50 lives in the household.

Question 50b: Talked to Potential Guardian

For caregivers who are able to name a potential guardian to care for the young children in the household if s/he wasn’t able to due to health problems or death, ask if the caregiver has talked to this person about caring for the children.

Question 51: Made a Will

The purpose of Question 51 is to assess the number of caregivers who have made a will. If the caregiver reports not creating a will, skip to Question 52.

## EXPLANATION OF SURVEY QUESTIONS: Household Survey

### Question 51a: Does Will Specify Anticipated Guardian

For those caregivers who can name a potential guardian for the children and have created a will, ask if this anticipated guardian is specified in the will.

### ••• Inheritance Patterns

Sometimes women and children are vulnerable to property stealing after their husbands or parents die. This purpose of this section is to determine if women and children have rights to property and to determine how often property stealing occurs.

### Question 52: Women Have Right to Husbands' Property if No Will

The purpose of Question 52 is to assess the number of caregivers who know whether, by law, a woman has a right to her husband's property after he dies if he did not make a will.

### Question 53: Women Have Right to Husbands' Property if Will Designates Wife as Beneficiary

The purpose of Question 53 is to assess the number of caregivers who know whether, by law, a woman has a right to her husband's property after he dies if he did make a will that named her as the beneficiary or as the owner of his property.

### Question 54: Children Have Rights to Parents' Property if No Will

The purpose of Question 54 is to assess the number of caregivers who know whether, by law, children have rights to their parents' property after they die if they did not make a will.

### Question 55: Children Have Rights to Parents' Property if Will Designates Them as Beneficiaries

The purpose of Question 55 is to assess the number of caregivers who know whether, by law, children have rights to their parents' property after they die if they did make a will that named the children as the beneficiaries or as the owners of the property.

### Question 56: Cases of Property Stealing in Caregiver's Community

Sometimes children and widows are vulnerable to having their property stolen or taken away from them after their parents or husbands die. The purpose of Question 56 is to determine the number of caregivers who think this has happened in their community. If the caregiver does not report that property stealing from such individuals occurs in their community, skip to Question 58.

### Question 57: Who Most Likely to Steal Property

For those caregivers who report that property stealing from orphans or widows does occur in their community, ask who is most likely to steal. Only record one response. If the caregiver mentions someone not listed, record the response in the "Other" space.

### ••• HIV/AIDS and Stigma

Attitudes toward persons with HIV/AIDS and discrimination against them affect efforts to prevent transmission and to care for persons and families with HIV/AIDS. The following questions obtain information about discriminatory attitudes and practices in a community.

### Question 58: Caring for a Relative with AIDS

The purpose of Question 58 is to determine if the caregiver would be willing to care for a relative with AIDS in his/her home.

### Question 59: Allow Children to Play with a Child with AIDS

The purpose of Question 59 is to determine if children with AIDS might be isolated from other children and to determine if the majority of caregivers have concerns about their children playing with a child with AIDS.

Question 60: Worried Someone in Household Might Have HIV/AIDS

The purpose of Question 60 is to determine how many caregivers are worried that someone in their household has HIV/AIDS. If [NO], or [DON'T KNOW] go to Question 61.

Question 60a: Worried that Child Household Member Has HIV/AIDS

If the caregiver reports [YES], he or she is worried that someone in the household has HIV/AIDS, ask whether he or she is worried that a child has HIV/AIDS.

Question 60b: Worried that Adult Household Member Has HIV/AIDS

If the caregiver reports [YES], he or she is worried that someone in the household has HIV/AIDS, ask whether he or she is worried that an adult has HIV/AIDS.

Question 60c: Worried that He or She May Have HIV/AIDS

If the caregiver reports [YES], he or she is worried that someone in the household has HIV/AIDS, ask whether the caregiver is worried that he or she may have HIV/AIDS.

••• Anticipation of Further Stresses

The purpose of this section is to determine the needs and stresses of caregivers of young children to plan programs to meet those needs or alleviate stresses.

Question 61: Worries About Responsibilities as Primary Caregiver

If the caregiver reports no worries about his/her responsibilities caring for the children, skip to Question 62.

Question 61a: What Worries Caregiver Most

Interviewers should not read the list of response options. Record all mentioned. If caregiver mentions a worry not listed, record the response in the "Other" space. The interviewer should probe as necessary.

••• Caregiver's Inheritance

The purpose of this section is to determine how commonly caregivers who have been widowed and child-caregivers have property stolen from them after their spouses or parents die. Such experiences could potentially make caregivers and their children especially vulnerable.

*Question 62 – 63b should only be asked of caregivers who are widowed (Question 16 = 5).*

**If caregiver has been widowed (Q 16 = 5), check the box and continue with Question 62. If caregiver has not been widowed, skip to the next section.**

Question 62: Property Stolen Since Spouse Died

The purpose of Question 62 is to determine how many caregivers have had property stolen from them since their spouses passed away. If the caregiver reports not having property stolen, skip to Question 63.

Question 62a: Type of Property Taken

For caregivers who report property was taken from them after their spouses died, ask what type of property was taken. Record all responses mentioned. The interviewer should prompt with suggestion to help the caregiver list all the property that was taken. If the caregiver mentions stolen property that is not listed, record the response in the "Other" space.

Question 62b: Who Took Property After Spouse Died

Record who took the caregiver's property after his or her spouse died. If the caregiver mentions someone not listed, record the response in the "Other" space.

EXPLANATION OF SURVEY QUESTIONS: Household Survey

Question 63: Caregiver's Spouse Create a Will Before Passed Away

The purpose of question 63 is to determine how many caregivers' spouses created wills before they died. If the caregiver reports that his or her spouse did not create a will before dying, skip to CHILD'S MODULE.

Question 63a: Was Caregiver Beneficiary of Spouse's Will

For a caregiver who reports that his or her spouse created a will before dying, ask if the caregiver was the beneficiary of the will.

Question 63b: Were Any Children Named As Beneficiary of Spouse's Will

For a caregiver who reports that hi or her spouse created a will before dying, ask if any children were named as a beneficiary of the will.

*Questions 64 – 65a should only be asked of a caregiver less than 18 years of age whose mother or father is deceased (LINE 1: Question 4 = less than 18 and Questions 7 or 8 = 0).*

*If caregiver is less than 18 years of age and either parent is deceased, (LINE 1: Question 4 = less than 18 and Question 7 = 0 or Question 8 = 0), check the box and continue with Question 64.*

*If caregiver is 18 years or older or neither parent in known to be deceased, go to Child's Module.*

Question 64: Property Stolen Since Parent Died

Sometimes children are vulnerable to having property stolen or taken from them after their parents die. The purpose of Question 64 is to determine how many child-caregivers (those less than 18 years of age) have had property stolen from them since their parents passed away. If the caregiver reports not having property stolen, skip to Question 65.

Question 64a: Type of Property Taken

For child-caregivers who report property was taken from them after their parents died, ask what type of property was taken. Record all responses mentioned. The interviewer should prompt with suggestions to help the caregiver list all the property that was taken. If the caregiver mentions stolen property that is not listed, record the response in the "Other" space.

Question 64b: Who Took Property After Parents Died

Record who took the caregiver's property after his/her parents died. If the caregiver mentions someone not listed, record the response in the "Other" space.

Question 65: Caregiver's Parent Create a Will Before Passed Away

The purpose of question 65 is to determine how many caregivers' parents created wills before they died. If the caregiver reports that his/her parent did not create a will before s/he died or does not know, skip to CHILD'S MODULE.

Question 65a: Was Caregiver Beneficiary of Parent's Will

For those child-caregivers who report their parents created a will before they died, ask if they were the beneficiary of the will. Go on to CHILD'S MODULE.

## CHILD'S MODULE

For each child less than 8 years of age for whom the respondent is the primary caregiver, record the child's line number on the top of each module page as indicated in Question 1.

••• Child's Basic Needs and Material Well-Being

Question 1a: Is Child less than 1 year old

Record whether the child is less than one year of age and continue to Question 1a.

Question 1a: Child's Age

Record the age of the child. If child is less than one year old, record the number of months, otherwise record the number of years. If the child is 1 year old or older, skip to Question 3.

Question 2: Breastfeeding

If the child is less than 1 year of age, record whether the child is breastfeeding.

Question 3: How Often Child Goes Without Enough to Eat

The purpose of Question 3 is to determine how many young children do not get enough to eat. The interviewer should read the response options to the caregiver. If the caregiver reports that the child never goes without enough to eat, skip to Question 4.

Question 3a: Reason Child Didn't Get Enough to Eat

If the child sometimes does not get enough to eat, ask the caregiver why. If caregiver mentions a reason not listed, record the response in the "Other" space.

Questions 4, 5, 6, and 7: Child Have Mattress, Blanket, Extra Clothes, Shoes

The purpose of these questions is to determine how many children do not have these items.

••• Child's Daily Activities

The purpose of this section is to determine who besides the caregiver regularly cares for the child and if the child attends any formal educational or day care program.

Question 8: Usual Alternate Caregiver

For caregivers who report that someone outside the household cares for the child, ask who outside the household generally provides care. Record all responses mentioned. If caregiver mentions someone not listed, record the response in the "Other" space.

Question 9: Age of the Youngest Person Who Cares for Child

Record the age in years of the youngest person who takes care of the child or record that the child stays alone or cares for younger children.

Question 10: Does Child Attend School or Pre-school

An important aspect of healthy childhood is educational development. The purpose of Question 10 is to assess if the child attends any educational or learning program, whether or not the program is in the formal school system. If the child does not attend school or pre-school or another educational program, skip to Question 11.

Question 10a: Hours per Week Child Attends School or Pre-school

Record the number of hours in an average week the child attends school or pre-school.

## EXPLANATION OF SURVEY QUESTIONS: Child's Module

### Question 11: Obstacles Caregiver Foresees in Sending Child to Primary School

The purpose of Question 11 is to determine obstacles that may prevent children from attending primary school. Record all responses mentioned. If the caregiver mentions a reason not listed, record the response in the "Other" space.

### Question 12: Does Child Attend Day Care

The purpose of Question 12 is to determine the number of children who attend day care. Day care is defined as a place where the caregiver would take the child primarily for child supervision rather than for the child to participate in a learning or educational program.

### Question 12a: Hours per Week Child Attends Day Care

Record the number of hours in an average week the child attends day care.

## ••• Child's Health

The purpose of this section is to assess young children's general health status and to evaluate their access to health treatment.

### Question 13: Child's Health Status

The interviewer should read the response options to the caregiver.

### Question 14: Number of Times Child Visited Health Center in Past Month

Question 14 seeks to assess the number of times in the past month that the caregiver sought treatment outside the household for the child due to a health problem. Do not record times when a child visited a health center or health practitioner for a reason other than a health problem.

### Question 15: Number of Times Child Has Been Hospitalized in the Past Year

The purpose of Question 15 is to determine how many times the child was admitted or stayed overnight at a health facility due to a health problem.

### Question 16: Child Has an Immunization Card

Whether or not a child has an immunization card can serve as an indicator of the child's access to healthcare. The purpose of Question 16 is to determine if the child has an immunization card that is kept by the caregiver.

### Question 17: Child Needs Health Services But Is Not Receiving

The purpose of Question 17 is to identify health services that the child needs but is not receiving. Health services could include health treatment or advice, medicine, immunizations as well as other services. If the caregiver reports that the child does not need any health services s/he is not receiving, skip to 18.

### Question 17a: Type of Health Services Child Needs

If the caregiver reports the child needs health services s/he is not receiving, ask what types of health services are needed. Do not read responses. Record all mentioned. If caregiver mentions a health service not listed, record the response in the "Other" space.

### Question 17b: Reasons Child Is Not Receiving Health Services Needs

If the caregiver reports the child needs health services s/he is not receiving, ask why the child isn't receiving the health services s/he needs. Do not read responses. Record all mentioned. If caregiver mentions a reason not listed, record the response in the "Other" space.

Question 18: Child Has Siblings Not Living in Household

Sometimes children are separated from siblings less than 18 years of age when their parents pass away. The purpose of Question 18 is to determine the number of orphans not living with their siblings. If the caregiver reports that the child has no other siblings not living in the household, go to Question 19 if the child is age 2 - 7 years; go to Question 42 if the child is under 2 years of age.

Question 18a: Number of Siblings Not Living in Household

If the caregiver reports that the child has siblings less than 18 years of age who are not living in the household, ask how many siblings are living elsewhere.

Question 18b: Where Siblings Live

If the caregiver reports that the child has siblings who are not living in the household, ask with whom the siblings live. Do not read response options. Record all responses mentioned. If the caregiver mentions someone/someplace not listed, write the response in the "Other" space.

••• Psychosocial Well-Being

*Questions 19-41 should only be asked about children 2-7 years of age.  
If the child is under age 2, skip to Question 42.*

Question 19 – 41: Psychosocial Problems

For questions 19-41, ask the caregiver whether each attribute generally applies to the child. These questions assess 3 areas of psychosocial well-being: **1**) behavioral (questions 19, 21, 24, 26, 27, 28, 29, 36, 41); **2**) emotional (questions 20, 22, 23, 25, 33, 34, 35, 37, 38); and **3**) developmental (questions 30, 31, 32, 37, 38). A child is considered to have a problem in one of these areas if the answer to at least five questions in each area is YES. After completing, proceed to Question 52.

••• Developmental Age of Children 0-2 Years

*Questions 42 – 51 should only be asked about children less than 2 years of age.*

Question 42: Sit Without Support

Question 42 aims to learn whether the child can sit without support from another person or object.

Question 43: Stand Without Support

Question 43 aims to learn whether the child can stand without support from another person or object.

Questions 44 – 51: Activities Child Does Regularly During the Day

Questions 44 – 51 are aimed to learn about activities very young children do regularly during the day.

••• Growth Measurement

*This is considered an optional module for those who have the equipment and training to complete the module.*

Question 52: Child's Date of Birth

Record child's date of birth (day/month/year).

Question 53: Child's Height

Record child's height to the nearest .1 centimeters.

Question 53a: Height Measurement Result

Record whether each child's height was measured, or whether the child was not present to be measured or whether the child or caregiver refused measurement.

EXPLANATION OF SURVEY QUESTIONS: Child's Module

Question 54: Child's Weight

Record child's weight to the nearest .5 kilograms.

Question 54a: Weight Measurement Result

Record whether each child's weight was measured, or whether the child was not present to be measured or whether the child or caregiver refused.

Question 55: Child's Sex

Record whether the child is male or female.

Question 56: Date Child Measured

Record the date each child is measured.

## --- APPENDIX IV ---

### CNA Installation, Data Entry and Analysis Instructions

In this appendix you will find instructions for installing and using the CNA software including how to enter data and run analysis reports.

#### Contents

- INTRODUCTION
- INSTALLING THE SOFTWARE
- STARTING CNA
- USING CNA
  - Entering and Editing Data Using the ENTER/EDIT DATA Program
  - Use of and Interpretation of Analysis from CNA
  - CNA analysis

#### Introduction

This document is a description of the CNA software for entering and analyzing data from the CNA questionnaire. The CNA software system is based on Epi Info 6, a software program developed by the World Health Organization (WHO) and the Centers for Disease Control and Prevention (CDC), Atlanta, USA.

#### **Important Note:**

All reasonable efforts have been made and safety procedures followed in the creation of this software and the duplication on furnished disks. Given the dynamic nature of computer hacking and viruses, however, we recommend that you scan your computer and any furnished disks for viruses and, whenever possible, maintain updated virus protection software. If you need information about anti-virus software, you might search the Internet for commercial packages. For one example, see [www.norton.com](http://www.norton.com)

#### Installing the Software

There are three possible ways to install the CNA software program onto a computer running Windows. Select the method you are most comfortable with:

1. Using either DOS or a DOS window within Windows
2. Using the "RUN" command in Windows
3. Using Microsoft Explorer in Windows

Before installing the software, please make sure the computer does not have any viruses by using a recent version of an anti-virus program. Also check the CNA floppy disk to assure that it is not infected.

Using the installation program on the CNA disk, the CNA software will be installed on Drive C: in the folder/subdirectory "CNA". **If installed on any other drive or in any other folder the software will not work correctly.**

••• Using DOS or a DOS Window in Windows

 Place the CNA disk into the floppy drive of the computer.

If the floppy disk is in drive A:, at the DOS prompt type:  
A:INSTALL

This will start the installation of the CNA software.

••• Using the Windows "RUN" Command

 Place the CNA disk into the floppy drive.

Using the "Run" feature in Windows 95 or later, click on the "Start" button, then select the "Run" option.

You will see a dialog box that says "Type the name of a program and Windows will open it for you."

If you are installing from the floppy disk in Drive A:, in the box to the right of "Open" type:  
A:INSTALL

This will start the installation of the CNA software.

••• Using Windows Explorer

 Place the CNA disk into the floppy drive.

Start the Windows Explorer program and double click on the appropriate floppy drive (usually Drive A).

Double click on the file:  
Install

This will start the installation of the CNA software.

••• Creating a Shortcut on Your Desktop for CNA

Once you have installed the CNA software on your computer, you can create a shortcut to allow you to start CNA without opening the folder each time. This is a quick way to access the program.

To create a shortcut, go to the CNA folder (which should be C:\CNA) and right click ONCE on the CNA.EXE file. You can get to the folder using "My Computer" and clicking on the C: drive or by using Windows Explorer and clicking on the C: drive.

When you right click once on "CNA.EXE, a menu will appear. Use your mouse or arrow keys to highlight *Create a shortcut* and left click on it. This will create a copy of CNA.EXE that will show up at the bottom of the list of files in C:\CNA. Next right click on this copy and choose "Send To" on the menu that appears. From the second menu, choose "Desktop (create shortcut)" and click on it. Now you should have an icon on your desktop.

## Starting CNA

After the CNA software has been installed on a computer, there are four possible ways to start the program:

1. Use the Windows "RUN" command, selecting the file "CNA.EXE" in the C:\CNA folder;
2. Use Windows Explorer and double click on the file "CNA.EXE" in the C:\CNA folder;
3. Enter at the DOS prompt the following commands:  
C:  
cd\CNA CNA  
or
4. Start CNA by double clicking on the icon if you installed the CNA shortcut on your desktop.

## Using CNA

Once you start the CNA program, the Main Menu (shown below) will appear. Each of the Main Menu items is described in this section.

On some computers running Windows, the CNA screen may completely fill the screen, while on others it may occupy a small window on the screen. To toggle between the full-screen and smaller window screen, simultaneously press the <Alt> <Enter> keys



••• **Preparing the questionnaires for data entry**

Before you start using the software, you should prepare the questionnaires for data entry. You will need to detach the pages of the questionnaire and put them in a different order.

For data entry purposes, the first page will be the first page of the questionnaire. It looks like this:

Household Survey																			
IDENTIFICATION																			
Complete the information below for all households approached																			
Province _____			<table border="1"> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table>																
District _____																			
Location/Town _____																			
Cluster Number..... _____																			
Household Number..... _____																			
Name of Primary Caregiver _____																			
Record Caregiver's first name (ONLY)																			
INTERVIEWER VISITS	1	2	3	Final Visit															
Date	(DDMMYY)	(DDMMYY)	(DDMMYY)	Day															
				Month															
Interviewer's Name				Year															
Result				Result															
NEXT VISIT: If using our computer or data entry	Date	(DDMMYY)		Results Codes 1 = Completed 2 = Not at Home 3 = Postponed 4 = Partially Completed 5 = Refused 6 = Not Eligible															
	Time																		
Name	Field Edited By	Office Edited By	Kept By																

Data entry Page 1

The next pages will be pages 3-12 of the questionnaire.

Page 3 of the questionnaire looks like this:

MAIN MATERIALS OF HOUSE			
1	OBSERVE MAIN MATERIAL OF FLOOR	Concrete	1
		Mat	2
		Tile	3
		Dist	4
		Other	5
2	OBSERVE MAIN MATERIAL OF WALLS	Brick	1
		Mat	2
		Tim	3
		Clayest	4
		Clay/Thatch	5
		Wood	6
Other	8		
3	OBSERVE MAIN MATERIAL OF ROOF	Insulated steel/steel/cedar	1
		Clay/thatched	2
		Flatwood tim	3
		Tile/Shingle	4
		Wood	5
		Other	7
CAREGIVER CHARACTERISTICS			
4	What is your marital status?	Married	1
		Never married	2
		Divorced	3
		Separated	4
		Widowed	5
5	How many years of school have you completed?	No school	0
		1 year	1
		2 years	2
		3 years	3
		4 years	4
		5 years	5
		6 years	6
		7 years	7
		8 years	8
		9 years	9
		10 years	10
		11 years	11

Data entry Page 2

This means you should move pages numbered 1 and 2 of the questionnaire behind page 12.

CNA INSTALLATION, DATA ENTRY AND ANALYSIS INSTRUCTIONS

Pages 1 and 2 of the questionnaire look similar. Page 1 of the questionnaire looks like this:

Next, I would like to know about all of the people who currently live in this household. I'll begin by asking you questions about yourself. WRITE CAREGIVER NAME OF SOMEONE AND COMPLETE ALL QUESTIONS RELEVANT TO THE CAREGIVER. THEN, FILL IN FOR EVERYONE ELSE IN THE HOUSEHOLD. SKIP ANY QUESTIONS FOR EACH PERSON WHO IS LIVING IN HOUSEHOLD NOW.

HOUSEHOLD MEMBER	SEX	AGE	RELATIONSHIP	FOR ONE PERSON LESS THAN 18 YEARS OLD							
				STATUS	MARRIAGE, DIVORCE/SEPARATION AND RESIDENCE						
LINE NO.	NAME	MALE OR FEMALE?	HOW OLD IS PERSON? (IN YEARS)	ARE YOU (CHILD'S) PRIMARY CAREGIVER?	FATHER (NAME) OR MOTHER?	MOTHER (NAME) OR FATHER?	IF NOT ALIVE WHEN DID MOTHER DIE? (in what Year?)	FATHER (NAME) OR MOTHER?	MOTHER (NAME) OR FATHER?	IF NOT ALIVE WHEN DID FATHER DIE? (in what Year?)	
1	2	3	4	5	6	7	8	9	10	11	
01		1 2		OR (M)	1 2	1 2 3 4	1 2		1 2 3	1 2	
02		1 2			1 2	1 2 3 4	1 2		1 2 3	1 2	
03		1 2			1 2	1 2 3 4	1 2		1 2 3	1 2	
04		1 2			1 2	1 2 3 4	1 2		1 2 3	1 2	
05		1 2			1 2	1 2 3 4	1 2		1 2 3	1 2	
06		1 2			1 2	1 2 3 4	1 2		1 2 3	1 2	
07		1 2			1 2	1 2 3 4	1 2		1 2 3	1 2	
08		1 2			1 2	1 2 3 4	1 2		1 2 3	1 2	
09		1 2			1 2	1 2 3 4	1 2		1 2 3	1 2	
10		1 2			1 2	1 2 3 4	1 2		1 2 3	1 2	
11		1 2			1 2	1 2 3 4	1 2		1 2 3	1 2	
12		1 2			1 2	1 2 3 4	1 2		1 2 3	1 2	
13		1 2			1 2	1 2 3 4	1 2		1 2 3	1 2	
14		1 2			1 2	1 2 3 4	1 2		1 2 3	1 2	
15		1 2			1 2	1 2 3 4	1 2		1 2 3	1 2	

Data entry Page 12

The last pages of the questionnaire that will be entered are those pertaining to young children, the CHILD'S MODULE(S).

The first page of the CHILD'S MODULE looks like this.

CHILD'S BASIC NEEDS AND MATERIAL WELL-BEING					
These next questions will all be about [Child]					
1	How old is [Child]?	_____ Months _____ Years			
	IF LESS THAN ONE YEAR, RECORD THE NUMBER OF MONTHS. IF ONE YEAR OR MORE, RECORD THE NUMBER OF YEARS				
2	ONLY IF >=1 YEAR OF AGE	Sweet milk	0		
	What is child drinking?	Commercial Formula	0		
	RECORD ALL MENTIONED:	Other milk	0		
		Other _____	0		
	Doesn't know	0			
3	How often in the past month did [Child] go without getting enough to eat? Would you say Every day, A few times per week, A few times per month, Once, or Never?	Every day	1	Skip to 5	
		A few times per week (2-6 times per week)	2		
		A few times per month	3		
		Once	4		
		Never	5		
4	Why didn't [Child] get enough to eat?	Not enough money to buy food	0		
		RECORD ALL MENTIONED:	0		
		No one is able to prepare it	0		
		No water/electricity/food/electricity	0		
	Other _____	0			
5	Does [Child] sleep on a mattress?	Yes No	1 0		
6	Does [Child] have a blanket?	Yes No	1 0		
7	Does [Child] have more than one set of clothes?	Yes No	1 0		
8	Does [Child] have a pair of shoes?	Yes No	1 0		
CHILD'S DAILY ACTIVITIES					
Next, I'll ask you about [Child]'s daily activities.					
9	Who generally takes care of [Child] when you cannot do so because of work or other reasons?	Someone living in the household	0		
		My family member not living in the household	0		
		Friends/neighbors	0		
		Day care/center/school	0		
		RECORD ALL MENTIONED:	0		
		Other _____	0		

Data entry Page 14

Now you have a questionnaire that is ready to be entered.

••• Types of questions and how to enter the responses

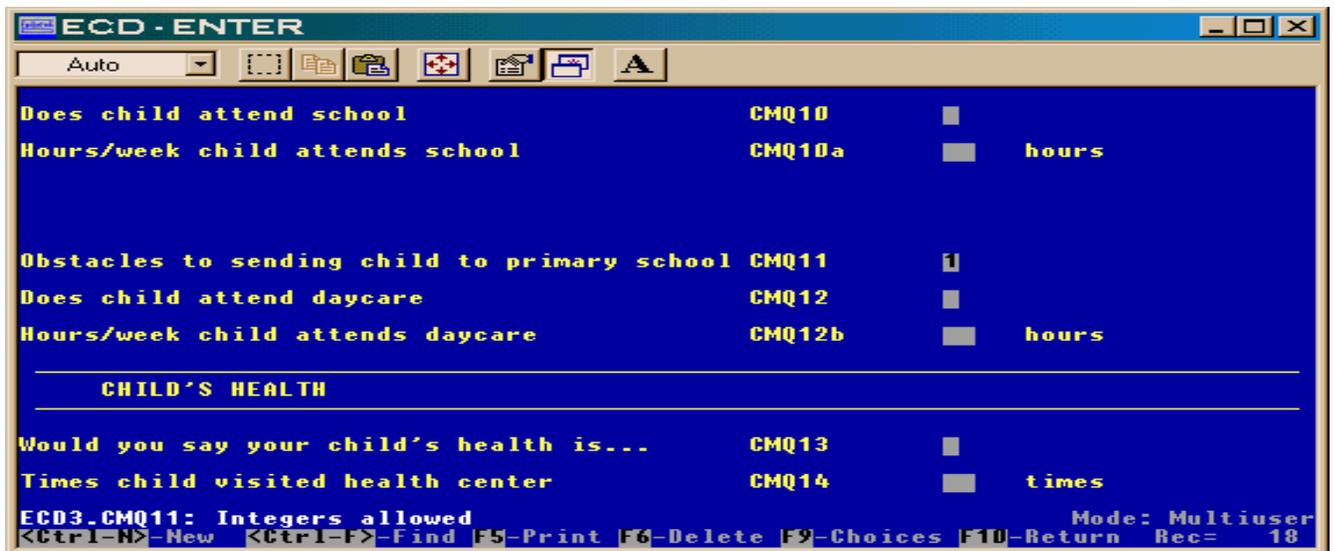
As you enter data, you will see instructions on the screen helping you to correctly enter the information from the questionnaire. Especially when you are new to the data entry process, it is very important to follow these clues on the screen. Once you have practiced with several questionnaires, you will become accustomed to the way data should be entered for the different types of questions on the questionnaire.

There are three types of questions on the questionnaire:

1. Questions that require only one answer, such as:

11	What obstacles do you foresee which may prevent you from sending the child to primary school?	Unable to afford school fees <span style="float: right;">①</span> Need child labor at home <span style="float: right;">2</span> No interest; <span style="float: right;">3</span> School too far <span style="float: right;">4</span> Other: _____ <span style="float: right;">5</span>
----	---	---

In this case, the interviewer will circle the response and you will type in the number circled into the corresponding blank on the screen (see below).

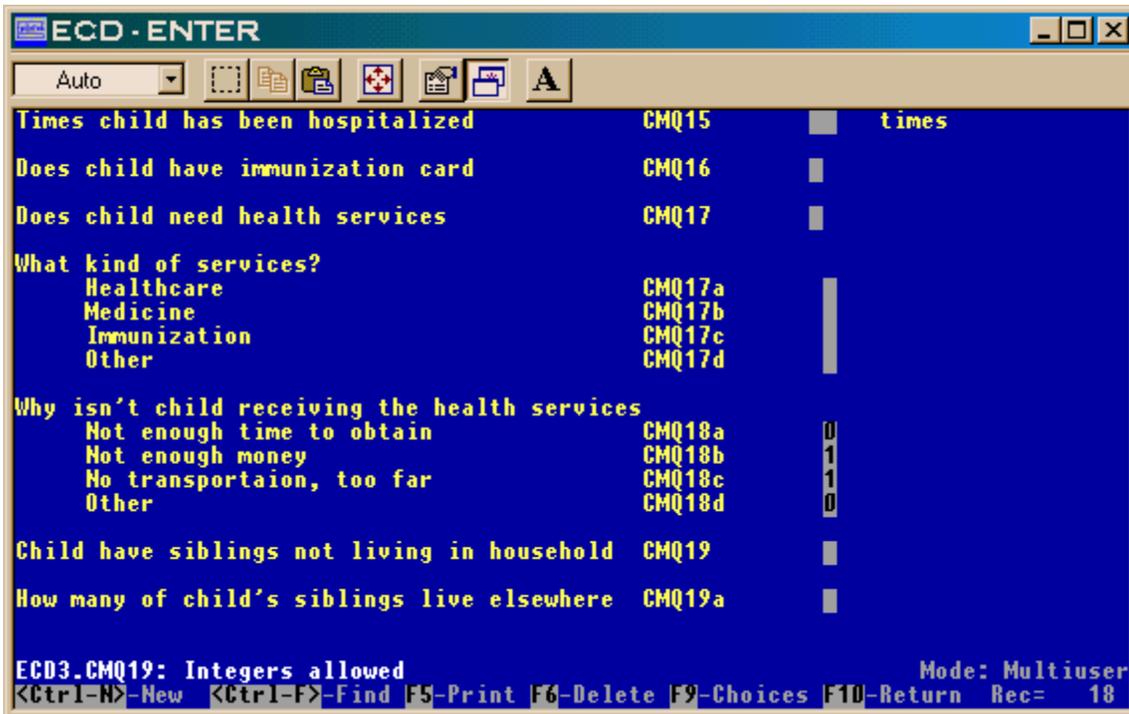


**2. Questions prompting the interviewer to record all responses such as:**

89b	Why isn't [Child] receiving the health services he/she needs?  RECORD ALL MENTIONED.	Caregiver doesn't have enough time to obtain <input type="checkbox"/> Not enough money to pay for <input checked="" type="checkbox"/> No transportation, too far away <input checked="" type="checkbox"/>  Other: _____ <input type="checkbox"/>	
-----	--	--	--

In this case, the interviewer will check all the boxes that correspond to the answers given by the respondent. If this question is answered you MUST type in a response for each one of the items on the list. 1 = yes and 0 = no

On the data entry screen each one of the items will have its own blank.  
 If the item is checked on the questionnaire type in a "1".  
 If the item is NOT checked type in a "0".



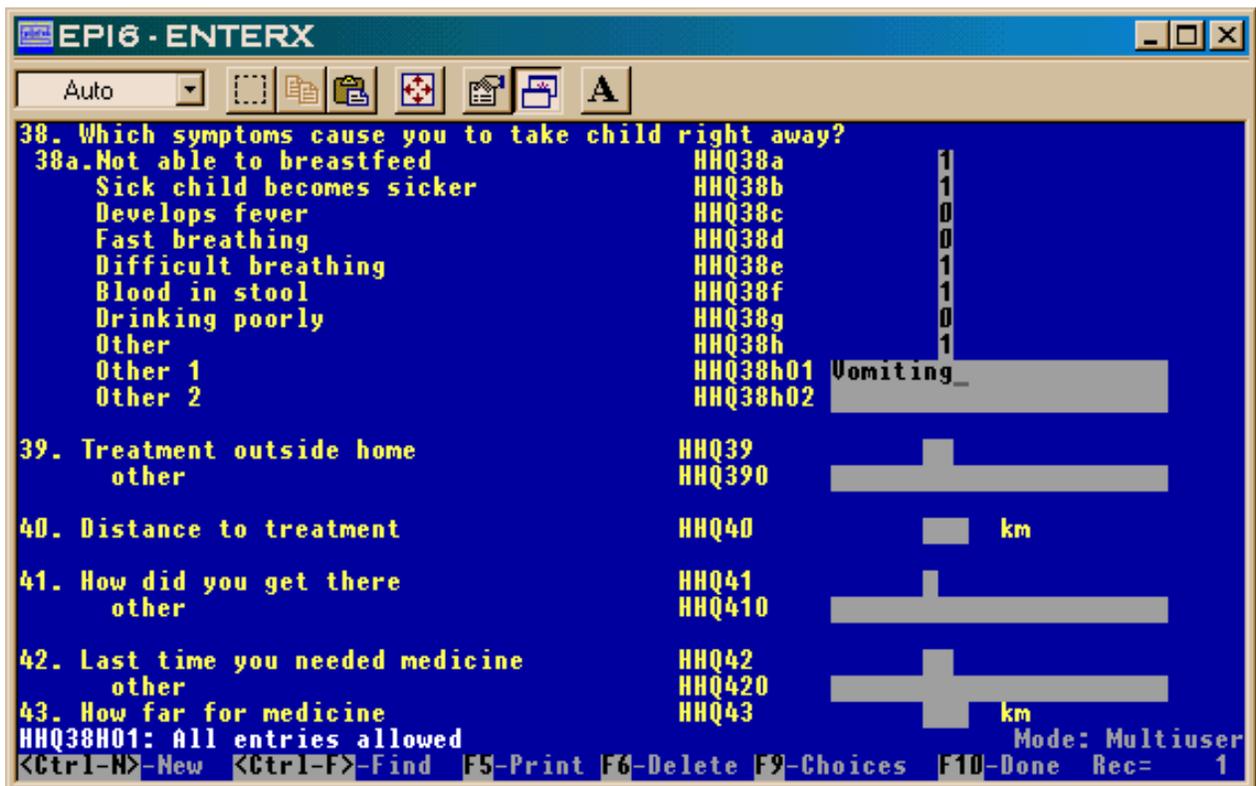
Do not leave blanks empty unless the respondent did not answer this question.

If one of the answers is "Other," simply type in a "1" in the blank next to "Other" and then fill out the text response in the space provided.

**3. The last kind of question involves a response that the interviewer will write just as the respondent answers the question (such as person’s name or number of kilometers).**

25d	How many days in the past 2 weeks could not earn an income because of your household duties or duties taking care of the children?  IF MORE THAN 0 DAYS BUT LESS THAN 1 DAY, RECORD 1 DAY	____ ____ Days	
-----	---	----------------	--

38	Sometimes children have severe illnesses and should be taken immediately to a health facility. What symptoms would cause you to take your child to a health facility right away?  PROMPT FOR MORE SIGNS OR SYMPTOMS UNTIL CAREGIVER CANNOT RECALL ANY ADDITIONAL SYMPTIOMS. RECORD ALL SYMPTOMS MENTIONED, BUT DO NOT PROMPT WITH ANY SUGGESTIONS.	Child not able to drink or breastfeed <input checked="" type="checkbox"/> Sick child becomes sicker <input checked="" type="checkbox"/> Child develops fever <input type="checkbox"/> Child has fast breathing <input type="checkbox"/> Child has difficult breathing <input checked="" type="checkbox"/> Child has blood in stool <input type="checkbox"/> Child is drinking poorly <input checked="" type="checkbox"/>  Other: ____ Vomiting _____ <input checked="" type="checkbox"/> Other: _____ <input type="checkbox"/> Don't Know <input type="checkbox"/>	
----	--	--	--



**Note: The data entry clerk should expect to press <Enter> after typing in a response in each blank EXCEPT when a “Check all that apply” list follows a “No” or “Don’t know” response. Pay close attention! The computer will skip blanks when you enter a “0” before a list, as in the example below.**

32	In the past 6 months, did you or the young children receive clothing, medical care, food, childcare, counseling or emotional support, help with transportation or educational expenses or some other type of help from.... .....Extended family?	Yes No Don't Know	1 0 8 Skip to 33 Skip to 33
32a	What type of help did you receive from extended family?  RECORD ALL MENTIONED.	Food Clothing Education or educational expenses Monetary Childcare Counseling/Emotional Medical care/Medicines Transportation  Other: _____ Don't Know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**The computer WILL NOT ALWAYS skip when the questionnaire states “Skip”. Computer screen skips only following “No” and “Don’t know” when they are followed by a list.**

## Entering and Editing Data Using the ENTER Program

To enter the data collected using the CNA questionnaire, you will use the Enter/Edit data program. This section provides additional details on entering and editing data.

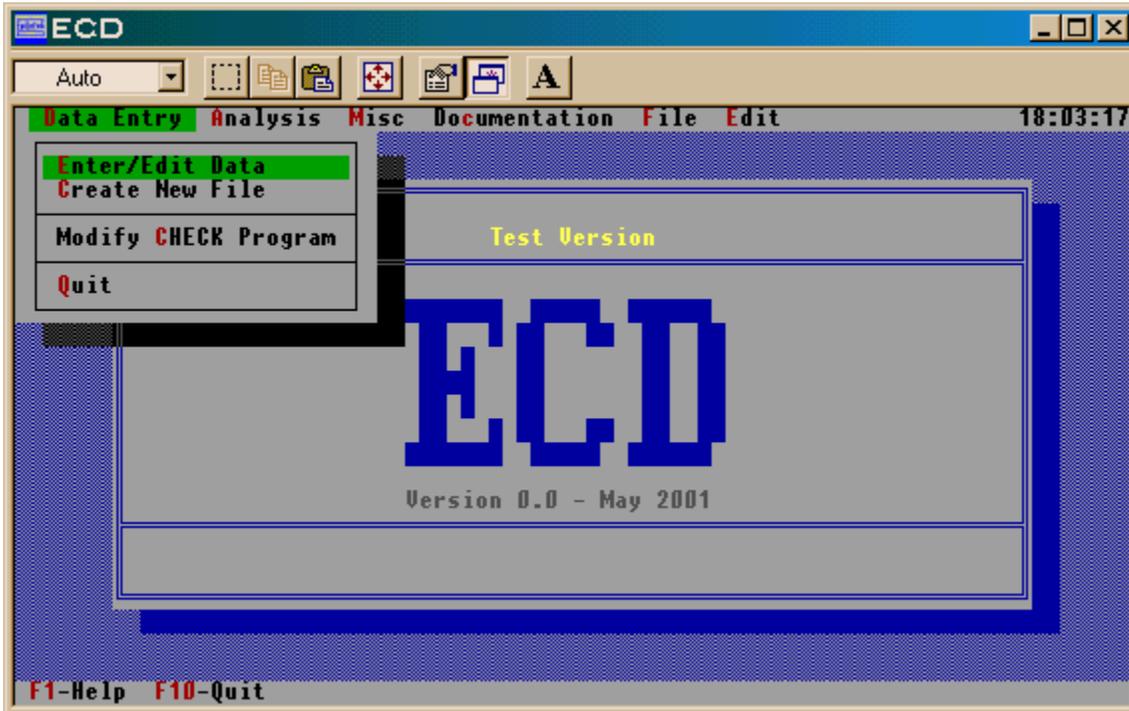
On CNA's main screen you will find several words across top such as :

Data Entry Analysis Misc Documentation File Edit

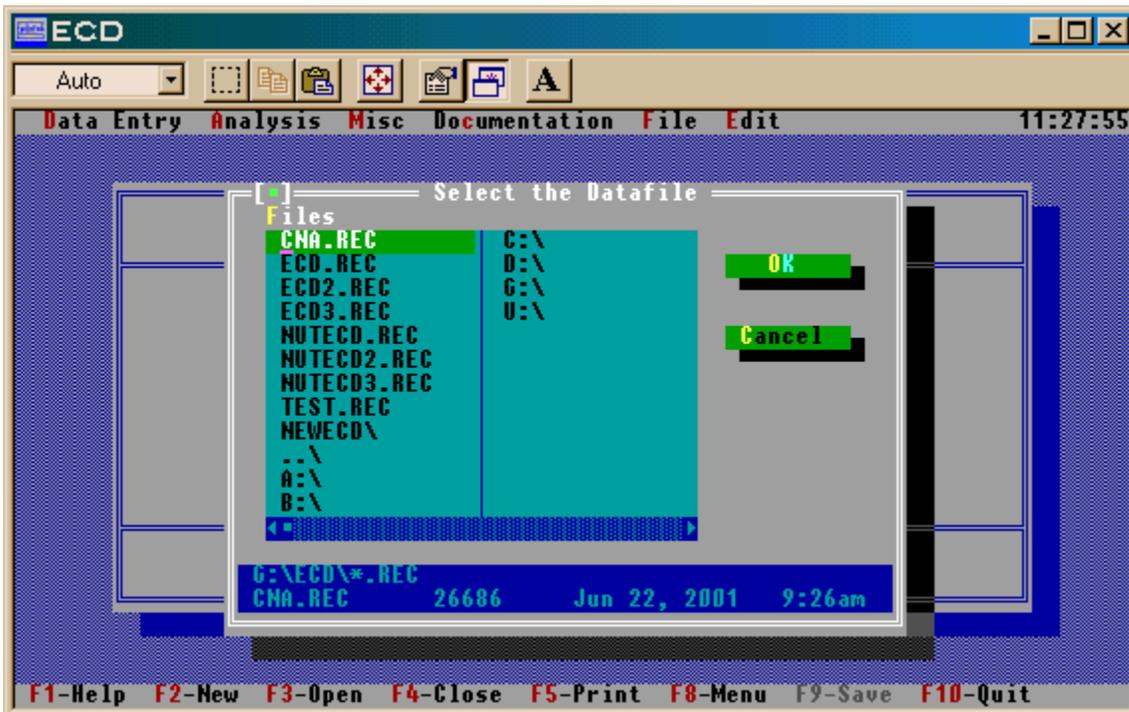
To start entering the data, move the arrow keys (← →) until the words “Data Entry” are highlighted in green, as shown in the sample screen below.



Next press the down arrow key (↓). This will make a list appear. From this list, press the down arrow key move (↓) to move the down arrow until “Enter/Edit Data” is highlighted in green (as in the figure below) and then press <Enter>.



A new list will appear, asking you in which file you would like to enter the data. Move the down arrow key until “CNA.REC” is highlighted (as shown below) and press <Enter>.

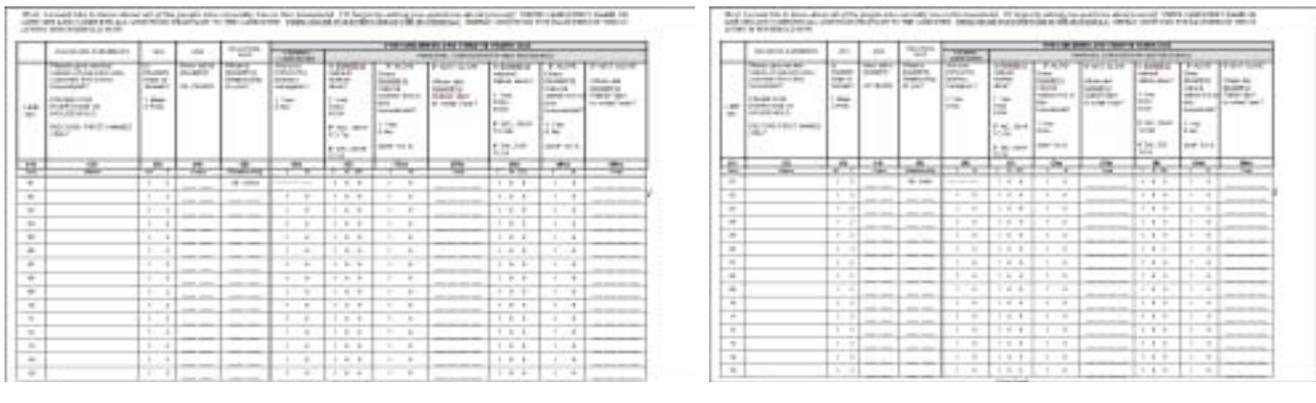


CNA INSTALLATION, DATA ENTRY AND ANALYSIS INSTRUCTIONS

Once you have pressed <Enter>, a new screen will appear resembling the first page of the questionnaire. At this point you are ready to start entering data from the questionnaire.

••• The three different screens of CNA

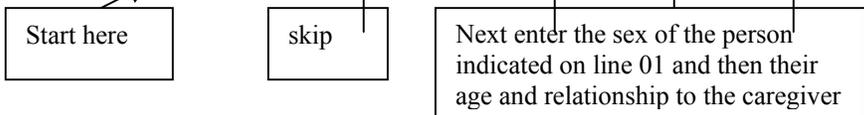
There are three different data entry screens in CNA. The first screen is for all of the household and caregiver information. This correlates to the first page and pages 3-12 of the questionnaire (or pages 1-11 once you have rearranged the pages for data entry). After you have finished entering information on this screen, another screen will appear. This screen will already have household identification information entered at the top and will look similar to one line of questionnaire pages 2 and 3 on the same screen. You will enter information for one line at a time. Because each line from questionnaire page 2 continues onto questionnaire page 3, it might be easier to place these two pages side by side during data entry (as shown below):



For example:

Enter the information from left to right starting with line 01. Skip the name and enter information about sex, then age, etc.

	HOUSEHOLD MEMBERS	SEX		AGE	RELATIONSHIP	FOR CHILDREN LESS THAN 18 YEARS				
		M	F			PRIMARY CAREGIVER	PARENTAL SURVIVORSHIP AND			
LINE NO.	Please give me the names of persons who currently live in this household.  PROBE FOR EVERYONE IN HOUSEHOLD.  RECORD FIRST NAMES ONLY.	Is [NAME] male or female?  1 Male 2 Fem.		How old is [NAME]?  IN YEARS	What is [NAME'S] relationship to you?	Are you [CHILD'S] primary caregiver?  1 Yes 0 No	Is [NAME's] natural mother alive?  1 Yes 0 No 8 DK  IF NO, SKIP TO 7b  IF DK, SKIP TO 8	IF ALIVE Does [NAME's] natural mother live in this household?  1 Yes 0 No  SKIP TO 8	IF NOT ALIVE When did [NAME's] mother die? In what Year?	Is [NAME] natural father?  1 Yes 0 No 8 DK  IF NO TO 8  IF DK TO 9
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(7a)	(7b)		
Line	Name	M	F	Years	Relationship	Y N	Y N DK	Y N	Year	Y
01		1	2	---	00 (Self)	-----	1 0 8	1 0	-----	1



Once you have entered all the information on line 01 for data entry pages 13 and 14, a message will appear at the bottom of the screen:

Write data to disk? (Y/N<Esc>)?

If you have entered everything correctly for that line, press <Y> and another blank screen will appear that looks exactly like the one you just used to enter data. Don't worry: the data entered is not gone. The computer is just giving you another blank screen so you can enter data for line 02. You will continue to see a new screen every time you come to the last question ("About how many hours did [NAME] spend doing these chores?") and you press <Y>. If you want to make changes to the data on the screen before continuing on to another line, type <N> when you see the "Write data to disk?" message and you use your arrow keys to move back to the place where you would like to change data entered.

**After you have entered information for all of the lines filled in on the questionnaire press <F10> on the top of your keyboard.**

Next, a different type of screen will appear. This screen will repeat just as the screen did for pages 1 and 2 of the questionnaire but this time you will enter data about children 0-7 years old. Each child's module (last pages of questionnaire starting with Child's Basic Needs and Material Well Being) must be entered on a new screen. When you reach the last question in this section, the computer will ask if you want to:

Write data to disk? (Y/N<Esc>)?

If you press <N> or <n>, you can go back and change the data you entered (correct mistakes). If you press <Y> or <y>, a new screen will appear so you can enter information about the next child. This will repeat until you have finished entering data from all of the child modules from that household. You will know they are from the same household because the cluster and household numbers on the top of the page will be the same.

When you finish, press <F10>. The computer will again ask if you want to write the data to disk. If you answer <Y>, then the Main Menu screen will appear and you can repeat the data entry process for the next household.

To exit the program at any point in data entry, press <F10> and choose to write data to disk (by pressing <Y>) or to ignore data that has been entered (by pressing <N> and indicating "No" or, in other words, do not write data to disk). The Main Menu screen will appear. To quit the program, press <F10>. You also may opt to quit by pressing the arrow keys (← →) to highlight "File" and pressing the up/down arrow keys to highlight "Quit." and then press <Enter> to exit.

### ••• Correcting Mistakes and Adding Data to Previously Entered Questionnaires

If you have already saved the data you entered and then realize you have made a mistake or have not entered all the data you should have, here is how you can correct your mistakes.

1. Go to the main screen of CNA and select "Enter/Edit Data" as you normally would if you were entering data.
2. Now you will need to find the file that holds the data you want to correct, so at the first screen press <Ctrl> and <F> at the same time.
3. Now use the menu at the bottom of the screen to search for the file associated with the questionnaire. If you just entered it, simply press <F7> and this will take you back to the questionnaire you just entered. If you didn't just enter it, you will need to find it using its record

(REC) number. You can estimate the REC number by counting the number of questionnaires you have and determining order in which you entered them. For example, if you entered data for the questionnaire that needs correcting third, then press <F2>. A blinking cursor will appear in the bottom right corner of the screen. Next type in the number "3." This should take you to the screen for the third questionnaire you entered.

4. **If you need to make changes to the second screen associated with this record**, simply use the down arrow or <Enter> key to scroll through the first screen until you get to the last question and the computer takes you to the next screen. Here you can search for the record that needs correcting by pressing <Ctrl> and <F> at the same time and then <F7> followed by <Shift F4>. Now you will see a screen with all of the records with the same household identification information you have already entered. Use the HHID and line number to help you identify the questionnaire you want, highlight it using the arrow keys, and press enter. This will take you to that record and you can make changes. **DON'T FORGET TO WRITE DATA TO DISK WHEN YOU ARE FINISHED.**
5. **If you need to add an additional record with the same household identification information**, press <Ctrl> and <F> at the same time and then press <Ctrl> and <N> at the same time. A new screen will appear with the same HHID and you can fill the blanks with the information you need to add.
6. **If you need to add information to the Child's Module**, simply scroll through screen one using the down arrow or <Enter> key and once you reach the second screen press <F10> without entering anything. This will take you directly to the Child's Module. Now you can enter another record with the same household information by pressing <Ctrl> and <F> and then <Ctrl> and <N> or you can edit existing information by pressing <Ctrl> and <F> and then <F7> and then <Shift F4> to search for the record you need. Use HHID and CHILDNUMBER to find the record you need.

#### Notes about the screens:

The bottom of the screen displays the available commands with the current record number at the right end of the line. Pressing <Ctrl> and <F> (for "Find") will display other commands used for searching and moving from record to record.

When you press <Ctrl> and <F>, the following keys that perform specific tasks will appear on the bottom line :

Del>ete	Deletes a character at the cursor location.
<F10>	Closes files and exits from the program.

Other function keys are described in the following sections and summarized at the end of this chapter.

#### *When Entering Data*

Fields will accept only the type of data shown above the prompt line.

Pressing <Enter> without any other entry signifies a missing value.

Errors on entry are signaled by a "beep" and can be corrected immediately.

Each blank is called a "field." Each copy of the questionnaire you complete is called a "Record." The records are stored in the file with the name ending in .REC, called either the data file or the REC file.

To exit from the data entry/edit program at any time, use the F10 function key. If you have not saved the current record, ENTER asks if you would like to save the data and then returns to the CNA main menu.

### ••• Moving from Record to Record

The current record number is always shown in the lower right corner of the screen. To move to the previous record, press the <F7> key. You will go to the next record in the file when you press <F8>.

If you have been "browsing" through the file with <F7> and <F8> and now wish to enter a new record, hold down the <Ctrl> (Control) key and press <N> for "New." (You may need to press <Esc> first if a message appears as you encounter either end of the file.) By pressing <Ctrl-N> you will clear the screen and move to an empty record, ready for data entry.

### ••• Editing Records

To edit a previously entered record, first find and retrieve it as described above. (See "Correcting Mistakes and adding data to previously entered questionnaires." Then change any of the items in the record, entering a new item with the aid of the arrow, "Delete," and "Insert" keys. Be sure to press <Enter> when leaving a field that has been changed. When you have made all the desired changes, go to the last field in the record and press <Enter> or press the <END> key. The question "Write data to disk (Y/N)?" will appear at the bottom of the screen. If you reply "Y", the record as it now appears will replace the old record in the file. If you type "N," the cursor will jump to the first field in the questionnaire. If you move to another record using <F7> or <F8> and do not save the edits you have made, they will be discarded and the edited record will revert to its previous form in the file.

### ••• Deleting or Undeleting Records

Pressing the <F6> key will mark the current record as deleted. An asterisk (\*) will appear next to the record number in the lower right corner of the screen. The data items in the record are still visible in the ENTER program, but tabulations done in the CNALYSIS program will skip this record. A record, once deleted, may be made active again (or undeleted) by pressing the <F6> key again. This key thus alternates (or toggles) between deleting and undeleting.

### ••• Printing the Questionnaire and the Data

To print a copy of the questionnaire or to list records from the file, press <F5>. ENTER asks if you want a copy of the questionnaire to be printed. If you do, enter "Y"; otherwise, enter "N". The questionnaire will be printed with all entry blanks indicated by underline characters, suitable for pencil-and-paper entry.

You are then asked for the starting and ending record numbers. Be sure that your printer is ready, and enter the numbers of the first and last records to be printed, or zero for both if you want only the questionnaire. Answer "Y" to Single Sheets (Y/N) only if you want the printing to stop after every page for insertion of a new sheet of paper in the printer. After a short pause, ENTER sends the data to the printer. Records are summarized in condensed form.

### ••• Summary of Special Function Keys in the ENTER program

The special function keys are listed at the bottom of the screen. Those used for finding records become visible when you press <Ctrl-F>.

<F1> Searches for a record with information matching the information found in all fields. The search starts from the beginning of the file and goes forward. Partial matches ("SMI\*" is a partial match of "SMITH") can be specified on non-numeric fields by using the asterisk or "wildcard" character.

- <F2> Finds a particular record number. Enter a number and the record with that number will be brought to the screen.
- <F3> Same as <F1>, except the search starts from the current file position and goes backward. Finds the previous occurrence of a record matching the search criteria.
- <F4> Same as <F1>, except the search starts from the current file position and goes forward. Finds the next occurrence of a record matching the search criteria.
- <F5> Allows you to print the questionnaire or the data stored in specified records. Prompts will appear at the bottom of the screen to guide you through the printing process.
- <F6> Marks the current record as deleted. Such records will be ignored in the CNALYSIS program. If the record has already been deleted, pressing this key will undelete (restore) the record to active status. Deleted records are indicated by an asterisk in the lower right corner of the screen beside the record number.
- <F7> Moves back to the record just before the one on the screen.
- <F8> Moves forward to the next record, if any.
- <F9> Displays codes, if any, that are set up for automatic coding in the current field. Choices may be made from the menu that appears by moving the bar cursor with the arrow keys and then pressing <Enter>. Typing a letter of the alphabet will move the cursor to the first choice beginning with that letter. A choice can also be typed after pressing <Esc> to remove the menu.
- <F10> Leaves the ENTER program and returns to the EPI menu or to DOS.
- <Ctrl-N> Clears all the fields in the current record and sets the record position to point to the next new record to be added to the data file. Use this command if you have finished editing records and wish to enter new records, or to leave the search (<Ctrl-F>) mode.
- <Ctrl-F> Prepares the screen to Find a record.

### ••• Use of the BROWSE Command

The BROWSE command in the CNALYSIS module of Epi Info can be used to look at the data in CNA:

The records are presented on the screen in spreadsheet format (see Figure 1). The bottom line of the screen presents some of the options for viewing the data. Pressing the <Home> key will take the user to the first record; pressing the <End> key to the last record. Pressing <F4> will present the data similar to the ENTER program (see Appendix 1 for more information on the ENTER program). To exit the BROWSE command, press the <F10> or <Esc> key.

Other keys that can be used in BROWSE are:

- <Page Up> Move up one page
- <Page Down> Move down one page

Note that in the BROWSE mode data cannot be edited or entered; the user can only look at the data.

## Use of and Interpretation of Results from the CNA Software

### PURPOSE

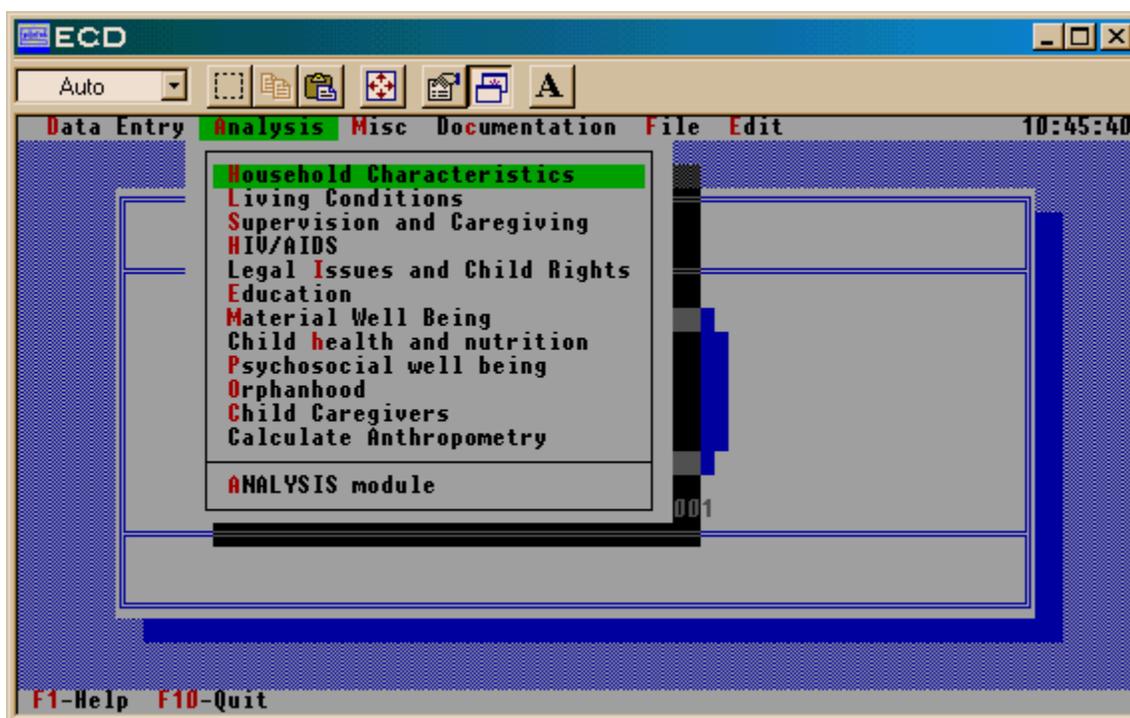
The CNA software is designed to assist users of the CNA manual with analyzing data from the Needs Assessment Questionnaire. The purpose of this document is to provide guidelines for the interpretation of results from the CNA software.

### RUNNING AN ANALYSIS

After you have entered the data, you can choose which analyses you want to have completed.

To do this, go to analysis on the main menu (using the left/right arrow keys ← →).

There are several options for you to choose from. You have to choose one at a time and each option will give you a different output



After you press enter, the screen will be black and then the results of the analysis will appear. You can use the "Page Down" key to view all of the results or you can save it to and print the analyses from Notepad. **This is a temporary file.** If you run the analyses again, this file will be erased and replaced with the new output. To save the output to a text file, press <F8> and use the left/right arrow keys (← →) to select "File" then select "Save as..." from the pull-down menu. You will be requested to provide a file name for the output. To view and print it, open Notepad.

To open Notepad, go to the "Start" button, click it once, go to "Programs", and from the Programs submenu select "Accessories". From this submenu select "Notepad".

## CNA INSTALLATION, DATA ENTRY AND ANALYSIS INSTRUCTIONS

To open your file in Notepad, go to “File” (at the top right of the screen) and click on “Open”. Then select the name of the file you saved OR go to C:\CNA and open the corresponding temporary (TEMP) file. Below is a list of Temp files that correspond to the various analyses.

Household characteristics	TEMP.txt
Living Conditions	TEMP2.txt
Supervision and Caregiving	TEMP3.txt
HIV/AIDS	TEMP4.txt
Legal issues and Child rights	TEMP5.txt
Education	TEMP6.txt
Material Well Being	TEMP7.txt
Child health and nutrition	TEMP8.txt
Psychosocial Well Being	TEMP10.txt
Orphanhood	TEMP9.txt
Child caregivers	TEMP11.txt
Growth	TEMP12.txt

### ••• How to run nutritional analyses

Before you can get growth outputs, you will need to run CNA3.REC through the nutritional analyses program.

On the main CNA screen go to “Analysis” and select “Calculate Anthropometry”

A new program called EpiNut will appear. Using the right arrow key, select “INDICES”, press <Enter>, and select “Add to a file.” Then press <Enter>.

Under “NAME,” type in “C:\CNA\CNA3.REC” and press <Enter>.

A new screen will appear. The cursor will be blinking in the first box next to “Age in months”. Press the down arrow key.

Now you will have a list to choose from. Use the down arrow key to select “**AGEC**.” Once this is highlighted press <Enter>.

Next use the tab key to move the cursor to the next box next to “SEX”. Use the down arrow key to select “**SEX2**” and press <Enter>.

Next use the tab key to move the cursor to the next box next to “WEIGHT”. Use the down arrow key to highlight “**WEIGHT**” and press <Enter>.

Next use the tab key to move the cursor to the next box next to “HEIGHT”. Use the down arrow key to select “**HEIGHT**” and press <Enter>.

Press <Enter> again.

The computer will run the analyses and tell you they are finished. Once this is complete, press <Esc> and then <F10>. You will be back at CNA's main screen.

Now you can produce outputs for growth data by going to “Analysis” and selecting “Growth.” The tables will appear on your screen and are temporary files like the other analyses.

## CNA analysis

If you are interested in doing analyses other than those listed under analysis on CNA's main screen, you can use the Analysis module of the software to create tables and other outputs.

To open the Analysis module go to “Analysis” on the main screen, press <Enter> and then scroll to the bottom and highlight “Analysis.” A screen just like EpiInfo’s Analysis screen will appear and you can use EpiInfo commands to conduct analyses.

The following are the files and descriptions of the data they contain. See Appendix IX – Data Dictionary for the variable names.

CNA.REC	Household-level information (Questionnaire pages 1 and 4-13)
CNA2.REC	Information on individuals in the household, their orphan, work and school-attending status. (Questionnaire pages 1 and 2)
CNA3.REC	Information on children less than 8 years old including psychosocial well being, health and growth related questions. (Child module – Questionnaire pages 14-18)

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## --- APPENDIX V ---

### Report Tables

This appendix is meant for preview of the report tables produced by the Child Needs Assessment analysis. Directly below is an example table and descriptions of the most important items provided in the tables.

TABLE [Table Number] – [Title]						
	Freq	Percent	Cum.			
[Code]		%	%			
[Code]		%	%			
[Code]		%	%			
[Code]		%	100.0%			
Total		100.0%				
Total	Sum	Mean	Variance	Std Dev	Std Err	
Minimum	25%ile	Median	75%ile	Maximum	Mode	

Notice that each table is numbered and titled. The titles will give you direction about the information to be gained within each table. “Freq” is the **frequency** or the number of times each of the codes occurred in your population. **Percent** is the percentage of the entire population surveyed with each code. “Cum.” is the **cumulative percentage** of all of the codes. The **Mean** is given when it is important to know the average of continuous responses, (e.g., ages, the number of hours a caregiver spends earning an income, the number of people in a household, etc.). You may assess the range of these responses by looking at the **Minimum** and **Maximum** values.

All of the codes are included in the tables below. If you find that a certain code does not appear in your table after you run the analysis program, it is because it did not occur in your population; the frequency is 0.

See the headings at the top of the following pages to find tables relating to a specific analysis.



Total	100.0%				
Total	Sum	Mean	Variance	Std Dev	Std Err
Minimum	25%ile	Median	75%ile	Maximum	Mode

Student's "t", testing whether mean differs from zero.  
 T statistic =      df =      p-value =

**TABLE 1D - Age of Adult household members**  
 Current selection: AGE>17

ADULTAGE	Freq	Percent	Cum.
0-17			
18-49 years			
50-69 years			
70+			100.0%
Total		100.0%	

**TABLE 1E - Mean number of Child HH members**

CHILDREN	Freq	Percent	Cum.
1.0			
2.0			
3.0			
::			
::			100.0%
Total		100.0%	

Total	Sum	Mean	Variance	Std Dev	Std Err
Minimum	25%ile	Median	75%ile	Maximum	Mode

Student's "t", testing whether mean differs from zero.  
 T statistic =      df =      p-value =

**TABLE 1F - Age of Child household members**

Current selection: AGE < 18

CHILDAGE	Freq	Percent	Cum.
13-17 years			
0-1 years			
2-5 years			
6-12 years		100.0%	
Total		100.0%	



**TABLE 2D - Households sources of Income - Self-employed business**

BUSINESS	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 2E - Households sources of Income - Farming**

FARMING	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 2F - Households sources of Income - Vending**

VENDING	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 2G - Households sources of Income - Other**

OTHER	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 2H - Households not receiving income from any source**

NOINCOME	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 2I - Households receiving income from gifts/charity/donations only**

ONLYGIFTS	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

REPORT TABLES: Household Characteristics

**TABLE 2J - All children 0-17 years in household that does not receive income from any source**

Current selection: AGE < 18

NOINCOME	Freq	Percent	Cum.
Receives			
Doesn't receive			100.0%
Total		100.0%	

**TABLE 2K - Children 0-7 years in household that does not receive income from any source**

Current selection: AGE < 8

NOINCOME	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 2L - All children 0-17 years in households receiving income from gifts/charity/donations only**

Current selection: age < 18

ONLYGIFTS	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 2M - Children 0-7 years receiving income from gifts/charity/donations only**

Current selection: age < 8

ONLYGIFTS	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	



REPORT TABLES: Household Characteristics

	Freq	Percent	Cum.
Yes			
no		100.0%	
Total		100.0%	

**TABLE 3E - Caregiver's main source of income**

MAIN_INCOM	Freq	Percent	Cum.
Casual Labor			
Farming			
Gifts/donations			
Salary			
Self-employed			
Vending			100.0%
Total		100.0%	

**TABLE 3F - Number of caregivers who reported they missed 1 day or more of work due to taking care of children**

Current selection: (HHQ37 =1) AND (MISSED\_EARN >0)

MISSED_EARN	Freq	Percent	Cum.
0			
1 or more days		100.0%	
Total		100.0%	

**TABLE 3G - Number of children 0-17 years whose caregivers reported they missed 1 day or more of work due to taking care of children**

Current selection: (age < 18) AND (hhq37 =1)

MISSED_EARN	Freq	Percent	Cum.
0			
1 or more days		100.0%	
Total		100.0%	

**TABLE 3H - Number of children 0-7 whose caregivers reported they missed 1 day or more of work due to taking care of children**

Current selection: (age < 8) AND (hhq37 =1)

MISSED_EARN	Freq	Percent	Cum.
0			
1 or more days		100.0%	
Total		100.0%	

**TABLE 3I - Number of caregivers who reported they missed 1 or more days caring for children or performing household duties in past 2 weeks because they were earning an income**

Current selection: (hhq37 =1) AND (RELATION = 13)

MISSED_CARE	Freq	Percent	Cum.
0			
1 or more days			100.0%
Total		100.0%	

**TABLE 3J - Number of children 0-17 years whose caregivers reported they missed 1 or more days caring for children or performing household duties in past 2 weeks because they were earning an income**

Current selection: age < 18

MISSED_CARE	Freq	Percent	Cum.
0			
1 or more days			100.0%
Total		100.0%	

**TABLE 3K - Number of children 0-7 years whose caregivers reported they missed 1 or more days caring for children or performing household duties in past 2 weeks because they were earning an income**

Current selection: (age < 8) AND (hhq37 =1)

MISSED_CARE	Freq	Percent	Cum.
Missed caring			
Did not miss caring			100.0%
Total		100.0%	

**TABLE 3L - Caregivers who reported they were worried about their responsibilities as guardians and what worries them most**

Current selection: hhq61 =1

STRESS1	Freq	Percent	Cum.
Money for child's school other stress			100.0%
Total		100.0%	

REPORT TABLES: Household Characteristics

Current selection: hhq61 =1

<b>STRESS2</b>	Freq	Percent	Cum.
Money for food other stress			100.0%
Total		100.0%	

Current selection: hhq61 =1

<b>STRESS3</b>	Freq	Percent	Cum.
Money for clothes other stress			100.0%
Total		100.0%	

Current selection: hhq61 =1

<b>STRESS4</b>	Freq	Percent	Cum.
Money for housing other stress			100.0%
Total		100.0%	

Current selection: hhq61 =1

<b>STRESS5</b>	Freq	Percent	Cum.
Other financial concerns other stress			100.0%
Total		100.0%	

Current selection: hhq61 =1

<b>STRESS6</b>	Freq	Percent	Cum.
Caring for sick child other stress			100.0%
Total		100.0%	

Current selection: hhq61 =1

<b>STRESS7</b>	Freq	Percent	Cum.
My own poor health, etc. other stress			100.0%
Total		100.0%	



REPORT TABLES: Living Conditions

Current selection: (CMQ3 < 5) AND (cmq1a < 8 or cmq1 < 0)

REASON4	Freq	Percent	Cum.
Other other reason			100.0%
Total		100.0%	

**TABLE 4C - Number of times in past month households consumed meat**

MEAT	Freq	Percent	Cum.
Don't eat meat			
Few times/wk			
Never			
Once			
Once a week			100.0%
Total		100.0%	

**TABLE 4D - Households that grow crops**

GROW_CROPS	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

\*\*\*\*\*  
 Living Conditions  
 \*\*\*\*\*

Tables 5A-8G provide information on the frequency of substandard housing, unsafe water source, inadequate sanitation, and poor food security. These tables provide information that can be used to determine whether these are issues that should be addressed in programs, and helps determine the scope of the problems.

◆◆◆◆◆  
 Housing  
 ◆◆◆◆◆

**TABLE 5A - Main materials of floor**

FLOOR	Freq	Percent	Cum.
Concrete			
Dirt			
Mud			
Tile			100.0%
Total		100.0%	

**TABLE 5B - Main materials of walls**

WALLS	Freq	Percent	Cum.
Brick			
Grass/Thatch			
Mud			
Tin			100.0%
Total		100.0%	

**TABLE 5C - Main materials of roof**

ROOF	Freq	Percent	Cum.
Flattened tins			
Grass thatched			
Iron/metal/asbestos			
Tile/shingles			
Wood			100.0%
Total		100.0%	

**TABLE 5D - Number of crowded households**

\*\*Crowded housing is defined as # people/# rooms < or = .5

CROWDED	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 5E - All Children 0-17 years living in crowded households**

Current selection: AGE < 18

CROWDED	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 5F - Children 0-7 years living in crowded households**

Current selection: AGE < 8

CROWDED	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	





**TABLE 7A - Household Means of Excreta Disposal**

TOILET	Freq	Percent	Cum.
Flush to sewage			
Bucket			
Improved pit latrine			
Open pit			
Pour flush latrine			
Traditional pit latrin			
Other sanitary			
Other unsanitary			
Don't know			100.0%
<b>Total</b>		<b>100.0%</b>	

**TABLE 7B - Households without adequate sanitation**

\*\*Inadequate sanitation is defined as open pit, bucket, no facilities other and don't know

SANITATION	Freq	Percent	Cum.
Adequate			
Inadequate			100.0%
<b>Total</b>		<b>100.0%</b>	

**TABLE 7C - All children 0-17 years without adequate sanitation**

Current selection: AGE < 18

SANITATION	Freq	Percent	Cum.
Adequate			
Inadequate			100.0%
<b>Total</b>		<b>100.0%</b>	

**TABLE 7D - All children 0-7 without adequate sanitation**

Current selection: age < 8

SANITATION	Freq	Percent	Cum.
Adequate			
Inadequate			100.0%
<b>Total</b>		<b>100.0%</b>	

◇◇◇◇◇◇◇◇◇◇  
 Food Security  
 ◇◇◇◇◇◇◇◇◇◇

**TABLE 8A - Households with adequate and inadequate food security**  
**\*\*Inadequate food security is defined as less than 2 meals per day**

FOOD_SECUR	Freq	Percent	Cum.
Adequate			
Inadequate			100.0%
Total		100.0%	

**TABLE 8B - All children 0-17 years with inadequate food security**

Current selection: age < 18

FOOD_SECUR	Freq	Percent	Cum.
Adequate			
Inadequate			100.0%
Total		100.0%	

**TABLE 8c - All children with adequate and inadequate food security**  
**\*\*Food security is defined as less than 2 meals per day**

Current selection: age < 8

FOOD_SECUR	Freq	Percent	Cum.
Adequate			
Inadequate			100.0%
Total		100.0%	

**TABLE 8D - Caregivers who reported what worries them most is money for food**

WORRY	Freq	Percent	Cum.
Money for food			
other WORRY			100.0%
Total		100.0%	

**TABLE 8E - Average number of meals most of the adult HH members ate per day in past month**

MEALS	Freq	Percent	Cum.
1 meal per day			
2 meals per day			
3 meals per day			
> 3 meals per day			100.0%
Total		100.0%	





REPORT TABLES: Supervision and Care

Adequate		
Inadequate		100.0%
-----+		
Total		100.0%

**TABLE 10B - Children 0-7 years whose caregiver earns income outside the household (of caregivers who earn an income)**

Current selection: (age < 8) AND (hhq37 = 1)

EARNING		Freq	Percent	Cum.
-----+				
At home				
Away from household				
Home and away				100.0%
-----+				
Total				100.0%

**TABLE 10C - Income earning caregivers who couldn't care for children at least 1 day in the past 2 weeks due to income activities**

Current selection: hhq37 = 1

CLDNOTCARE		Freq	Percent	Cum.
-----+				
Yes				
no				100.0%
-----+				
Total				100.0%

**TABLE 10D - Children 0-7 years whose caregivers couldn't care for children at least 1 day in the past 2 weeks due to income activities (of caregivers who earn an income)**

Current selection: AGE < 8

CLDNOTCARE		Freq	Percent	Cum.
-----+				
Yes				
no				100.0%
-----+				
Total				100.0%

◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇  
 Caregiver Demographics  
 ◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇

**TABLE 11A - Caregiver gender**

Current selection: relation = 13

GENDER		Freq	Percent	Cum.
-----+				
Male				

Female		100.0%
-----+-----		
Total		100.0%

**TABLE 11B - Caregiver age**

Current selection: relation = 13

CARE_AGE		Freq	Percent	Cum.
-----+-----				
0-17				
18-24				
25-49				
50+			100.0%	
-----+-----				
Total			100.0%	

**TABLE 11C - Caregiver marital status**

MARITAL		Freq	Percent	Cum.
-----+-----				
Married				
Never married				
Divorced				
Separated				
Widowed			100.0%	
-----+-----				
Total			100.0%	

**TABLE 11D - Caregiver education**

EDUCATION		Freq	Percent	Cum.
-----+-----				
0				
1				
2				
3				
::				
::			100.0%	
-----+-----				
Total			100.0%	

Total    Sum    Mean    Variance    Std Dev    Std Err

Minimum    25%ile    Median    75%ile    Maximum    Mode

Student's "t", testing whether mean differs from zero.

T statistic =            df =            p-value =

**TABLE 11E - Number of children 0-7 years who have female caregiver**

Current selection: AGE < 8

GENDER		Freq	Percent	Cum.
--------	--	------	---------	------

REPORT TABLES: Supervision and Care

Male	
Female	100.0%
Total	100.0%

**TABLE 11F - Number of children 0-7 years by caregiver age**

Current selection: AGE < 8

CARE_AGE	Freq	Percent	Cum.
0-17 years			
18-24 years			
25-49 years			
50+ years		100.0%	
Total		100.0%	

**TABLE 11G - Number of children 0-7 years by caregiver marital status**

Current selection: age < 8

MARITAL	Freq	Percent	Cum.
Married			
Never married			
Divorced			
Separated			
Widowed		100.0%	
Total		100.0%	

**TABLE 11H - Number of children 0-7 years by number of years of caregiver education**

Current selection: (age < 8)

TABLE 11D - Caregiver education

EDUCATION	Freq	Percent	Cum.
0			
1			
2			
3			
::			
::		100.0%	
Total		100.0%	

Total    Sum    Mean    Variance    Std Dev    Std Err

Minimum    25%ile    Median    75%ile    Maximum    Mode

Student's "t", testing whether mean differs from zero.

T statistic =      df =      p-value =

◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇  
 Caregiver income generation  
 ◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇

**TABLE 12A - Caregivers who earn an income**

EARN	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 12B - Mean number of hours per week caregivers earn an income**

Current selection: hhq37

HOURS	Freq	Percent	Cum.
1			
2			
3			
4			
5			
::			
::			100.0%
Total		100.0%	

Total	Sum	Mean	Variance	Std Dev	Std Err
Minimum	25%ile	Median	75%ile	Maximum	Mode

Student's "t", testing whether mean differs from zero.

T statistic =      df =      p-value =

**TABLE 12C - All children 0-17 years whose caregiver earns an income**

Current selection: AGE < 18

EARN	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 12D - All children 0-7 years whose caregiver earns an income**

Current selection: AGE <8

EARN	Freq	Percent	Cum.
------	------	---------	------

REPORT TABLES: Supervision and Care

	Freq	Percent	Cum.
Yes			
no		100.0%	
Total		100.0%	

**TABLE 12E - Caregiver's main source of income**

MAIN_INCOM	Freq	Percent	Cum.
Casual Labor			
Farming			
Gifts/donations			
Salary			
Self-employed			
Vending		100.0%	
Total		100.0%	

**TABLE 12F - Number of caregivers who reported they missed 1 day or more of work in past 2 weeks due to taking care of children**

Current selection: HHQ37 =1

MISSED_EARN	Freq	Percent	Cum.
Yes			
no		100.0%	
Total		100.0%	

**TABLE 12G - Number of children 0-7 whose caregivers couldn't earn income in past 2 weeks for at least one day due to caring for children**

Current selection: (hhq37 =1) AND (age < 8)

MISSED_EARN	Freq	Percent	Cum.
Yes			
no		100.0%	
Total		100.0%	

**TABLE 12H - Income earning caregivers who couldn't care for children at least 1 day in the past 2 weeks due to income activities**

Current selection: hhq37 = 1

CLDNOTCARE	Freq	Percent	Cum.
Yes			
no		100.0%	

Total		100.0%
-------	--	--------

**TABLE 12I - Number of children 0-7 whose caregivers couldn't perform household duties or duties taking care of children in past 2 weeks for at least one day due to caring for children**

Current selection: (hhq37 =1) AND (age < 8)

MISSED_CARE	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

◇◇◇◇◇◇◇◇◇◇  
 Caregiver Health  
 ◇◇◇◇◇◇◇◇◇◇

**TABLE 13A - Caregiver health status**

CG_HEALTH	Freq	Percent	Cum.
Very Good			
Good			
Fair			
Poor			100.0%
Total		100.0%	

**TABLE 13B - Number of children 0-7 years old by caregiver health status**

Current selection: age < 8

CG_HEALTH	Freq	Percent	Cum.
Very Good			
Good			
Fair			
Poor			100.0%
Total		100.0%	

**TABLE 13C - Of caregivers in fair or poor health, those who anticipate their health will stay the same or decline**

Current selection: HHQ47 > 2

EXPECT	Freq	Percent	Cum.
Improve			
Stay same/decline			100.0%
Total		100.0%	

**TABLE 13D - Number of children 0-7 years old by caregiver's future health expectation**

Current selection: age < 8

EXPECT	Freq	Percent	Cum.
Improve			
Stay same/decline			100.0%
Total		100.0%	

**TABLE 13E - Caregivers who report difficulty caring for children during the past year due to health problems**

DIFF_CARE	Freq	Percent	Cum.
Difficulty caring			
No difficulty			100.0%
Total		100.0%	

**TABLE 13F - Caregivers who report what worries them most is their own poor health, old age, physical limitations**

Current selection: hhq61 = 1

WORRY	Freq	Percent	Cum.
Poor health, old age, etc			
other worry			100.0%
Total		100.0%	

**TABLE 13G - Children 0-7 years old whose caregivers report difficulty caring for children during the past year due to health problems**

Current selection: AGE < 8

DIFF_CARE	Freq	Percent	Cum.
Difficulty caring			
No difficulty			100.0%
Total		100.0%	

**TABLE 13H - Of those who reported difficulty, caregivers who needed help caring for children in the past year due to health problems**

HELP	Freq	Percent	Cum.
Needed help			
No help needed			100.0%



REPORT TABLES: Supervision and Care

Paternal uncles/aunts	
Maternal uncles/aunts	
No one	
Other	
No one	
Orphanage	
Clan	
Maternal uncles/aunts	
Child's siblings	
Don't Know	100.0%
-----+	
Total	100.0%

**TABLE 14C - Number of children 0-7 years whose future caregiver lives in the household**

Current selection: age < 8

LIVE_IN	Freq	Percent	Cum.
Yes			
no			100.0%
-----+			
Total		100.0%	

**TABLE 14D - Number of children whose caregivers are in fair or poor health, and who have discussed future care of children with alternate caregiver**

Current selection: (age < 8) AND (HHQ47 > 2)

DISCUSS	Freq	Percent	Cum.
Yes			
no			100.0%
-----+			
Total		100.0%	

**TABLE 14E - Number of caregivers who report that potential future caregivers live in household**

LIVE_IN	Freq	Percent	Cum.
Yes			
no			100.0%
-----+			
Total		100.0%	

**TABLE 14F - Of caregivers in fair or poor health, percent who have discussed future care of children with alternate caregiver**

Current selection: HHQ47 > 2

DISCUSS	Freq	Percent	Cum.
-----+			

Yes			
no			100.0%
-----+			
Total		100.0%	

**TABLE 14G - Caregivers who are worried they have HIV/AIDS**

Current selection: HHQ47 > 2

CG_HIV		Freq	Percent	Cum.
-----+				
Yes				
no				100.0%
-----+				
Total			100.0%	

**TABLE 14H - Children 0-17 years whose caregivers are worried they (caregivers) have HIV/AIDS**

Current selection: AGE < 18

CG_HIV		Freq	Percent	Cum.
-----+				
Yes				
no				100.0%
-----+				
Total			100.0%	

**TABLE 14I - Children 0-7 years whose caregivers are worried they (caregivers) have HIV/AIDS**

Current selection: AGE < 8

CG_HIV		Freq	Percent	Cum.
-----+				
Yes				
no				100.0%
-----+				
Total			100.0%	

**TABLE 14J - Female caregivers who are pregnant**

Current selection: (SEX = 2) AND (relation = 13)

PREGNANT		Freq	Percent	Cum.
-----+				
Yes				
no				
Don't know				100.0%
-----+				
Total			100.0%	

**TABLE 14K - Female caregivers who are breastfeeding**

Current selection: (SEX = 2) AND (relation = 13)

BRST_FEED	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇  
Caregivers wills  
◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇

**TABLE 15A - Caregivers who have not made wills by age group**

Current selection: (RELATION = 13) AND (HHQ51 = 0)

AGE_GRP	Freq	Percent	Cum.
0-17 years			
18-24 years			
18-49 years			
50+ years			100.0%
Total		100.0%	

**TABLE 15B - Children whose caregivers have not made wills**

Current selection: AGE < 18

WILL	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 15C - Children whose caregivers have not made wills**

Current selection: AGE < 8

WILL	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 15D - Caregivers who have not made wills by marital status**

Current selection: HHQ51 = 0

MARITAL	Freq	Percent	Cum.
Married			
Never married			
Divorced			
Separated			
Widowed			100.0%
Total		100.0%	

**TABLE 15E - Caregivers who have not made wills by years of education**

Current selection: HHQ51 = 0

YEARS_ED	Freq	Percent	Cum.
0			
1			
2			
3			
::			
::			100.0%
Total		100.0%	

**TABLE 15F - Caregivers who have not made wills by health status**

Current selection: HHQ51 = 0

CG_HEALTH	Freq	Percent	Cum.
Very Good			
Good			
Fair			
Poor			100.0%
Total		100.0%	

◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇  
 Caregivers support  
 ◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇

**TABLE 16A - Caregivers who did not received outside support in past 6 months**

SUPPORT	Freq	Percent	Cum.
Did not receive			
Received			100.0%
Total		100.0%	

**TABLE 16B - Children 0-7 years whose caregivers did not receive outside support in past 6 months**

Current selection: AGE < 8

SUPPORT	Freq	Percent	Cum.
Did not receive			
Received			100.0%
Total		100.0%	

**TABLE 16C - Of those who received support in the past 6 months those who received support from EXTENDED FAMILY**

SUPP1	Freq	Percent	Cum.
Extended family other support			100.0%
Total		100.0%	

**TABLE 16D - Of those who received support in the past 6 months those who received support from FRIENDS/NEIGHBORS**

SUPP2	Freq	Percent	Cum.
Friends/neighbors other support			100.0%
Total		100.0%	

**TABLE 16E - Of those who received support in the past 6 months those who received support from CHURCH**

SUPP3	Freq	Percent	Cum.
Church other support			100.0%
Total		100.0%	

**TABLE 16F - Of those who received support in the past 6 months those who received support from COMMUNITY ORGANIZATIONS**

SUPP4	Freq	Percent	Cum.
Community Orgs other support			100.0%
Total		100.0%	



REPORT TABLES: Supervision and Care

RCV_HLP	Freq	Percent	Cum.
Did not receive			
Received		100.0%	
Total		100.0%	

**TABLE 17E - All children whose caregivers did not receive the help they needed (of those who said they needed help)**

Current selection: age < 18

RCV_HLP	Freq	Percent	Cum.
Yes			
no		100.0%	
Total		100.0%	

**TABLE 17F - Children 0-7 years whose caregivers did not receive the help they needed (of those who said they needed help)**

Current selection: age < 8

RCV_HLP	Freq	Percent	Cum.
Yes			
no		100.0%	
Total		100.0%	

**TABLE 17G - Activities with which caregivers did NOT receive help they needed (of those who said they needed help)**

NO_HELP1	Freq	Percent	Cum.
Childcare			
Other activity		100.0%	
Total		100.0%	

**TABLE 17H - Activities with which caregivers did NOT receive help they needed (of those who said they needed help)**

NO_HELP2	Freq	Percent	Cum.
Housework			
Other activity		100.0%	
Total		100.0%	

**TABLE 17I - Activities with which caregivers did NOT receive help they needed (of those who said they needed help)**

NO_HELP3	Freq	Percent	Cum.
Cooking, preparing meals			
Other activity			100.0%
<b>Total</b>		<b>100.0%</b>	

**TABLE 17J - Activities with which caregivers did NOT receive help they needed (of those who said they needed help)**

NO_HELP4	Freq	Percent	Cum.
Fetching water, firewood			
Other activity			100.0%
<b>Total</b>		<b>100.0%</b>	

**TABLE 17K - Activities with which caregivers did NOT receive help they needed (of those who said they needed help)**

NO_HELP5	Freq	Percent	Cum.
Garden/Farmwork			
Other activity			100.0%
<b>Total</b>		<b>100.0%</b>	

**TABLE 17L - Activities with which caregivers did NOT receive help they needed (of those who said they needed help)**

NO_HELP6	Freq	Percent	Cum.
Buying, selling things			
Other activity			100.0%
<b>Total</b>		<b>100.0%</b>	

**TABLE 17M - Activities with which caregivers did NOT receive help they needed (of those who said they needed help)**

NO_HELP7	Freq	Percent	Cum.
Selling, trading			
Other activity			100.0%
<b>Total</b>		<b>100.0%</b>	



other stress		100.0%
Total		100.0%

Current selection: hhq61 =1

STRESS2	Freq	Percent	Cum.
Money for food other stress			100.0%
Total		100.0%	

Current selection: hhq61 =1

STRESS3	Freq	Percent	Cum.
Money for clothes other stress			100.0%
Total		100.0%	

Current selection: hhq61 =1

STRESS4	Freq	Percent	Cum.
Money for housing other stress			100.0%
Total		100.0%	

Current selection: hhq61 =1

STRESS5	Freq	Percent	Cum.
Other financial concerns other stress			100.0%
Total		100.0%	

Current selection: hhq61 =1

STRESS6	Freq	Percent	Cum.
Caring for a child who other stress			100.0%
Total		100.0%	

Current selection: hhq61 =1

STRESS7	Freq	Percent	Cum.
My own poor health, old other stress			100.0%
Total		100.0%	



	Freq	Percent	Cum.
Total		100.0%	

**TABLE 18E - Children 0-7 years whose Caregivers are worried that someone in their household might have HIV/AIDS**

Current selection: age < 8

HH_AIDS	Freq	Percent	Cum.
Don't know			
Yes			
no			
refused			100.0%
Total		100.0%	

**TABLE 18F - Caregivers who are worried that a CHILD in their household has HIV/AIDS (of those caregivers worried someone in their household has HIV/AIDS)**

Current selection: HHQ60 = 1

CHILD	Freq	Percent	Cum.
Refused			
Yes			
No			100.0%
Total		100.0%	

**TABLE 18G - Caregivers who are worried that an ADULT in their household has HIV/AIDS (of those caregivers worried someone in their household has HIV/AIDS)**

Current selection: HHQ60 = 1

ADULT	Freq	Percent	Cum.
Refused			
Yes			
No			100.0%
Total		100.0%	

**TABLE 18H - Caregivers who are worried that they THEMSELVES have HIV/AIDS (of those caregivers worried someone in their household has HIV/AIDS)**

Current selection: HHQ60 = 1

SELF	Freq	Percent	Cum.
Refused			
Yes			
No			100.0%



**TABLE 19D - Male children 0-7 years whose birth is not registered**

\*\*Compare the percentage of male and female children whose birth is not registered to know if boys' or girls' births tend to be registered less often

Current selection: (age < 8) AND (gender = "Male")

BIRTH	Freq	Percent	Cum.
Don't know			
Not registered			
Registered			100.0%
Total		100.0%	

**TABLE 19E - Female children 0-7 years whose birth is not registered**

Current selection: (AGE < 8) AND (GENDER = "Female")

BIRTH	Freq	Percent	Cum.
Don't know			
Not registered			
Registered			100.0%
Total		100.0%	

◇◇◇◇◇◇◇◇  
**CHILD LABOR**  
 ◇◇◇◇◇◇◇◇

Note: Children who have done any paid or unpaid work for someone who is not a member of the household or who did more than 4 hours of housekeeping chores in the household or other family work are considered to be currently working.

**TABLE 20A - Households with children 5-17 years who are currently working**

CHILD_WORK	Freq	Percent	Cum.
Not working			
Working			100.0%
Total		100.0%	

**TABLE 20B - Children 5-17 who work OUTSIDE the household**

Current selection: AGE > 4 AND < 18

CH_WORK1	Freq	Percent	Cum.
Not working outside home			
Working outside home			100.0%

REPORT TABLES: Legal Issues and Child Rights

	Freq	Percent	Cum.
Total		100.0%	

**TABLE 20C - Children 5-17 who work INSIDE the household**

\*\*Children working inside household for 4 or more hours per day are considered working inside household

Current selection: AGE > 4 AND < 18

CH_WORK2	Freq	Percent	Cum.
Not working inside hom			
Working inside home		100.0%	
Total		100.0%	

**TABLE 20D - Male children 5-17 years of age who work outside the household**

\*\*Compare the percentages of male and female children who work to know if boys or girls tend to work outside the household more often

Current selection: ((GENDER = "Male") AND (age > 4)) AND (age < 18)

CH_WORK1	Freq	Percent	Cum.
Not working outside home			
Working outside home		100.0%	
Total		100.0%	

**TABLE 20E - Female children 5-17 years of age who work outside the household**

Current selection: ((GENDER = "Female") AND (age > 4)) AND (age < 18)

CH_WORK1	Freq	Percent	Cum.
Not working outside home			
Working outside home		100.0%	
Total		100.0%	

**TABLE 20F - Of those children 5-17 years who work outside the household those children who are paid or not paid for the work they do: MALES**

\*\*Compare the mean number of hours worked by male and female children to know if boys or girls tend to work more hours in a week

Current selection: ((work = 1 or work = 2) AND (GENDER = "Male")) AND (age > 4)

PAID_WORK	Freq	Percent	Cum.
Yes			
no		100.0%	
Total		100.0%	

**TABLE 20G - Of those children 5-17 years who work outside the household those children who are not paid for the work they do: FEMALES**

Current selection: ((work = 1 or work = 2) AND (GENDER = "Female")) AND (age >

PAID_WORK	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 20H - Mean number of hours worked by MALE children 5-17 years outside the household**

Current selection: ((AGE > 4) AND (age < 18)) AND (GENDER = "Male")

HOURSWORK	Freq	Percent	Cum.
1			
2			
3			
4			
5			
::			
::		100.0%	
Total		100.0%	

Total    Sum    Mean    Variance    Std Dev    Std Err

Minimum    25%ile    Median    75%ile    Maximum    Mode

Student's "t", testing whether mean differs from zero.

T statistic =        df =        p-value =

**TABLE 20I - Mean number of hours worked by FEMALE children 5-17 years outside the household**

Current selection: ((age > 4) AND (age < 18)) AND (gender = "Female")

HOURSWORK	Freq	Percent	Cum.
1			
2			
3			
4			
5			
::			
::		100.0%	
Total		100.0%	

Total    Sum    Mean    Variance    Std Dev    Std Err



**TABLE 21C - Children whose caregivers who have not made wills**

Current selection: AGE < 8

WILL	Freq	Percent	Cum.
Made will			
No will			100.0%
Total		100.0%	

**TABLE 21D - Caregivers who have not made wills by marital status**

Current selection: HHQ51 = 0

MARITAL	Freq	Percent	Cum.
Married			
Never married			
Divorced			
Separated			
Widowed			100.0%
Total		100.0%	

**TABLE 21E - Caregivers who have not made wills by years of education**

Current selection: HHQ51 = 0

YEARS_ED	Freq	Percent	Cum.
0			
1			
2			
3			
::			
::			100.0%
Total		100.0%	

**TABLE 21F - Caregivers who have not made wills by health status**

Current selection: HHQ51 = 0

CG_HEALTH	Freq	Percent	Cum.
Very Good			
Good			
Fair			
Poor			100.0%
Total		100.0%	

**TABLE 22A - Of caregivers who have made a will, those whose will does not name caregiver's choice for future guardian of their children**

Current selection: hhq51 = 1

FUTURE_CG	Freq	Percent	Cum.
Names			
Does not name			100.0%
Total		100.0%	

**TABLE 23A - Caregivers who think a woman has a right to her husband's property if there is no will**

NO_WILL1	Freq	Percent	Cum.
Don't know			
Woman does not have right			
Woman has right			100.0%
Total		100.0%	

**TABLE 23B - Caregivers who think a woman has a right to her husband's property if there is a will**

WILL1	Freq	Percent	Cum.
Don't know			
Woman does not have right			
Woman has right			100.0%
Total		100.0%	

**TABLE 23C - Caregivers who think a child has a right to their parents' property if there is no will**

NO_WILL2	Freq	Percent	Cum.
Child does not have right			
Child has right			
Don't know			100.0%
Total		100.0%	

**TABLE 23D - Caregivers who think a child has a right to their parents' property if there is a will**

WILL2	Freq	Percent	Cum.
Child does not have right			
Child has right			

Don't know		100.0%
-----+		
Total		100.0%

**TABLE 23E - Caregivers who think there are ever cases of property stealing in the community**

STEAL	Freq	Percent	Cum.
-----+			
Yes			
no			
Don't know		100.0%	
-----+			
Total		100.0%	

**TABLE 23F - Of caregivers who think there are cases of property stealing, person/people most likely to steal property from surviving family members**

Current selection: HHQ56

STEAL1	Freq	Percent	Cum.
-----+			
Husband's relatives			
other people		100.0%	
-----+			
Total		100.0%	

Current selection: HHQ56

STEAL2	Freq	Percent	Cum.
-----+			
Wife's relatives			
other people		100.0%	
-----+			
Total		100.0%	

Current selection: HHQ56

STEAL3	Freq	Percent	Cum.
-----+			
Child's siblings			
other people		100.0%	
-----+			
Total		100.0%	

Current selection: HHQ56

STEAL4	Freq	Percent	Cum.
-----+			
Step-siblings			
other people		100.0%	
-----+			
Total		100.0%	

Current selection: HHQ56

REPORT TABLES: Legal Issues and Child Rights

<b>STEAL5</b>	Freq	Percent	Cum.
Other other people			100.0%
Total		100.0%	

Current selection: HHQ56

<b>STEAL6</b>	Freq	Percent	Cum.
Executors, caretakers other people			100.0%
Total		100.0%	

Current selection: HHQ56

<b>STEAL7</b>	Freq	Percent	Cum.
Clan, community other people			100.0%
Total		100.0%	

**TABLE 24A - Widowed caregivers who had property taken after spouse's death**

Current selection: (HHQ56 = 1) AND (HHQ1601 = 5)

<b>STOLEN</b>	Freq	Percent	Cum.
Yes no			100.0%
Total		100.0%	

**TABLE 24B - All children 0-17 years of widowed caregivers who had property taken after spouse's death**

Current selection: (HHQ1601 = 5) AND (AGE < 18)

<b>STOLEN</b>	Freq	Percent	Cum.
Yes no			100.0%
Total		100.0%	

**TABLE 24C - Children 0-7 years of widowed caregivers who had property taken after spouse's death**

Current selection: (HHQ1601 = 5) AND (AGE < 8)

<b>STOLEN</b>	Freq	Percent	Cum.
---------------	------	---------	------

Yes			
no			100.0%
-----+			
Total			100.0%

**TABLE 24D - Type of property taken from widowed caregivers after spouse's death**

<b>STOLEN1</b>		Freq	Percent	Cum.
-----+				
Land other property				100.0%
-----+				
Total			100.0%	

<b>STOLEN2</b>		Freq	Percent	Cum.
-----+				
Housing other property				100.0%
-----+				
Total			100.0%	

<b>STOLEN3</b>		Freq	Percent	Cum.
-----+				
Money other property				100.0%
-----+				
Total			100.0%	

<b>STOLEN4</b>		Freq	Percent	Cum.
-----+				
Material property other property				100.0%
-----+				
Total			100.0%	

<b>STOLEN5</b>		Freq	Percent	Cum.
-----+				
Other other property				100.0%
-----+				
Total			100.0%	

**TABLE 24E - People who took caregiver's property after spouse died**

Current selection: hhq1601 = 5

<b>WHO1</b>		Freq	Percent	Cum.
-----+				
Husband's family other person				100.0%
-----+				
Total			100.0%	

Current selection: hhq1601 = 5

REPORT TABLES: Legal Issues and Child Rights

<b>WHO2</b>	Freq	Percent	Cum.
Wife's family other person			100.0%
Total		100.0%	

Current selection: hhq1601 = 5

<b>WHO3</b>	Freq	Percent	Cum.
My family other person			100.0%
Total		100.0%	

Current selection: hhq1601 = 5

<b>WHO4</b>	Freq	Percent	Cum.
Clan/community other person			100.0%
Total		100.0%	

Current selection: hhq1601 = 5

<b>WHO5</b>	Freq	Percent	Cum.
Other other person			100.0%
Total		100.0%	

Current selection: hhq1601 = 5

<b>WHO6</b>	Freq	Percent	Cum.
Don't know other person			100.0%
Total		100.0%	

**TABLE 24F - Widowed caregivers whose spouse made a will before death**

Current selection: hhq1601 = 5

<b>MADE_WILL</b>	Freq	Percent	Cum.
Yes no Don't know			100.0%
Total		100.0%	

**TABLE 24G - Of those whose spouse made a will before death, caregivers who were named as a beneficiary of the will**

Current selection: HHQ63 = 1

BENEFIC	Freq	Percent	Cum.
Yes			
no			
Don't know			100.0%
Total		100.0%	

**TABLE 24H - Of those whose spouse made a will before death, caregivers whose children were named as beneficiary of the will**

Current selection: hhq63 = 1

BENEFIC_C	Freq	Percent	Cum.
Yes			
no			
Don't know			100.0%
Total		100.0%	

**TABLE 25A - Caregivers less than 18 years who had property taken after parents died**

STOLENC	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 25B - Children 0-7 years of caregivers less than 18 years who had property taken after parents died**

Current selection: age < 8

STOLENC	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 25C - Number of caregivers less than 18 reporting type of property taken from them after parents died**

STOL1C	Freq	Percent	Cum.
--------	------	---------	------

REPORT TABLES: Legal Issues and Child Rights

Land other property			100.0%
Total		100.0%	

<b>STOL2C</b>	Freq	Percent	Cum.
Housing other property			100.0%
Total		100.0%	

<b>STOL3C</b>	Freq	Percent	Cum.
Money other property			100.0%
Total		100.0%	

<b>STOL4C</b>	Freq	Percent	Cum.
Material property other property			100.0%
Total		100.0%	

<b>STOL5C</b>	Freq	Percent	Cum.
Other other property			100.0%
Total		100.0%	

**TABLE 25D - People who took property from caregivers less than 18 after parents died**

Current selection: < 18

<b>STEAL1</b>	Freq	Percent	Cum.
Paternal uncles/aunts other person			100.0%
Total		100.0%	

Current selection: < 18

<b>STEAL2</b>	Freq	Percent	Cum.
Maternal uncles/aunts other person			100.0%
Total		100.0%	

Current selection: < 18

<b>STEAL3</b>	Freq	Percent	Cum.
Siblings			

other person		100.0%
-----+		
Total		100.0%

Current selection: < 18

STEAL4	Freq	Percent	Cum.
-----+			
Step-siblings other person			100.0%
-----+			
Total		100.0%	

Current selection: < 18

STEAL5	Freq	Percent	Cum.
-----+			
Guardian other person			100.0%
-----+			
Total		100.0%	

Current selection: < 18

STEAL6	Freq	Percent	Cum.
-----+			
Executors/caretakers other person			100.0%
-----+			
Total		100.0%	

Current selection: < 18

STEAL7	Freq	Percent	Cum.
-----+			
Don't know other person			100.0%
-----+			
Total		100.0%	

**TABLE 25E - Caregivers whose parents made a will before death**

	Freq	Percent	Cum.
-----+			
Yes no Don't know			100.0%
-----+			
Total		100.0%	

**TABLE 25F - Of those caregivers whose parents made a will before death, caregivers who were named as a beneficiary of the will**

Current selection: HHQ65 = 1

	Freq	Percent	Cum.
--	------	---------	------

REPORT TABLES: Education

Yes	
no	
Don't know	100.0%
Total	100.0%

\*\*\*\*\*  
**EDUCATION**  
 \*\*\*\*\*

Tables on education give information about school and pre-school attendance. School attendance of the older children in the family may be a good predictor of whether the younger children will be able to attend school. Examining reasons for non-attendance will allow programs to develop ways of increasing school attendance.

Prevalence of barriers to pre-school attendance for children 0-5 years

**TABLE 26A - All children 0-5 years not attending pre-school**

Current selection: cmq1a < 6 or cmq1 > 0

PRE_SCHL	Freq	Percent	Cum.
Attending			
Not attending		100.0%	
Total		100.0%	

**TABLE 26B - ORPHANHOOD - Children 0-5 years who are not attending pre-school by orphan status: ORPHAN**

\*\*Compare the percentages of orphaned and non-orphaned children not attending pre-school to know whether orphaned children tend to attend pre-school less often

Current selection: (age < 6) AND (ORPHAN = "Orphan")

PRE_SCHL	Freq	Percent	Cum.
Attending			
Not attending		100.0%	
Total		100.0%	

**TABLE 26C - ORPHANHOOD - Children 0-5 years who are not attending pre-school by orphan status: NON-ORPHAN**

Current selection: (ORPHAN = "Non-orphan") AND (age < 6)

PRE_SCHL	Freq	Percent	Cum.

Attending	Freq	Percent	Cum.
Attending			
Not attending		100.0%	
Total		100.0%	

**TABLE 26D - GENDER - MALE children 0-5 years who are not attending pre-school**

\*\*Compare the percentage of male and female children not attending pre-school to know whether boys or girls tend to attend pre-school less often

Current selection: (GENDER = "Male") AND (age < 6)

PRE_SCHL	Freq	Percent	Cum.
Attending			
Not attending		100.0%	
Total		100.0%	

**TABLE 26E - GENDER - FEMALE children 0-5 years who are not attending pre-school**

Current selection: (GENDER = "Female") AND (age < 6)

PRE_SCHL	Freq	Percent	Cum.
Attending			
Not attending		100.0%	
Total		100.0%	

**TABLE 26F - Children 0-5 years who are not attending pre-school and living with 4 OR MORE OTHER CHILDREN**

\*\*Compare the percentages of children with fewer than 4 other children living in the household and those with 4 or more who are not attending pre-school to know whether if those in larger or smaller households tend to attend pre-school less often

Current selection: (NUM\_CHILD = "4 or more other children") AND (Age < 6)

PRE_SCHL	Freq	Percent	Cum.
Attending			
Not attending		100.0%	
Total		100.0%	

**TABLE 26G - Children 0-5 years who are not attending pre-school and living with FEWER THAN 4 OTHER CHILDREN**

\*\*Compare the percentages of children with fewer than 4 other children living in the household and those with 4 or more who are not attending pre-school to know whether if those in larger or smaller households tend to attend pre-school less often

REPORT TABLES: Education

Current selection: (NUM\_CHILD = "fewer than 4 other children") AND (AGE < 6)

PRE_SCHL	Freq	Percent	Cum.
Attending			
Not attending			100.0%
Total		100.0%	

**TABLE 26H - Children 0-5 years whose birth HAS BEEN REGISTERED and are not attending pre-school**

\*\*Compare the percentages of children whose birth has been registered with those whose birth has not been registered to know whether children with non-registered births tend to attend pre-school less often

Current selection: (REGIST = "Registered") AND (AGE < 6)

PRE_SCHL	Freq	Percent	Cum.
Attending			
Not attending			100.0%
Total		100.0%	

**TABLE 26I - Children 0-5 years whose birth HAS NOT BEEN REGISTERED and are not attending pre-school**

Current selection: (REGIST = "Not registered") AND (AGE < 6)

PRE_SCHL	Freq	Percent	Cum.
Attending			
Not attending			100.0%
Total		100.0%	

**TABLE 26J - Pre-school attendance among children 0-5 years who live in households without cash income**

Current selection: (age < 6) AND (INCOME = "No cash income")

PRE_SCHL	Freq	Percent	Cum.
Attending			
Not attending			100.0%
Total		100.0%	

**TABLE 26K - Pre-school attendance among children 0-5 years whose caregivers are in Very good or good health**

Current selection: (age < 6) AND (CG\_HEALTH = "Very good or good")

PRE_SCHL	Freq	Percent	Cum.
Attending			
Not attending			100.0%
<b>Total</b>		<b>100.0%</b>	

**TABLE 26L - Pre-school attendance among children 0-5 years whose caregivers are in Fair or Poor Health**

Current selection: CG\_HEALTH = "Fair or poor"

PRE_SCHL	Freq	Percent	Cum.
Attending			
Not attending			100.0%
<b>Total</b>		<b>100.0%</b>	

**TABLE 26M - Pre-school attendance among children 0-5 years whose caregiver EARNs an income**

\*\*Compare the percentages pre-school attendance of income earning and non-income earning caregivers

Current selection: (age < 6) AND (EARNING = "Earning")

PRE_SCHL	Freq	Percent	Cum.
Attending			
Not attending			100.0%
<b>Total</b>		<b>100.0%</b>	

**TABLE 26N - Children 0-5 years whose caregiver DOES NOT EARN an income**

Current selection: EARNING = "Not earning"

PRE_SCHL	Freq	Percent	Cum.
Attending			
Not attending			100.0%
<b>Total</b>		<b>100.0%</b>	

Prevalence of barriers to school attendance for children 6-17 years

**TABLE 27A - All children 6-17 years who are not attending school**

Current selection: AGE < 18 AND >5

GO2SCHOOL	Freq	Percent	Cum.
-----------	------	---------	------

REPORT TABLES: Education

-----+-----	
Attending	
Not attending	100.0%
-----+-----	
Total	100.0%

**TABLE 27B - ORPHANHOOD - Children 6-17 years who are not attending school by orphan status: ORPHAN**

\*\*Compare the percentages of orphaned and non-orphaned children not attending school to know whether orphaned children tend to attend school less often.

Current selection: ORPHAN = "Orphan"

GO2SCHOOL	Freq	Percent	Cum.
-----+-----			
Attending			
Not attending		100.0%	
-----+-----			
Total		100.0%	

**TABLE 27C - ORPHANHOOD - Children 6-17 years who are not attending school by orphan status: NON-ORPHAN**

Current selection: ORPHAN = "Non-orphan"

GO2SCHOOL	Freq	Percent	Cum.
-----+-----			
Attending			
Not attending		100.0%	
-----+-----			
Total		100.0%	

**TABLE 27D - GENDER - MALE children 6-17 years who are not attending school**

\*\*Compare the percentage of male and female children not attending school to know whether boys or girls tend to attend school less often

Current selection: GENDER = "Male"

GO2SCHOOL	Freq	Percent	Cum.
-----+-----			
Attending			
Not attending		100.0%	
-----+-----			
Total		100.0%	

**TABLE 27E - GENDER - FEMALE children 6-17 years who are not attending school**

Current selection: GENDER = "Female"

GO2SCHOOL	Freq	Percent	Cum.
-----+-----			

Attending		
Not attending		100.0%
-----+-----		
Total		100.0%

**TABLE 27F - Children 6-17 years living with 4 OR MORE CHILDREN who are not attending school**

\*\*Compare the percentage of children with fewer than 4 other children living in the household and those with 4 or more who are not attending school to know whether if those in larger or smaller households tend to attend school less often

Current selection: NUM\_CHILD = "fewer than 4 other children"

GO2SCHOOL		Freq	Percent	Cum.
-----+-----				
Attending				
Not attending			100.0%	
-----+-----				
Total			100.0%	

**TABLE 27G - Children 6-17 years living with FEWER THAN 4 OTHER CHILDREN and who are not attending school**

Current selection: NUM\_CHILD = "fewer than 4 other children"

GO2SCHOOL		Freq	Percent	Cum.
-----+-----				
Attending				
Not attending			100.0%	
-----+-----				
Total			100.0%	

**TABLE 27H - Children 6-17 years whose birth HAS BEEN REGISTERED and are not attending school**

\*\*Compare the percentage of children whose birth has been registered with those whose birth has not been registered to know whether children with non-registered births tend to attend school less often

Current selection: REGIST = "Registered"

GO2SCHOOL		Freq	Percent	Cum.
-----+-----				
Attending				
Not attending			100.0%	
-----+-----				
Total			100.0%	

**TABLE 27I - Children 6-17 years whose birth HAS NOT BEEN REGISTERED and are not attending school**

Current selection: REGIST = "Not registered" or REGIST = "Don't know"

GO2SCHOOL		Freq	Percent	Cum.
-----------	--	------	---------	------

REPORT TABLES: Education

-----+-----	
Attending	
Not attending	100.0%
-----+-----	
Total	100.0%

**TABLE 27J - School attendance of children 6-17 years who live in households WITH CASH INCOME**

\*\*Compare households with and without cash income to determine whether those children from households without cash income tend to attend school less often

Current selection: INCOME = "Receive cash income"

GO2SCHOOL	Freq	Percent	Cum.
-----+-----			
Attending			
Not attending			100.0%
-----+-----			
Total		100.0%	

**TABLE 27K - School attendance of children 6-17 years who live in households WITHOUT CASH INCOME**

Current selection: ((AGE > 5) AND (AGE < 18)) AND (INCOME = "No cash income")

GO2SCHOOL	Freq	Percent	Cum.
-----+-----			
Attending			
Not attending			100.0%
-----+-----			
Total		100.0%	

**TABLE 27L - Children 6-17 years whose caregivers are in VERY GOOD OR GOOD health**

\*\*Compare those children whose caregivers are in very good or good health to those whose caregivers are in fair or poor health to know whether those with caregivers in good or bad health tend to attend school more often

Current selection: (age > 5 and < 18) AND (CG\_HEALTH = "Very good or good")

GO2SCHOOL	Freq	Percent	Cum.
-----+-----			
Attending			
Not attending			100.0%
-----+-----			
Total		100.0%	

**TABLE 27M - Children 6-17 years whose caregivers are in FAIR OR POOR health**

Current selection: (age > 5 and < 18) AND (CG\_HEALTH = "Fair or poor")

GO2SCHOOL	Freq	Percent	Cum.
-----------	------	---------	------

Attending	
Not attending	100.0%
Total	100.0%

**TABLE 27N - School attendance of children 6-17 years whose caregiver EARNS AN INCOME**

\*\*Compare those children whose caregiver earns an income to those whose caregiver does not earn an income to know whether children with income-earning caregivers or non-income-earning caregivers tend to attend school more often

Current selection: (age > 5 and < 18) AND (EARNING = "Earning")

GO2SCHOOL	Freq	Percent	Cum.
Attending			
Not attending		100.0%	
Total		100.0%	

**TABLE 27O - School attendance of children 6-17 years whose caregiver DOES NOT EARN AN INCOME**

Current selection: (age > 5 and < 18) AND (EARNING = "Not earning")

GO2SCHOOL	Freq	Percent	Cum.
Attending			
Not attending		100.0%	
Total		100.0%	

**TABLE 27P - Reasons children 6-17 years are not attending school**  
**Current selection: (age > 5 and < 18) AND (GO2SCHOOL = "Not attending")**

NO_SCH	Freq	Percent	Cum.
School fees			
Ill/handicapped			
Chores			
Too far			
Too young			
Other			
Total		100.0%	

**TABLE 28A - All children 6-17 years attending school and status of school fees**

Current selection: (AGE < 18 AND >5) AND (GO2SCHOOL = "Attending")

SCH_FEES	Freq	Percent	Cum.
----------	------	---------	------

REPORT TABLES: Education

Don't know		
Paid		
Unpaid		100.0%
-----+-----		
Total		100.0%

**TABLE 28B - ORPHANHOOD - Children 6-17 years who are attending school but school fees are not paid up to date: ORPHAN**

\*\*Compare orphaned children to non-orphaned children to know whether school attending orphans or non-orphans tend to have school fees paid to date more often

Current selection: (AGE < 18 AND >5) AND (GO2SCHOOL = "Attending") AND (ORPHAN =

SCH_FEES		Freq	Percent	Cum.
Don't know				
Paid				
Unpaid			100.0%	
-----+-----				
Total			100.0%	

**TABLE 28C - ORPHANHOOD - Children 6-17 years who are attending school but school fees are not paid up to date: NON-ORPHAN**

Current selection: (AGE < 18 AND >5) AND (GO2SCHOOL = "Attending") AND (ORPHAN =

SCH_FEES		Freq	Percent	Cum.
Don't know				
Paid				
Unpaid			100.0%	
-----+-----				
Total			100.0%	

**TABLE 28D - GENDER - MALE children 6-17 years who are attending school but school fees are not paid**

\*\*Compare the percentage of male and female children who are attending school but whose fees are not paid to know whether boys or girls tend to have school fees paid up to date less often

Current selection: (((GENDER = "Male") AND (GO2SCHOOL = "Attending"))) AND (age

SCH_FEES		Freq	Percent	Cum.
Don't know				
Paid				
Unpaid			100.0%	
-----+-----				
Total			100.0%	

**TABLE 28E - GENDER - FEMALE children 6-17 years who are attending school but school fees are not paid**

Current selection: (((GENDER = "Female") AND (age > 5)) AND (AGE < 18)) AND (GO

SCH_FEES	Freq	Percent	Cum.
Don't know			
Paid			
Unpaid			100.0%
Total		100.0%	

**TABLE 28F - Children 6-17 years who are attending school and living with 4 OR MORE OTHER CHILDREN by school fees status**

\*\*Compare the percentage of children who attend school and live in households with fewer than 4 or more than 4 children and have school fees paid up to date to know whether school-attending children from larger or smaller families tend to have their school fees paid up to date less often

Current selection: (NUM\_CHILD = "4 or more other children") AND (GO2SCHOOL

SCH_FEES	Freq	Percent	Cum.
Don't know			
Paid			
Unpaid			100.0%
Total		100.0%	

**TABLE 28G - Children 6-17 years who are attending school and living with FEWER THAN 4 OTHER CHILDREN by school fees status**

Current selection: (NUM\_CHILD = "fewer than 4 other children") AND (GO2SCHOOL =

SCH_FEES	Freq	Percent	Cum.
Don't know			
Paid			
Unpaid			100.0%
Total		100.0%	

**TABLE 28H - Children 6-17 years who attend school and are from households that receive cash income by school fees status**

\*\*Compare the percentage of children who attend school and are from households that receive or do not receive cash income to know whether children from cash income-earning or non-cash income-earning households tend to have school fees paid less often

Current selection: (((INCOME = "Receive cash income") AND (age > 5)) AND (AGE <

SCH_FEES	Freq	Percent	Cum.
Don't know			
Paid			
Unpaid			100.0%

REPORT TABLES: Education

Total	100.0%
-------	--------

**TABLE 28I - Children 6-17 years who attend school and are from households that DO NOT RECEIVED CASH INCOME by school fees status**

Current selection: (((INCOME = "No cash income") AND (age > 5)) AND (AGE < 18))

SCH_FEES	Freq	Percent	Cum.
Don't know			
Paid			
Unpaid		100.0%	
Total		100.0%	

**TABLE 28J - Children 6-17 who attend school and whose caregiver's health is fair or poor by school fees status**

\*\*Compare the percentage of children who attend school and whose caregiver is in Very good or good or Fair or poor health to know whether children whose caregiver is in good or bad health tend to have school fees paid less often

Current selection: (((age > 5) AND (< 18)) AND (GO2SCHOOL = "Attending")) AND (

SCH_FEES	Freq	Percent	Cum.
Don't know			
Paid			
Unpaid		100.0%	
Total		100.0%	

**TABLE 28K - Children 6-17 who attend school and whose caregiver's health is fair or poor by school fees status**

Current selection: (((age > 5) AND (< 18)) AND (GO2SCHOOL = "Attending")) AND (

SCH_FEES	Freq	Percent	Cum.
Don't know			
Paid			
Unpaid		100.0%	
Total		100.0%	

**TABLE 28L - Obstacles which may prevent caregivers from sending children 6-17 years to primary school**

Current selection: CMQ1A > 5 and < 18

OBSTACLES	Freq	Percent	Cum.
Don't know			
Paid			





Very Good		
Good		
Fair		
Poor		100.0%
-----+-----		
Total		100.0%

**TABLE 30C - Children's health status by age group as reported by primary caregiver: Children 3-5 YEARS**

Current selection: CH\_AGE = "3-5 years"

HEALTH		Freq	Percent	Cum.
Very Good				
Good				
Fair				
Poor				100.0%
-----+-----				
Total				100.0%

**TABLE 30D - Children's health status by age group as reported by primary caregiver: Children 6-7 YEARS**

Current selection: CH\_AGE = "6-7 years"

HEALTH		Freq	Percent	Cum.
Very Good				
Good				
Fair				
Poor				100.0%
-----+-----				
Total				100.0%

**TABLE 30E - Health status of MALE children 0-7 years by gender as reported by primary caregiver**

\*\*Compare the percentages of male and female children in fair or poor health to know whether boys or girls tend to be in poorer health

Current selection: (AGE < 8) AND (GENDER = "Male")

HEALTH		Freq	Percent	Cum.
Very Good				
Good				
Fair				
Poor				100.0%
-----+-----				
Total				100.0%

**TABLE 30F - Health status of FEMALE children 0-7 years by gender as reported by primary caregiver**

Current selection: (AGE < 8) AND (GENDER = "Female")

REPORT TABLES: Child Health and Nutrition

HEALTH	Freq	Percent	Cum.
Very Good			
Good			
Fair			
Poor			100.0%
Total		100.0%	

**TABLE 30G - Health status of children 0-7 years by orphan status**  
**ORPHAN**

\*\*Compare the percentages of orphaned children and non-orphaned children in fair or poor health by caregiver age to know whether orphans tend to be in poorer health

Current selection: (AGE < 8) AND (ORPHAN = "Yes")

HEALTH	Freq	Percent	Cum.
Very Good			
Good			
Fair			
Poor			100.0%
Total		100.0%	

**TABLE 30H - Health status of children 0-7 years by orphan status**  
**NON-ORPHAN**

Current selection: (AGE < 8) AND (ORPHAN = "no")

HEALTH	Freq	Percent	Cum.
Very Good			
Good			
Fair			
Poor			100.0%
Total		100.0%	

**TABLE 30I - Children's health status by caregiver age group:**  
**LESS THAN 18 YEARS**

\*\*Compare the percentages of children in poor or fair health by caregiver age group to know whether children with older or younger caregivers tend to be in poorer health

Current selection: (CG\_AGE = "Less than 18 years") AND (CMQ1A > 0 AND < 8 OR CM

HEALTH	Freq	Percent	Cum.
Very Good			
Good			
Fair			
Poor			100.0%

Total	100.0%
-------	--------

**TABLE 30J - Children's health status by caregiver age group: 18-49 YEARS**

Current selection: (CG\_AGE = "18-49 years") AND (CMQ1A > 0 AND < 8 OR CMQ1 > 0)

HEALTH	Freq	Percent	Cum.
Very Good			
Good			
Fair			
Poor			100.0%
Total		100.0%	

**TABLE 30K - Children's health status by caregiver age group: 50+ YEARS**

Current selection: (CG\_AGE = "50+ years") AND (CMQ1A > 0 AND < 8 OR CMQ1 > 0)

HEALTH	Freq	Percent	Cum.
Very Good			
Good			
Fair			
Poor			100.0%
Total		100.0%	

**TABLE 30L - Children's health status by relationship to caregiver  
BIOLOGIC SON/DAUGHTER**

\*\*Compare the percentages of children in poor or fair health by their relationship to their caregiver to know which tend to be in poorer health

Current selection: RELATED = "Biologic son/daughter"

HEALTH  
Current selection: (CG\_AGE = "18-49 years") AND (CMQ1A > 0 AND < 8 OR CMQ1 > 0)

HEALTH	Freq	Percent	Cum.
Very Good			
Good			
Fair			
Poor			100.0%
Total		100.0%	

**TABLE 30M - Children's health status by relationship to caregiver GRANDCHILD**

HEALTH	Freq	Percent	Cum.
Very Good			
Good			
Fair			
Poor			100.0%



Current selection: HHQ39 < 11

TREATMENT	Freq	Percent	Cum.
Hospital			
Dispensary/Pharmacy			
Com. Health Worker			
Private physician			
Friend/relative			
Health center			
MCH clinic			
Mobile/outreach clinic			
Traditional healer			100.0%
Total		100.0%	

**TABLE 31C - Mean distance to TREATMENT when caregiver last sought treatment for a sick child (of those who could name the source of treatment)**

Current selection: (HHQ40 < 700) AND (HHQ39 < 11)

TX_DIST	Freq	Percent	Cum.
2			
3			
5			
::			
::			100.0%
Total		100.0%	

Total	Sum	Mean	Variance	Std Dev	Std Err
Minimum	25%ile	Median	75%ile	Maximum	Mode

Student's "t", testing whether mean differs from zero.

T statistic =            df =            p-value =

**TABLE 31D - Mode of transportation to source of TREATMENT when caregiver last sought treatment for a sick child (of those who could name the source of treatment)**

Current selection: HHQ39 < 11

TX_TRANS	Freq	Percent	Cum.
Own/someone's vehicle			
Public transportation			
Walk/bicycle			
Other			
N/A mobile services			
Don't Know			100.0%
Total		100.0%	

**TABLE 31E - Source of MEDICINE when caregiver last sought medicine for a sick child (of those who could name the source of medicine)**

Current selection: HHQ42 < 11

MEDICINE	Freq	Percent	Cum.
Hospital			
Dispensary/Pharmacy			
Com. Health Worker			
Private physician			
Friend/relative			
Health center			
MCH clinic			
Mobile/outreach clinic			
Traditional healer			100.0%
Total		100.0%	

**TABLE 31F - Distance to MEDICINE when caregiver last sought medicine for a sick child (of those who could name the source of medicine)**

Current selection: (HHQ43 < 700) AND (HHQ42 < 11)

MED_DIST	Freq	Percent	Cum.
2			
3			
6			
::			
::			100.0%
Total		100.0%	

Total    Sum    Mean    Variance    Std Dev    Std Err

Minimum    25%ile    Median    75%ile    Maximum    Mode

Student's "t", testing whether mean differs from zero.

T statistic =        df =        p-value =

**TABLE 31G - Mode of transportation to source of MEDICINE when caregiver last sought medicine for a sick child**

MED_TRANS	Freq	Percent	Cum.
Own/someone's vehicle			
Public transportation			
Walk/bicycle			
Other			
N/A mobile services			
Don't Know			100.0%
Total		100.0%	



REPORT TABLES: Child Health and Nutrition

Don't know			
Yes			
no			100.0%
-----+			
Total			100.0%

**TABLE 32F - Children 0-7 by reported lack of health services  
NEED HEALTH SERVICES**

\*\*Compare the percentages of who lack health services by age categories to know whether older or younger children tend to lack health services more often

Current selection: NEED = "Yes"

CH_AGE		Freq	Percent	Cum.
-----+				
< 1 year				
1-2 years				
3-5 years				
5-7 years				100.0%
-----+				
Total				100.0%

**TABLE 32G - Children 0-7 years by reported lack of health services  
DO NOT NEED HEALTH SERVICES**

Current selection: NEED = "no"

CH_AGE		Freq	Percent	Cum.
-----+				
< 1 year				
1-2 years				
3-5 years				
5-7 years				100.0%
-----+				
Total				100.0%

**TABLE 32H - Type of unmet healthcare needs for children 0-7 years**

Current selection: NEED = "Yes"

NEED1		Freq	Percent	Cum.
-----+				
Healthcare other unmet need				100.0%
-----+				
Total				100.0%

Current selection: NEED = "Yes"

NEED2		Freq	Percent	Cum.
-----+				
Medicine other unmet need				100.0%
-----+				

Total | 100.0%

Current selection: NEED = "Yes"

NEED3	Freq	Percent	Cum.
Immunizations other unmet need			100.0%
Total		100.0%	

Current selection: NEED = "Yes"

NEED4	Freq	Percent	Cum.
Other other unmet need			100.0%
Total		100.0%	

**TABLE 32I - Children 0-7 years lacking health services by orphan status: ORPHAN**

Current selection: ORPHAN = "Yes"

NEED	Freq	Percent	Cum.
Don't know Yes no			100.0%
Total		100.0%	

**TABLE 32J - Children 0-7 years lacking health services by orphan status: NON-ORPHAN**

Current selection: ORPHAN = "no"

NEED	Freq	Percent	Cum.
Don't know Yes no			100.0%
Total		100.0%	

**TABLE 32K - Children 0-7 years lacking an immunization card**

IMMUN_CARD	Freq	Percent	Cum.
Don't know Yes no			100.0%
Total		100.0%	

**TABLE 32L - Caregivers who report what worries them most is caring for a sick child**

Current selection: HHQ61 = 1

WORRY	Freq	Percent	Cum.
Caring for a sick child			
other worry			100.0%
Total		100.0%	

\*\*\*\*\*  
 ORPHANHOOD  
 \*\*\*\*\*

Tables on orphanhood are provided to assess the frequency and number of orphaned children. Households with large burdens of orphaned children will likely be highly stressed and these children's well-being is threatened. The well-being of the other children in an orphan household may be threatened as well.

**TABLE 36A - All children 0-17 years whose caregiver is their biologic parent**

Current selection: AGE < 18

BIOLOGIC	Freq	Percent	Cum.
Yes			
no			100%
Total		100.0%	

**TABLE 36B - Children 0-7 years whose caregiver is their biologic parent**

Current selection: AGE < 8

BIOLOGIC	Freq	Percent	Cum.
Yes			
no			100%
Total		100.0%	

**TABLE 36C - All children 0-17 years who are orphans**

\*\*Orphaned means both or one of the child's parents are deceased or not known to be living

Current selection: AGE < 18

ORPHANS	Freq	Percent	Cum.
Yes			

no		
Don't know		100.0%
-----+		
Total		100.0%

**TABLE 36D - Children 1 year or less of age who are orphans**

\*\*Compare the percentages of children who are orphaned by age category to know whether older or younger children tend to be orphaned more often

Current selection: AGE\_GRPS = "1 yr or less"

ORPHANS	Freq	Percent	Cum.
Yes			
no			
Don't know			100.0%
-----+			
Total			100.0%

**TABLE 36E - Children 2-5 years of age who are orphans**

Current selection: AGE\_GRPS = "2-5 years"

ORPHANS	Freq	Percent	Cum.
Yes			
no			
Don't know			100.0%
-----+			
Total			100.0%

**TABLE 36F - Children 6-12 years of age who are orphans**

Current selection: AGE\_GRPS = "6-12 years"

ORPHANS	Freq	Percent	Cum.
Yes			
no			
Don't know			100.0%
-----+			
Total			100.0%

**TABLE 36G - Children 13-17 years of age who are orphans**

Current selection: AGE\_GRPS = "13-17 years"

ORPHANS	Freq	Percent	Cum.
Yes			
no			
Don't know			100.0%
-----+			
Total			100.0%

**TABLE 36H - Children 1 year or less of age who are orphans by parent life status**

\*\* Compare parent's life status by children's age categories to learn about trends in single (one parent deceased) and double (two parents deceased) orphaning according to child's age

Current selection: AGE\_GRPS = "1 yr or less"

ORPH_TYPE	Freq	Percent	Cum.
Both parents dead			
Mother only living			
Father only living			
Non-orphan			100.0%
Total		100.0%	

**TABLE 36I - Children 2-5 years of age who are orphans by parent life status**

Current selection: AGE\_GRPS = "2-5 years"

ORPH_TYPE	Freq	Percent	Cum.
Both parents dead			
Mother only living			
Father only living			
Non-orphan			100.0%
Total		100.0%	

**TABLE 36J - Children 6-12 years of age who are orphans by parent life status**

Current selection: AGE\_GRPS = "6-12 years"

ORPH_TYPE	Freq	Percent	Cum.
Both parents dead			
Mother only living			
Father only living			
Non-orphan			100.0%
Total		100.0%	

**TABLE 36K - Children 13-17 years of age who are orphans by parent life status**

Current selection: AGE\_GRPS = "13-17 years"

ORPH_TYPE	Freq	Percent	Cum.
Both parents dead			
Mother only living			
Father only living			
Non-orphan			100.0%



REPORT TABLES: Psychosocial Well-Being

Current selection: (CMQ1A > 1) AND (GENDER = "Male")

BEHAV_PROB	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 37D - FEMALE children 2-7 years with behavioral problems**

Current selection: (CMQ1A > 1) AND (GENDER = "Female")

BEHAV_PROB	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 37E - ORPHANED children 2-7 years with behavioral problems**

\*\*Compare the percentage of behavioral problems between orphaned and non-orphaned children to know whether orphaned children tend to have behavioral problems more often

Current selection: (CMQ1A > 1) AND (ORPHAN = "Yes")

BEHAV_PROB	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 37F - NON-ORPHANED children 2-7 years with behavioral problems**

Current selection: (CMQ1A > 1) AND (ORPHAN = "no")

BEHAV_PROB	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 37G - Behavioral problems among children 2-7 years whose caregivers reported they were worried someone in the household has HIV/AIDS**

\*\*Compare the percentage of behavioral problems among children 2-7 years by whether their caregiver is worried someone in the household has HIV/AIDS

Current selection: ((CMQ1A > 1) AND (hhq60 = 1 or hhq60 = 0)) AND (HH\_AIDS = "Y



REPORT TABLES: Psychosocial Well-Being

children to know whether boys or girls tend to have emotional problems more often

Current selection: (CMQ1A > 1) AND (GENDER = "Male")

EMOT_PROB	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 38D - FEMALE children 2-7 years with emotional problems**

Current selection: (CMQ1A > 1) AND (GENDER = "Female")

EMOT_PROB	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 38E - ORPHANED children 2-7 years with emotional problems**

\*\*Compare the percentage of emotional problems between orphaned and non-orphaned children to know whether orphaned or non-orphaned children tend to have emotional problems more often

Current selection: (CMQ1A > 1) AND (ORPHAN = "Yes")

EMOT_PROB	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 38F - NON-ORPHANED children 2-7 years with emotional problems**

Current selection: (CMQ1A > 1) AND (ORPHAN = "no")

EMOT_PROB	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 38G – Children 2-7 years with emotional problems whose caregivers reported they were worried someone in the household has HIV/AIDS**

\*\*Compare the percentage of emotional problems between children 2-7 years by whether the caregiver is worried someone in the household has HIV/AIDS



**TABLE 39C - MALE children 2-7 years with developmental problems**

\*\*Compare the percentage of developmental problems between male and female children 2-7 years to know whether male or female children tend to have developmental problems more often

Current selection: (CMQ1A > 1) AND (GENDER = "Male")

DEV_PROB	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 39D - FEMALE children 2-7 years with developmental problems**

Current selection: (CMQ1A > 1) AND (GENDER = "Female")

DEV_PROB	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 39E - ORPHANED children 2-7 years with developmental problems**

\*\*Compare the percentage of developmental problems between orphaned and non-orphaned children to know whether orphaned or non-orphaned children tend to have developmental problems more often

Current selection: (CMQ1A > 1) AND (ORPHAN = "Yes")

DEV_PROB	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 39F - NON-ORPHANED children 2-7 years with developmental problems**

Current selection: (CMQ1A > 1) AND (ORPHAN = "no")

DEV_PROB	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 39G - Developmental problems among children 2-7 years whose caregivers reported they were worried someone in the household has HIV/AIDS**



REPORT TABLES: Psychosocial Well-Being

	Freq	Percent	Cum.
Total		100.0%	

**TABLE 40C - Developmental age - children less than 2 years: MALES**  
**Stands without support**

Current selection: (GENDER = "Male") AND (CMQ1 > 0 OR CMQ1A < 2)

STAND	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 40D - Developmental age - children less than 2 years: FEMALES**  
**Stands without support**

Current selection: (GENDER = "Female") AND (CMQ1 > 0 OR CMQ1A < 2)

STAND	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 40E - Developmental age - children less than 2 years: MALES**  
**Sucks thumb**

Current selection: (GENDER = "Male") AND (CMQ1 > 0 OR CMQ1A < 2)

SUCK_THUMB	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 40F - Developmental age - children less than 2 years: FEMALES**  
**Sucks thumb**

Current selection: (GENDER = "Female") AND (CMQ1 > 0 OR CMQ1A < 2)

SUCK_THUMB	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 40G - Developmental age - children less than 2 years: MALES**  
**Sucks or chews on objects**

Current selection: (GENDER = "Male") AND (CMQ1 > 0 OR CMQ1A < 2)

CHEW_OBJ	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 40H - Developmental age - children less than 2 years: FEMALES  
Sucks or chews on objects**

Current selection: (GENDER = "Female") AND (CMQ1 > 0 OR CMQ1A < 2)

CHEW_OBJ	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 40I - Developmental age - children less than 2 years : MALES  
Makes sounds**

Current selection: (GENDER = "Male") AND (CMQ1 > 0 OR CMQ1A < 2)

MAKE_SND	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 40J - Developmental age - children less than 2 years: FEMALES  
Makes sounds**

Current selection: (GENDER = "Female") AND (CMQ1 > 0 OR CMQ1A < 2)

MAKE_SND	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 40K - Developmental age - children less than 2 years: MALES  
Rocks or sways**

Current selection: (GENDER = "Male") AND (CMQ1 > 0 OR CMQ1A < 2)

ROCK_SWAY	Freq	Percent	Cum.
Yes			

REPORT TABLES: Psychosocial Well-Being

no		100.0%
-----+-----		
Total		100.0%

**TABLE 40L - Developmental age - children less than 2 years: FEMALES**  
**Rocks or sways**

Current selection: (GENDER = "Female") AND (CMQ1 > 0 OR CMQ1A < 2)

ROCK_SWAY		Freq	Percent	Cum.
-----+-----				
Yes				
no				100.0%
-----+-----				
Total			100.0%	

**TABLE 40M - Developmental age - children less than 2 years: MALES**  
**Shakes or bangs head**

Current selection: (GENDER = "Male") AND (CMQ1 > 0 OR CMQ1A < 2)

BANG_HEAD		Freq	Percent	Cum.
-----+-----				
Yes				
no				100.0%
-----+-----				
Total			100.0%	

**TABLE 40N - Developmental age - children less than 2 years: FEMALES**  
**Shakes or bangs head**

Current selection: (GENDER = "Female") AND (CMQ1 > 0 OR CMQ1A < 2)

BANG_HEAD		Freq	Percent	Cum.
-----+-----				
Yes				
no				100.0%
-----+-----				
Total			100.0%	

**TABLE 40O - Developmental age - children less than 2 years: MALES**  
**Makes babytalk or sounds**

Current selection: (GENDER = "Male") AND (CMQ1 > 0 OR CMQ1A < 2)

BABYTALK		Freq	Percent	Cum.
-----+-----				
Yes				
no				100.0%
-----+-----				
Total			100.0%	

**TABLE 40P - Developmental age - children less than 2 years: FEMALES  
Makes babytalk or sounds**

Current selection: (GENDER = "Female") AND (CMQ1 > 0 OR CMQ1A < 2)

BABYTALK	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 40Q - Developmental age - children less than 2 years: MALES  
Plays with older children**

Current selection: (GENDER = "Male") AND (CMQ1 > 0 OR CMQ1A < 2)

PLAY	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 40R - Developmental age - children less than 2 years: FEMALES  
Plays with older children**

Current selection: (GENDER = "Female") AND (CMQ1 > 0 OR CMQ1A < 2)

PLAY	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 40S - Developmental age - children less than 2 years: MALES  
Stays close to adults**

Current selection: (GENDER = "Male") AND (CMQ1 > 0 OR CMQ1A < 2)

STAY_CLOSE	Freq	Percent	Cum.
Yes			
no			100.0%
Total		100.0%	

**TABLE 40T - Developmental age - children less than 2 years: FEMALES  
Stays close to adults**

Current selection: (GENDER = "Female") AND (CMQ1 > 0 OR CMQ1A < 2)

STAY_CLOSE	Freq	Percent	Cum.
Yes			
no			
Total			

REPORT TABLES: Child Caregivers

Yes		
no		100.0%
Total		100.0%

\*\*\*\*\*  
 CHILD CAREGIVERS  
 \*\*\*\*\*

**TABLE 41A - Number of caregivers less than 18 years**

Current selection: RELATION = 13

CHILD_CG	Freq	Percent	Cum.
18 and older			
Less than 18			100.0%
Total		100.0%	

**TABLE 41B - Number of children 0-7 years whose caregiver is less than 18**

Current selection: age < 8

CHILD_CG	Freq	Percent	Cum.
18 and older			
Less than 18			100.0%
Total		100.0%	

**TABLE 41C - Mean number of children that caregivers less than 18 years are responsible for**

Current selection: (RELATION = 13) AND (AGE < 18)

CHILDCG_PC	Freq	Percent	Cum.
1.0			
2.0			
3.0			
::			
::			100.0%
Total		100.0%	

Total    Sum    Mean    Variance    Std Dev    Std Err  
 Minimum    25%ile    Median    75%ile    Maximum    Mode

Student's "t", testing whether mean differs from zero. T statistic =            df =            p-value =

**TABLE 41D - Mean age of caregivers less than 18 years**

Current selection: (AGE < 18) AND (RELATION = 13)

AGE	Freq	Percent	Cum.
8			
13			
14			
16		100.0%	
Total			100.0%

Total	Sum	Mean	Variance	Std Dev	Std Err
Minimum	25%ile	Median	75%ile	Maximum	Mode

**TABLE 41E - Gender of child caregivers (less than 18 years)**

Current selection: (relation = 13) AND (age < 18)

GENDER	Freq	Percent	Cum.
Male			
Female		100.0%	
Total		100.0%	

**TABLE 41F - Number of child caregivers who have inadequate knowledge of children's ill symptoms**

\*\*Inadequate knowledge of children's ill symptoms is defined as knowing less than 2 symptoms requiring medical attention

Current selection: (relation = 13) AND (age < 18)

SYMPTOMS	Freq	Percent	Cum.
Adequate			
Inadequate		100.0%	
Total		100.0%	

**TABLE 41G - Health status of children who have child caregivers**

Current selection: Childcg > 0

HEALTH	Freq	Percent	Cum.
Very Good			
Good			
Fair			
Poor		100.0%	
Total		100.0%	

REPORT TABLES: Children's Growth: Nutritional Status

\*\*\*\*\*  
 CHILDREN'S GROWTH - NUTRITIONAL STATUS  
 \*\*\*\*\*

Tables on children's growth are importance because poor growth is an important predictor of child morbidity and mortality.

The first table refers to children whose z-scores (i.e., the exact number of standard deviations from the median) on weight for age falls 2 or more standard deviations below the median weight for age of the NCHS/WHO reference population. The next table refers to children whose height for age falls 2 or more standard deviations below the median height for age of the NCHS/WHO reference population and the third table refers to children whose weight for height falls 2 or more standard deviations below the median weight for height of the NCHS/WHO reference population. The percent 'below -2 standard deviations' includes those who fall 3 or more standard deviations below the median. Children whose height or weight are missing are excluded from the calculations. If height and weight data are missing for more than 10 percent of under-five children (Table 3), caution should be exercised in the interpretation of the results. In addition, children for whom the indices are out of range are omitted.

Children whose WEIGHT FOR AGE is between 2 and 3 standard deviations below the median of the reference population are classified as moderately underweight. Those whose weight for age is 3 or more standard deviations below the median of the reference population are classified as severely underweight.

**TABLE 42A - Children 0-7 years nutritional status based on WEIGHT FOR AGE**

NUTRI_WAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

Children whose HEIGHT FOR AGE is between 2 and 3 standard deviations below the median of the reference population are classified as moderately stunted or short for their age and are chronically undernourished. Those whose height for age is 3 or more standard deviations below the median are severely stunted.

**TABLE 42B - Children 0-7 years nutritional status based on HEIGHT FOR AGE**

NUTRI_HAZ	Freq	Percent	Cum.
-----------	------	---------	------

Moderately underweight	
Severely underweight	
Well nourished	100.0%
<b>Total</b>	<b>100.0%</b>

Children whose WEIGHT FOR HEIGHT is between 2 and 3 standard deviations below the median of the reference population are classified as moderately wasted while those who fall 3 or more standard deviations below the median are severely wasted. Wasting is usually the result of a recent nutritional deficiency. The indicator may exhibit significant seasonal shifts associated with changes in the availability of food or disease prevalence.

**TABLE 42C - Children 0-7 years nutritional status based on WEIGHT FOR HEIGHT**

NUTRI_WHZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
<b>Total</b>		<b>100.0%</b>	

**TABLE 42D - Nutritional status of MALE children 0-7 based on WEIGHT FOR AGE, HEIGHT FOR AGE AND WEIGHT FOR HEIGHT**

Current selection: GENDER = "Male"

NUTRI_WAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
<b>Total</b>		<b>100.0%</b>	

Current selection: GENDER = "Male"

NUTRI_HAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
<b>Total</b>		<b>100.0%</b>	

Current selection: GENDER = "Male"

NUTRI_WHZ	Freq	Percent	Cum.
Moderately underweight			

REPORT TABLES: Children's Growth: Nutritional Status

Severely underweight		
Well nourished		100.0%
-----+		
Total		100.0%

**TABLE 42E - Nutritional status of FEMALE children 0-7 years based on WEIGHT FOR AGE, HEIGHT FOR AGE AND WEIGHT FOR HEIGHT**

Current selection: GENDER = "Female"

NUTRI_WAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
-----+			
Total		100.0%	

Current selection: GENDER = "Female"

NUTRI_HAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
-----+			
Total		100.0%	

Current selection: GENDER = "Female"

NUTRI_WHZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
-----+			
Total		100.0%	

**TABLE 42F - Nutritional status of children LESS THAN 6 MONTHS based on WEIGHT FOR AGE, HEIGHT FOR AGE AND WEIGHT FOR HEIGHT**

Current selection: AGE\_GRP = "less than 6 months"

NUTRI_WAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
-----+			
Total		100.0%	

Current selection: AGE\_GRP = "less than 6 months"

NUTRI_HAZ	Freq	Percent	Cum.
-----+			

Moderately underweight		
Severely underweight		
Well nourished		100.0%
-----+		
Total		100.0%

Current selection: AGE\_GRP = "less than 6 months"

NUTRI_WHZ		Freq	Percent	Cum.
Moderately underweight				
Severely underweight				
Well nourished				100.0%
-----+				
Total			100.0%	

**TABLE 42G - Nutritional status of children 6-11 MONTHS based on WEIGHT FOR AGE, HEIGHT FOR AGE AND WEIGHT FOR HEIGHT**

Current selection: AGE\_GRP = "6-11 months"

NUTRI_WAZ		Freq	Percent	Cum.
Moderately underweight				
Severely underweight				
Well nourished				100.0%
-----+				
Total			100.0%	

Current selection: AGE\_GRP = "6-11 months"

NUTRI_HAZ		Freq	Percent	Cum.
Moderately underweight				
Severely underweight				
Well nourished				100.0%
-----+				
Total			100.0%	

Current selection: AGE\_GRP = "6-11 months"

NUTRI_WHZ		Freq	Percent	Cum.
Moderately underweight				
Severely underweight				
Well nourished				100.0%
-----+				
Total			100.0%	

**TABLE 42H - Nutritional status of children 12-23 MONTHS (1-2 YEARS) based on WEIGHT FOR AGE, HEIGHT FOR AGE AND WEIGHT FOR HEIGHT**

Current selection: AGE\_GRP = "12-23 months"

NUTRI_WAZ		Freq	Percent	Cum.
-----------	--	------	---------	------

REPORT TABLES: Children's Growth: Nutritional Status

Moderately underweight	
Severely underweight	
Well nourished	100.0%
Total	100.0%

Current selection: AGE\_GRP = "12-23 months"

NUTRI_HAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total			100.0%

Current selection: AGE\_GRP = "12-23 months"

NUTRI_WHZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total			100.0%

**TABLE 42I - Nutritional status of children 24-35 MONTHS (2-3 YEARS)  
based on WEIGHT FOR AGE, HEIGHT FOR AGE AND  
WEIGHT FOR HEIGHT**

Current selection: AGE\_GRP = "24-35 months"

NUTRI_WAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total			100.0%

Current selection: AGE\_GRP = "24-35 months"

NUTRI_HAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total			100.0%

Current selection: AGE\_GRP = "24-35 months"

NUTRI_WHZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			

Well nourished		100.0%
-----+		
Total		100.0%

**TABLE 42J - Nutritional status of children 36-47 MONTHS (3-4 YEARS)  
based on WEIGHT FOR AGE, HEIGHT FOR AGE AND  
WEIGHT FOR HEIGHT**

Current selection: AGE\_GRP = "36-47 months"

NUTRI_WAZ		Freq	Percent	Cum.
-----+				
Moderately underweight				
Severely underweight				
Well nourished				100.0%
-----+				
Total			100.0%	

Current selection: AGE\_GRP = "36-47 months"

NUTRI_HAZ		Freq	Percent	Cum.
-----+				
Moderately underweight				
Severely underweight				
Well nourished				100.0%
-----+				
Total			100.0%	

Current selection: AGE\_GRP = "36-47 months"

NUTRI_WHZ		Freq	Percent	Cum.
-----+				
Moderately underweight				
Severely underweight				
Well nourished				100.0%
-----+				
Total			100.0%	

**TABLE 42K - Nutritional status of children 48-59 MONTHS (4-5 YEARS)  
based on WEIGHT FOR AGE, HEIGHT FOR AGE AND  
WEIGHT FOR HEIGHT**

Current selection: AGE\_GRP = "48-59 months"

NUTRI_WAZ		Freq	Percent	Cum.
-----+				
Moderately underweight				
Severely underweight				
Well nourished				100.0%
-----+				
Total			100.0%	

Current selection: AGE\_GRP = "48-59 months"

NUTRI_HAZ		Freq	Percent	Cum.
-----+				

REPORT TABLES: Children's Growth: Nutritional Status

Moderately underweight		
Severely underweight		
Well nourished		100.0%
-----+		
Total		100.0%

Current selection: AGE\_GRP = "48-59 months"

NUTRI_WHZ		Freq	Percent	Cum.
Moderately underweight				
Severely underweight				
Well nourished				100.0%
-----+				
Total				100.0%

**TABLE 42L - Nutritional status of children 60-72 MONTHS (5-6 YEARS)  
based on WEIGHT FOR AGE, HEIGHT FOR AGE AND  
WEIGHT FOR HEIGHT**

Current selection: AGE\_GRP = "60-72 months"

NUTRI_WAZ		Freq	Percent	Cum.
Moderately underweight				
Severely underweight				
Well nourished				100.0%
-----+				
Total				100.0%

Current selection: AGE\_GRP = "60-72 months"

NUTRI_HAZ		Freq	Percent	Cum.
Moderately underweight				
Severely underweight				
Well nourished				100.0%
-----+				
Total				100.0%

Current selection: AGE\_GRP = "60-72 months"

NUTRI_WHZ		Freq	Percent	Cum.
Moderately underweight				
Severely underweight				
Well nourished				100.0%
-----+				
Total				100.0%

**TABLE 42M - Nutritional status of children 73-95 MONTHS (6-8 YEARS)  
based on WEIGHT FOR AGE, HEIGHT FOR AGE AND  
WEIGHT FOR HEIGHT**

Current selection: AGE\_GRP = "73-95 months"

NUTRI_WAZ		Freq	Percent	Cum.

	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
<b>Total</b>			<b>100.0%</b>

Current selection: AGE\_GRP = "73-95 months"

NUTRI_HAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
<b>Total</b>			<b>100.0%</b>

Current selection: AGE\_GRP = "73-95 months"

NUTRI_WHZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
<b>Total</b>			<b>100.0%</b>

**TABLE 42N - Nutritional status of children by years of caregiver education : NO EDUCATION  
Based on WEIGHT FOR AGE, HEIGHT FOR AGE AND WEIGHT FOR HEIGHT**

Current selection: CG\_ED = "No education"

NUTRI_WAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
<b>Total</b>			<b>100.0%</b>

Current selection: CG\_ED = "No education"

NUTRI_HAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
<b>Total</b>			<b>100.0%</b>

Current selection: CG\_ED = "No education"

NUTRI_WHZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			

REPORT TABLES: Children's Growth: Nutritional Status

Well nourished		100.0%
-----+		
Total		100.0%

**TABLE 42O - Nutritional status of children by years of caregiver education : 1-2 YEARS OF SCHOOL  
Based on WEIGHT FOR AGE, HEIGHT FOR AGE AND WEIGHT FOR HEIGHT**

Current selection: CG\_ED = "1-2 years"

NUTRI_WAZ		Freq	Percent	Cum.
-----+				
Moderately underweight				
Severely underweight				
Well nourished				100.0%
-----+				
Total				100.0%

Current selection: CG\_ED = "1-2 years"

NUTRI_HAZ		Freq	Percent	Cum.
-----+				
Moderately underweight				
Severely underweight				
Well nourished				100.0%
-----+				
Total				100.0%

Current selection: CG\_ED = "1-2 years"

NUTRI_WHZ		Freq	Percent	Cum.
-----+				
Moderately underweight				
Severely underweight				
Well nourished				100.0%
-----+				
Total				100.0%

**TABLE 42P - Nutritional status of children by years of caregiver education : 3-4 YEARS OF SCHOOL  
Based on WEIGHT FOR AGE, HEIGHT FOR AGE AND WEIGHT FOR HEIGHT**

Current selection: CG\_ED = "3-4 years"

NUTRI_WAZ		Freq	Percent	Cum.
-----+				
Moderately underweight				
Severely underweight				
Well nourished				100.0%
-----+				
Total				100.0%

Current selection: CG\_ED = "3-4 years"

NUTRI_HAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

Current selection: CG\_ED = "3-4 years"

NUTRI_WHZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

**TABLE 42Q - Nutritional status of children by years of caregiver education : 5-6 YEARS OF SCHOOL  
Based on WEIGHT FOR AGE, HEIGHT FOR AGE AND WEIGHT FOR HEIGHT**

Current selection: CG\_ED = "5-6 years"

NUTRI_WAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

Current selection: CG\_ED = "5-6 years"

NUTRI_HAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

Current selection: CG\_ED = "5-6 years"

NUTRI_WHZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

**TABLE 42R - Nutritional status of children by years of caregiver education : 7-8 YEARS OF SCHOOL  
Based on WEIGHT FOR AGE, HEIGHT FOR AGE AND WEIGHT FOR HEIGHT**

REPORT TABLES: Children's Growth: Nutritional Status

Current selection: CG\_ED = "7-8 years"

NUTRI_WAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

Current selection: CG\_ED = "7-8 years"

NUTRI_HAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

Current selection: CG\_ED = "7-8 years"

NUTRI_WHZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

**TABLE 42S - Nutritional status of children by years of caregiver education : 9-11 YEARS OF SCHOOL Based on WEIGHT FOR AGE, HEIGHT FOR AGE AND WEIGHT FOR HEIGHT**

Current selection: CG\_ED = "9-11 years"

NUTRI_WAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

Current selection: CG\_ED = "9-11 years"

NUTRI_HAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

Current selection: CG\_ED = "9-11 years"

NUTRI_WHZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

**TABLE 42T - Nutritional status of ORPHANED children based on WEIGHT FOR AGE, HEIGHT FOR AGE AND WEIGHT FOR HEIGHT**

Current selection: ORPHAN = "Orphan"

NUTRI_WAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

Current selection: ORPHAN = "Orphan"

NUTRI_HAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

Current selection: ORPHAN = "Orphan"

NUTRI_WHZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

**TABLE 42U - Nutritional status of NON-ORPHANED children based on WEIGHT FOR AGE, HEIGHT FOR AGE AND WEIGHT FOR HEIGHT**

Current selection: ORPHAN = "Non-orphan"

NUTRI_WAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

Current selection: ORPHAN = "Non-orphan"

REPORT TABLES: Children's Growth: Nutritional Status

NUTRI_HAZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

Current selection: ORPHAN = "Non-orphan"

NUTRI_WHZ	Freq	Percent	Cum.
Moderately underweight			
Severely underweight			
Well nourished			100.0%
Total		100.0%	

## --- APPENDIX VI ---

### Glossary of Terms

Anonymous Survey – A survey that does not collect personal information that can be used to identify the person answering the survey questions. Anonymous surveys are used when sensitive information is being asked. Please note that you cannot go back to the household once the survey has been completed, since you will not know which household or individual has been interviewed.

Catchment Area – A defined geographic area, usually the area served by the organization conducting the survey and for which the program of services for children and families will be developed.

Child Needs Assessment – Survey done in 25 systematically selected clusters of 5 households in which children 0-7 years of age live to determine the needs of young children in areas heavily affected by AIDS.

Cluster – A small, natural grouping of households that is part of the population being surveyed.

Confidentiality – The condition of honoring a request or expectation that information will be protected from disclosure.

Eligible Household – For purposes of this survey, a household in which at least one child less than 8 years of age lives.

Cluster Sampling—A method for choosing a random sample of households or individuals for a survey when there is no accurate census or listing of households or individuals. This technique has often been used for surveys of immunization levels in young children.

Epi Info – A non-commercial software package with which to enter and analyze data.

Focus groups – A means of gathering information through open-ended questioning of a group of people who are members of the affected population or stakeholders in the issue.

Incentive – Cash, food, vouchers or something else of value used to encourage and reimburse individuals for their participation in the survey.

Institutional Review Board – The formally appointed ethics review committee at an institution established to ensure that research involving human participants conforms to standard regulations.

Primary Caregiver – For purposes of this survey, the person living in the household who spends the most amount of time caring without being paid for children less than 8 years of age.

Random number – A number selected by chance.

Random Numbers Table – A table used to select a random number.

Representative Sample – A sub-group representing the total population.

Sensitive Data – Information that persons answering survey questions would want to keep private.

## GLOSSARY OF TERMS

Situational analyses – A process of gathering and analyzing information to guide planning and action.

Surveys – Systematic interviews of either the entire population or a representative sample of the population that can be generalized to produce quantitative information about an entire population..

--- APPENDIX VII ---  
Survey Instrument

Hello. My name is \_\_\_\_\_, and I am working with (NAME OF ORGANIZATION). We are conducting a survey and would appreciate your participation. I would like to ask you about your health and the health of children who live here who are less than 8 years old. The survey usually takes about 40 minutes to complete. Whatever information you provide will be kept strictly confidential.

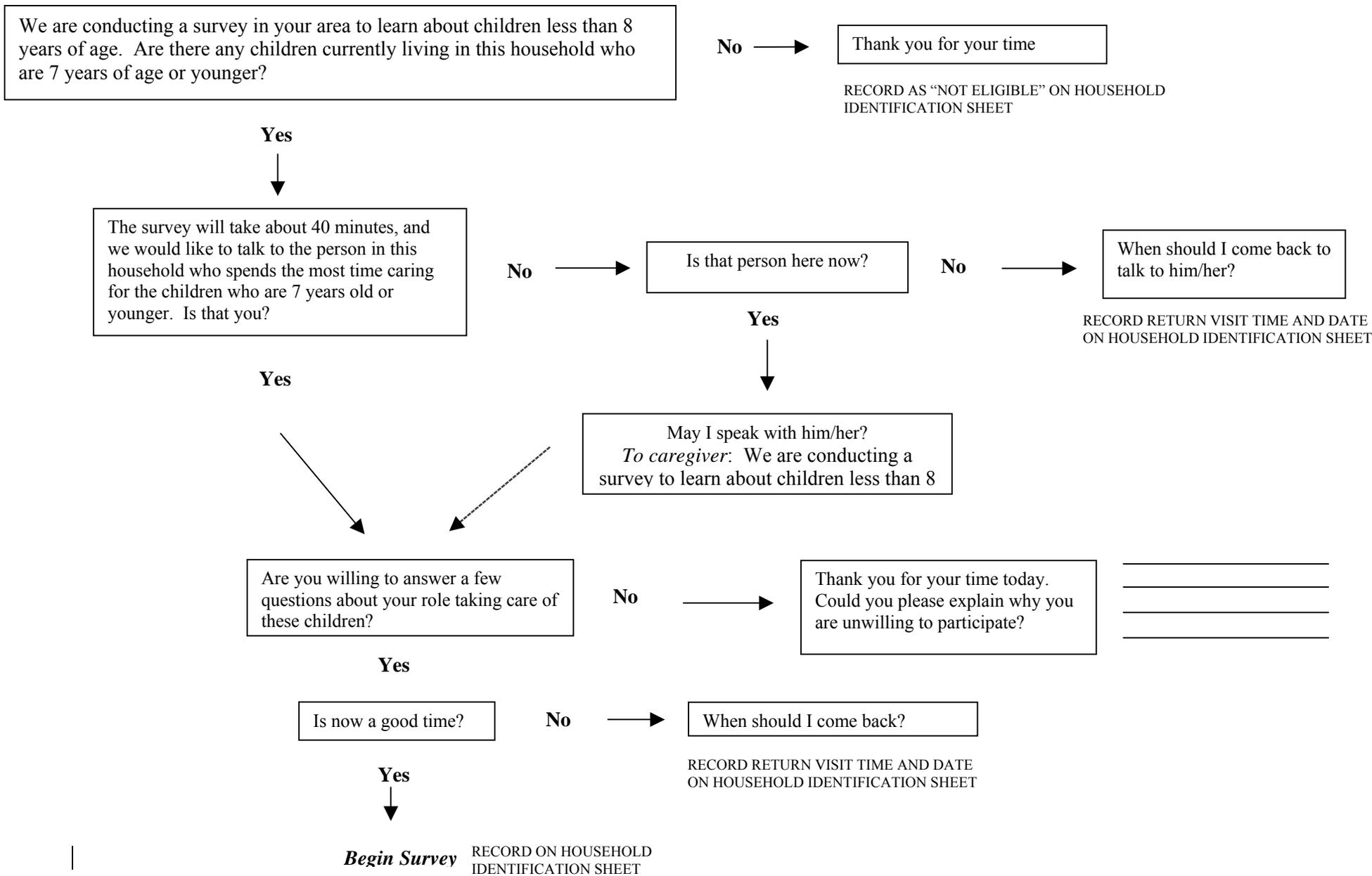
Taking part in this survey is voluntary. There is very little risk in taking part in this project. It is possible that you may feel uncomfortable answering some of the questions. You may refuse to answer any questions asked of you, and you may refuse to take part in this project with no loss of your rights. If you decide to participate, we will give you [money or item valued at (value of item in local currency)] to reimburse you for your time and effort.

At this time, do you want to ask me anything about the survey?

RESPONDENT **AGREES** TO BE INTERVIEWED  **CONTINUE WITH SURVEY**

RESPONDENT **DOES NOT AGREE** TO BE INTERVIEWED  **END**

**All household contacts should follow this general flow.  
Please circle your endpoint.**





## Household Survey

### IDENTIFICATION

*Complete the information below for all households approached.*

**Province** \_\_\_\_\_

**District** \_\_\_\_\_

**Location/Town** \_\_\_\_\_

**Cluster Number**.....

**Household Number**.....


Name of Primary Caregiver \_\_\_\_\_

*Record Caregiver's first name ONLY.*

INTERVIEWER VISITS	1	2	3	Final Visit		
<b>Date</b>	[DD/MM/YYYY]	[DD/MM/YYYY]	[DD/MM/YYYY]	<b>Day</b>		
<b>Interviewer's Name</b>				<b>Month</b>		
<b>Result</b>				<b>Year</b>	2	0
				<b>Result</b>		
<b>NEXT VISIT:</b> <i>If survey not completed on first visit.</i>	[DD/MM/YYYY]	[DD/MM/YYYY]		Results Codes: 1 = Completed 2 = Not at Home 3 = Postponed 4 = Partially Completed 5 = Refused 6 = Not Eligible		
<b>Time</b>						
<b>Name</b>	<b>Field Edited By</b>		<b>Office Edited By</b>		<i>Keyed By</i>	
<b>Date</b>						
	[DD/MM/YYYY]		[DD/MM/YYYY]		[DD/MM/YYYY]	



**HOUSEHOLD SURVEY**

Cluster No: \_\_\_\_\_ Household No: \_\_\_\_\_

First, I would like to know about all of the people who currently live in this household. I'll begin by asking you questions about yourself. WRITE CAREGIVER'S NAME ON LINE ONE AND COMPLETE ALL QUESTIONS RELEVANT TO THE CAREGIVER. THEN, PROBE FOR EVERYONE IN THE HOUSEHOLD. REPEAT QUESTIONS FOR EACH PERSON WHO IS LIVING IN HOUSEHOLD NOW.

LINE NO.	HOUSEHOLD MEMBERS Please give me the names of persons who currently live in this household?  PROBE FOR EVERYONE IN HOUSEHOLD.  RECORD FIRST NAMES ONLY.	SEX		RELATIONSHIP What is [NAME'S] relationship to you?	AGE How old is [NAME]?  IN YEARS	FOR CHILDREN LESS THAN 18 YEARS OLD									
		PRIMARY CAREGIVER Are you [CHILD'S] primary caregiver?  1 Yes 0 No	PARENTAL SURVIVORSHIP AND RESIDENCE												
			Is [NAME's] natural mother alive?  1 Yes 0 No 8 DK  IF NO, SKIP TO 7b  IF DK, SKIP TO 8			IF ALIVE Does [NAME's] natural mother live in this household?  1 Yes 0 No  SKIP TO 8	IF NOT ALIVE When did [NAME's] mother die? In what Year?	Is [NAME's] natural father alive?  1 Yes 0 No 8 DK  IF NO, SKIP TO 8b  IF DK, SIP TO 9	IF ALIVE Does [NAME'S] natural father live in this household?  1 Yes 0 No  SKIP TO 9	IF NOT ALIVE When did [NAME's] Father die? In what Year?					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(7a)	(7b)	(8)	(8a)	(8b)				
Line	Name	M	F	Relationship	Years	Y	N	Y	N	DK	Year	Y	N	DK	Year
01		1	2	00 (Self	_____	-----		1	0	8	_____	1	0		_____
02		1	2	_____	_____	1	0	1	0	8	_____	1	0		_____
03		1	2	_____	_____	1	0	1	0	8	_____	1	0		_____
04		1	2	_____	_____	1	0	1	0	8	_____	1	0		_____
05		1	2	_____	_____	1	0	1	0	8	_____	1	0		_____
06		1	2	_____	_____	1	0	1	0	8	_____	1	0		_____
07		1	2	_____	_____	1	0	1	0	8	_____	1	0		_____
08		1	2	_____	_____	1	0	1	0	8	_____	1	0		_____
09		1	2	_____	_____	1	0	1	0	8	_____	1	0		_____
10		1	2	_____	_____	1	0	1	0	8	_____	1	0		_____
11		1	2	_____	_____	1	0	1	0	8	_____	1	0		_____
12		1	2	_____	_____	1	0	1	0	8	_____	1	0		_____
13		1	2	_____	_____	1	0	1	0	8	_____	1	0		_____
14		1	2	_____	_____	1	0	1	0	8	_____	1	0		_____
15		1	2	_____	_____	1	0	1	0	8	_____	1	0		_____

**Relationship Codes**  
 01 = Wife/husband 02 = Son/daughter 03 = Son-in-law/daughter-in-law  
 04 = Grandchild 05 = Brother/sister 06 = Parent

07 = Parent-in-law 08 = Maternal niece/nephew 09 = Paternal niece/nephew  
 10 = Co-wife 11 = Other Relative 12 = Not related

LINE NO.	< 18 YEARS OLD		FOR CHILDREN 5-17 YEARS									
	BIRTH REGISTRATION		SCHOOL ATTENDANCE				WORK AND HOUSEWORK					
	Does [NAME] have a birth certificate? 1 Yes 2 No 8 DK  IF YES, SKIP TO 10	IF NO BIRTH CERTIFICATE Was [NAME'S] birth been registered? 1 Yes 2 No 8 DK	How many years of school has [NAME] completed? 0 No school 1 year 2 years 3 years 4 years 5 years 6 years 7 years 8 years 9 years 10 years 11 years	Is [NAME] currently attending school? 1 Yes 0 No 8 DK  IF YES, SKIP TO 10c  IF DK, SKIP TO 11	IF NOT ATTENDING Why isn't [NAME] attending school? 1 School fees 2 Ill/handicapped 3 Chores 4 Too far 5 Too young 6 Other  SKIP TO 11	IF ATTENDING SCHOOL Are [NAME'S] school fees paid up to date? 1 Yes 0 No 8 DK	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? 1 Yes, Paid 2 Yes, Unpaid 0 No  IF NO, SKIP TO 12	IF WORKED About how many hours did s/he do this work for someone who is not a member of this household?	During the past week, did [NAME] do any household chores, such as farming, childcare or other housework? 1 Yes 0 No 8 DK  IF NO, SKIP TO 13	IF DID HOUSEWORK About how many hours did [NAME] spend doing these chores?		
(9)	(9a)	(10)	(10a)	(10b)	(10c)	(11)			(11a)	(12)	(12a)	
Y N DK	Y N DK	Grade	Y N DK	Reason	Y N DK	Y-Paid	Y-Unpaid	No	Hours	Y N DK	Hours	
01	1 0 8	1 0 8		1 0 8		1 0 8	1	2	0	___	1 0 8	___
02	1 0 8	1 0 8		1 0 8		1 0 8	1	2	0	___	1 0 8	___
03	1 0 8	1 0 8		1 0 8		1 0 8	1	2	0	___	1 0 8	___
04	1 0 8	1 0 8		1 0 8		1 0 8	1	2	0	___	1 0 8	___
05	1 0 8	1 0 8		1 0 8		1 0 8	1	2	0	___	1 0 8	___
06	1 0 8	1 0 8		1 0 8		1 0 8	1	2	0	___	1 0 8	___
07	1 0 8	1 0 8		1 0 8		1 0 8	1	2	0	___	1 0 8	___
08	1 0 8	1 0 8		1 0 8		1 0 8	1	2	0	___	1 0 8	___
09	1 0 8	1 0 8		1 0 8		1 0 8	1	2	0	___	1 0 8	___
10	1 0 8	1 0 8		1 0 8		1 0 8	1	2	0	___	1 0 8	___
11	1 0 8	1 0 8		1 0 8		1 0 8	1	2	0	___	1 0 8	___
12	1 0 8	1 0 8		1 0 8		1 0 8	1	2	0	___	1 0 8	___
13	1 0 8	1 0 8		1 0 8		1 0 8	1	2	0	___	1 0 8	___
14	1 0 8	1 0 8		1 0 8		1 0 8	1	2	0	___	1 0 8	___
15	1 0 8	1 0 8		1 0 8		1 0 8	1	2	0	___	1 0 8	___

Record the number of children less than 8 years of age for whom the respondent is the primary caregiver: \_\_\_\_\_ (# CHILD MODULES to be completed)

MAIN MATERIALS OF HOUSE			
13	OBSERVE MAIN MATERIAL OF FLOOR	Concrete 1 Mud 2 Tile 3 Dirt 4 Other: _____ 5	
14	OBSERVE MAIN MATERIAL OF WALLS	Brick 1 Mud 2 Tin 3 Cement 4 Grass/Thatch 5 Wood 6 Other: _____ 7	
15	OBSERVE MAIN MATERIAL OF ROOF	Iron/metal sheets/asbestos 1 Grass thatched 2 Flattened tins 3 Tile/Shingles 4 Wood 5 Other: _____ 6	
CAREGIVER CHARACTERISTICS			
16	What is your marital status?	Married 1 Never married 2 Divorced 3 Separated 4 Widowed 5	
17	How many years of school have you completed?	No school 0 1 year 1 2 years 2 3 years 3 4 years 4 5 years 5 6 years 6 7 years 7 8 years 8 9 years 9 10 years 10 11 years 11	

**HOUSEHOLD CHARACTERISTICS**

Now I will ask you some basic questions about your household.

18	What is the main source of drinking water for members of your household?  PROBE IF NECESSARY	Piped into dwelling 1 Piped into yard or plot 2 Public tap 3 Tubewell/borehole with pump 4 Protected dug well 5 Protected spring 6 Rainwater collection 7 Bottled water 8 Unprotected dug well 9 Unprotected spring 10 Pond, river or stream 11 Tanker-truck, vendor 12  Other: _____ [OTHER, SAFE] 13 [OTHER, UNSAFE] 14 Don't Know 88	
19	How long does it take you to go there, get water and come back?	_____ Minutes  Water on premises 777 Don't Know 888	
20	What kind of toilet facility do most members of your household use?	Flush to sewage system or septic tank 1 Pour flush latrine (water seal type) 2 Improved pit latrine (e.g., VIP) 3 Traditional pit latrine 4 Open pit 5 Bucket 6 No facilities or bush or field 7  Other: _____ [OTHER, SANITARY] 8 [OTHER, UNSANITARY] 9 Don't Know 88	
21	Excluding the bathroom, how many rooms does this household use?	_____ Rooms	
Please tell me all the sources of cash income this household receives.			
22	Does this household receive income from.... Salaried work?	Yes 1 No 0 Don't know 8	
23	Does this household receive income from.... Casual labor?	Yes 1 No 0 Don't know 8	

24	Does this household receive income from.... Gifts/donations/charity?	Yes 1 No 0 Don't know 8	
25	Does this household receive income from.... Self-employed business?	Yes 1 No 0 Don't know 8	
26	Does this household receive income from.. Farming its own plot?	Yes 1 No 0 Don't know 8	
27	Does this household receive income from.... Vending?	Yes 1 No 0 Don't know 8	
28	Does this household receive income from..... Any other sources?	Yes 1 No 0 Don't know 8	Skip to 29 Skip to 29
28a	From what other source does this household receive income?	_____ (SPECIFY)	
29	Does your household grow any food crops?	Yes 1 No 0 Don't Know 8	
30	In the past month, how many meals did most adult members of this household eat per day?	Did not eat everyday 0 1 meal per day 1 2 meals per day 2 3 meals per day 3 > 3 meals per day 4 Don't Know 8	
31	How often in the past month did your household consume meat? Would you say Every day, A few times per week, A few times per month, Once in the past month, or Never?	Every day 1 A few times per week (2-6 times per week) 2 Once a week, few times a month 3 Once 4 Never 5 N/A Household does not eat meat 7 Don't Know 8	
<b>CAREGIVER SUPPORT</b>			
The next few questions are about help you or the young children in this household might have received in the past 6 months. I am interested in whether you or the children received money, food or clothing or other types of help. Other examples of help might be help with education or educational expenses, childcare, transportation, medical care or some other type of help.			
32	In the past 6 months, did you or the young children receive clothing, medical care, food, childcare, counseling or emotional support, help with transportation or educational expenses or some other type of help from.... <b>Extended family?</b>	Yes 1 No 0 Don't Know 8	Skip to 33 Skip to 33

32a	<p>What type of help did you receive from extended family? RECORD ALL MENTIONED.</p>	<p>Food <input type="checkbox"/></p> <p>Clothing <input type="checkbox"/></p> <p>Education or educational expenses <input type="checkbox"/></p> <p>Monetary <input type="checkbox"/></p> <p>Childcare <input type="checkbox"/></p> <p>Counseling/Emotional <input type="checkbox"/></p> <p>Medical care/Medicines <input type="checkbox"/></p> <p>Transportation <input type="checkbox"/></p> <p>Other: _____ <input type="checkbox"/></p> <p>Don't Know <input type="checkbox"/></p>	
33	<p>In the past 6 months, did you or the young children receive clothing, medical care, food, childcare, counseling or emotional support, help with transportation or educational expenses or some other type of help from..... <b>Friends/neighbors?</b></p>	<p>Yes 1</p> <p>No 0</p> <p>Don't Know 8</p>	<p>Skip to 34</p> <p>Skip to 34</p>
33a	<p>What type of help did you receive from friends/neighbors? RECORD ALL MENTIONED.</p>	<p>Food <input type="checkbox"/></p> <p>Clothing <input type="checkbox"/></p> <p>Education or educational expenses <input type="checkbox"/></p> <p>Monetary <input type="checkbox"/></p> <p>Childcare <input type="checkbox"/></p> <p>Counseling/Emotional <input type="checkbox"/></p> <p>Medical care/Medicines <input type="checkbox"/></p> <p>Transportation <input type="checkbox"/></p> <p>Other: _____ <input type="checkbox"/></p> <p>Don't Know <input type="checkbox"/></p>	
34	<p>In the past 6 months, did you or the young children receive clothing, medical care, food, childcare, counseling or emotional support, help with transportation or educational expenses or some other type of help from..... <b>Church?</b></p>	<p>Yes 1</p> <p>No 0</p> <p>Don't Know 8</p>	<p>Skip to 35</p> <p>Skip to 35</p>
34a	<p>What type of help did you receive from church? RECORD ALL MENTIONED.</p>	<p>Food <input type="checkbox"/></p> <p>Clothing <input type="checkbox"/></p> <p>Education or educational expenses <input type="checkbox"/></p> <p>Monetary <input type="checkbox"/></p> <p>Childcare <input type="checkbox"/></p> <p>Counseling/Emotional <input type="checkbox"/></p> <p>Medical care/Medicines <input type="checkbox"/></p> <p>Transportation <input type="checkbox"/></p> <p>Other: _____ <input type="checkbox"/></p> <p>Don't Know <input type="checkbox"/></p>	
35	<p>In the past 6 months, did you or the young children receive clothing, medical care, food, childcare, counseling or emotional support, help with transportation or educational expenses or some other type of help from..... <b>Community organizations ?</b></p>	<p>Yes 1</p> <p>No 0</p> <p>Don't Know 8</p>	<p>Skip to 36</p> <p>Skip to 36</p>

35a	What type of help did you receive from community organizations? RECORD ALL MENTIONED.	Food <input type="checkbox"/> Clothing <input type="checkbox"/> Education or educational expenses <input type="checkbox"/> Monetary <input type="checkbox"/> Childcare <input type="checkbox"/> Counseling/Emotional <input type="checkbox"/> Medical care/Medicines <input type="checkbox"/> Transportation <input type="checkbox"/> Other: _____ <input type="checkbox"/> Don't Know <input type="checkbox"/>	
36	Did you receive help from anyone else?	Yes 1 No 0 Don't Know 8	Skip to 37 Skip to 37
36a	Who else did you receive help from?	_____ (SPECIFY)	
36b	What type of help did you receive? RECORD ALL MENTIONED.	Food <input type="checkbox"/> Clothing <input type="checkbox"/> Education or educational expenses <input type="checkbox"/> Monetary <input type="checkbox"/> Childcare <input type="checkbox"/> Counseling/Emotional <input type="checkbox"/> Medical care/Medicines <input type="checkbox"/> Transportation <input type="checkbox"/> Other: _____ <input type="checkbox"/> Don't Know <input type="checkbox"/>	
<p><b>CAREGIVER ROLE AND ACTIVITIES</b>                  The next set of questions is about yourself and about your role as caregiver.</p>			
37	Do you earn an income?	Yes 1 No 0	Skip to 38
37a	What is the main source of the income you earn?	Salary 1 Casual Labor 2 Gifts/donations/charity 3 Self-employed 4 Farming own plot 5 Vending 6 Other: _____ 7	
37b	Do you do this work mostly at home or away from this household?	At home 1 Away from household 2 Home and away from household equally 3	
37c	On average, how many hours per week do you spend earning an income?	_____ Hours	

37d	<p>How many days in the past 2 weeks could you not earn an income because of your household duties or duties taking care of the children?</p> <p>IF MORE THAN 0 DAYS BUT LESS THAN 1 DAY, RECORD 1 DAY</p>	<p>_____ Days</p>	
37e	<p>How many days in the past 2 weeks could you not perform your household duties or duties taking care of the children because of your work earning an income?</p> <p>IF MORE THAN 0 DAYS BUT LESS THAN 1 DAY, RECORD 1 DAY</p>	<p>_____ Days</p>	
<p>Now, I would like to ask you about caring for sick children.</p>			
38	<p>Sometimes children have severe illnesses and should be taken immediately to a health facility. What symptoms would cause you to take your child to a health facility right away?</p> <p>PROMPT FOR MORE SIGNS OR SYMPTOMS UNTIL CAREGIVER CANNOT RECALL ANY ADDITIONAL SYMPTOMS. RECORD ALL SYMPTOMS MENTIONED, BUT DO NOT PROMPT WITH ANY SUGGESTIONS.</p>	<p>Child not able to drink or breastfeed <input type="checkbox"/></p> <p>Sick child becomes sicker <input type="checkbox"/></p> <p>Child develops fever <input type="checkbox"/></p> <p>Child has fast breathing <input type="checkbox"/></p> <p>Child has difficult breathing <input type="checkbox"/></p> <p>Child has blood in stool <input type="checkbox"/></p> <p>Child is drinking poorly <input type="checkbox"/></p> <p>Other: _____ <input type="checkbox"/></p> <p>Other: _____ <input type="checkbox"/></p> <p>Don't Know <input type="checkbox"/></p>	
39	<p>The last time you sought treatment from someone outside of the home for a child's illness, where did you go?</p> <p>RECORD ONLY ONE RESPONSE.</p>	<p>Hospital 1</p> <p>Health center 2</p> <p>Dispensary/Pharmacy 3</p> <p>Community health worker 4</p> <p>MCH clinic 5</p> <p>Mobile/outreach clinic 6</p> <p>Private physician 7</p> <p>Traditional healer 8</p> <p>Friend/relative 9</p> <p>Other: _____ 10</p> <p>Don't Know 88</p>	<p>Skip to 42</p>
40	<p>How far away is the place you sought treatment for the child's illness? (km)</p>	<p>_____ Km</p> <p>N/A (mobile services) 777</p>	
41	<p>How did you get there?</p>	<p>Walk/bicycle 1</p> <p>Public transportation 2</p> <p>Own vehicle/someone else's vehicle 3</p> <p>Other: _____ 4</p> <p>N/A (mobile services) 7</p> <p>Don't Know 8</p>	

42	The last time you needed medicine for a sick child, where did you go? RECORD ONLY ONE RESPONSE.	Hospital 1 Health center 2 Dispensary/Pharmacy 3 Community health worker 4 MCH clinic 5 Mobile/outreach clinic 6 Private physician 7 Traditional healer 8 Friend/relative 9 Other: _____ 10 Don't Know 88	Skip to 45
43	How far away is the place you went for medicines? (km)	_____ Km N/A (mobile services) 777	
44	How did you get there?	Walk/bicycle 1 Public transportation 2 Own vehicle/someone else's vehicle 3 Other: _____ 4 N/A (mobile services) 7 Don't Know 8	
<b>CAREGIVER HEALTH STATUS</b>			
The next questions are about your health.			
45	WOMEN ONLY Are you pregnant?	Yes 1 No 0 Don't know/Suspect 8	
46	WOMEN ONLY Are you breastfeeding?	Yes 1 No 0	
47	In general, would you say your health during the past year has been Very Good, Good, Fair or Poor? RECORD ONLY ONE RESPONSE	Very Good 1 Good 2 Fair 3 Poor 4	Skip to 48 Skip to 48
47a	In the next 6 months, do you expect your health to improve, stay the same or decline?	Improve 1 Stay the same 2 Decline 3	
48	In the past year, have you had any difficulty caring for the children in this household due to health problems?	Yes 1 No 0	Skip to 49
48a	When you were sick, did you need any help with any of your daily activities?	Yes 1 No 0	Skip to 49
48b	Did you receive any help?	Yes 1 No 0	Skip to 48d

48c	<p>From whom did you receive help? RECORD ALL MENTIONED. PROBE FOR ALL..</p>	<p>Adult household member <input type="checkbox"/>                  Child household member <input type="checkbox"/>                  My extended family not living in the household <input type="checkbox"/>                  Friends/neighbors <input type="checkbox"/>                  Community organization <input type="checkbox"/>                  Other: _____ <input type="checkbox"/></p>	
48d	<p>For which activities did you not receive the help you needed? RECORD ALL MENTIONED.</p>	<p>Childcare <input type="checkbox"/>                  Housework <input type="checkbox"/>                  Cooking, preparing meals <input type="checkbox"/>                  Fetching water, firewood <input type="checkbox"/>                  Garden/Farm work <input type="checkbox"/>                  Buying things at market <input type="checkbox"/>                  Selling, trading things <input type="checkbox"/>                  Fetching medicine <input type="checkbox"/>                  Building, construction, home repair <input type="checkbox"/>                  Looking after livestock <input type="checkbox"/>                  Other: _____ <input type="checkbox"/>                  N/A Received all the help I needed <input type="checkbox"/></p>	
49	<p>In this area, when parents die, with whom do children go to live? RECORD ALL MENTIONED.</p>	<p>Children’s Paternal uncles/aunts <input type="checkbox"/>                  Children’s Maternal uncles/aunts <input type="checkbox"/>                  Their Mother’s parents <input type="checkbox"/>                  Their Father’s parents <input type="checkbox"/>                  Their Older or adult siblings of children <input type="checkbox"/>                  Clan, community, neighbors, etc <input type="checkbox"/>                  Orphanage/Institution <input type="checkbox"/>                  No one <input type="checkbox"/>                  Other: _____ <input type="checkbox"/>                  Don’t know <input type="checkbox"/></p>	
50	<p>Who would care for the children if, in the future, you weren’t able to due to health problems? RECORD ONLY ONE RESPONSE. IF CAREGIVER GIVES MORE THAN ONE RESPONSE, ASK, “WHO IS MOST LIKELY TO CARE FOR THE CHILDREN IF YOU WEREN’T ABLE TO?” (RECORD RELATIONSHIP TO CHILD).</p>	<p>Child’s mother 1                  Child’s father 2                  Paternal uncles/aunts 3                  Maternal uncles/aunts 4                  Mother’s parents 5                  Father’s parents 6                  Older or adult siblings of children 7                  Clan, community, neighbors, etc 8                  Orphanage/Institution 9                  No one 10                  Other: _____ 11                  Don’t know 88</p>	<p>Skip to 51                  Skip to 51                  Skip to 51</p>
50a	<p>Does this person live in this household?</p>	<p>Yes 1                  No 0</p>	
50b	<p>Have you talked to this person about taking care of the children if you weren’t able to due to health problems?</p>	<p>Yes 1                  No 0</p>	
51	<p>Have you made a will?</p>	<p>Yes 1                  No 0</p>	<p>Skip to 52</p>
51a	<p>Does it specify whom you wish to take care of the children?</p>	<p>Yes 1                  No 0                  Don’t Know 8</p>	

<b>INHERITANCE PATTERNS</b>			
The next questions will be about individuals' right to own property after someone dies.			
52	By law, do you know whether a woman has a right to her husband's property after he dies if there is <u>no</u> will?	Yes, she does have a right 1 No, she does not have a right 0 Don't know 8	
53	Do you know whether a woman has a right to her husband's property after he dies if there is a will specifying her as a beneficiary?	Yes, she does have a right 1 No, she does not have a right 0 Don't know 8	
54	By law, do children have rights to their parent's property after the parent dies, if there is <u>no</u> will?	Yes, they do have a right 1 No, they do not have a right 0 Don't know 8	
55	Do children have rights to their parent's property after the parent dies, if there is a will specifying them as beneficiaries?	Yes, they do have a right 1 No, they do not have a right 0 Don't know 8	
56	Do you think there are ever cases of property stealing in this community?	Yes 1 No 0 Maybe / Don't Know 8	Skip to 58 Skip to 58
57	In general, which people are most likely to steal property from surviving family members?  RECORD ALL MENTIONED.	Husband's relatives <input type="checkbox"/> Wife's relatives <input type="checkbox"/> Older or adult siblings of children <input type="checkbox"/> Step-siblings of children <input type="checkbox"/> Guardians of children <input type="checkbox"/> Executors, caretakers of children's property <input type="checkbox"/> Clan, community, neighbors, etc <input type="checkbox"/>  Other: _____ <input type="checkbox"/> Don't Know <input type="checkbox"/>	
<b>HIV/AIDS AND STIGMA</b>			
The next questions are about people living with HIV/AIDS.			
58	If a relative of yours was sick with the AIDS virus, would you be willing to care for him or her in your own household?	Yes 1 No 0 Don't Know 8	
59	Would you allow your child to play with a child who has the AIDS virus?	Yes 1 No 0 Don't Know 8	
60	This next question will be about whether you are concerned anyone in your household has HIV/AIDS. I will not ask you to tell me the name of anyone with HIV/AIDS.  Are you worried that anyone in your household may have HIV/AIDS now?	Yes 1 No 0 Don't Know 8 Refused 9	Skip to 61 Skip to 61 Skip to 61
60a	I do not want to know whom, specifically, but are you concerned that a child may have HIV/AIDS?	Yes 1 No 0 Refused 9	

60b	Are you concerned that an adult may have HIV/AIDS	Yes 1 No 0 Refused 9	
60c	Are you concerned that you yourself have HIV/AIDS?	Yes 1 No 0 Refused 9	
<b>ANTICIPATION OF FURTHER STRESSES</b>			
61	Do you have any worries now about your responsibilities as a guardian for these children?	Yes 1 No 0	If NO, Skip to 62
61a	What worries you the most?  DO NOT READ LIST. IF CAREGIVER SAYS 'MONEY', ASK "MONEY FOR WHAT?". RECORD ALL MENTIONED.	Money to send children to school/day care <input type="checkbox"/> Money for food, <input type="checkbox"/> Money for clothes <input type="checkbox"/> Housing or money for housing <input type="checkbox"/> Other financial concerns <input type="checkbox"/> Caring for a child who is sickly <input type="checkbox"/> My own poor health or old age, physical limitations <input type="checkbox"/> Other: _____ <input type="checkbox"/>	

**IF CAREGIVER HAS NOT BEEN WIDOWED AND CAREGIVER IS 18 YEARS OR OLDER, GO TO CHILD'S MODULE**

<b>CAREGIVER'S INHERITANCE</b>			
IF CAREGIVER HAS BEEN WIDOWED (Q 16 = 5), CHECK HERE AND CONTINUE. <input type="checkbox"/>			
IF CAREGIVER HAS <u>NOT</u> BEEN WIDOWED, SKIP TO NEXT SECTION.			
Now, I would like to know about your experience after your spouse died.			
62	Since your spouse died, have you had any property stolen from you?	Yes 1 No 0	Skip to 63
62a	What type of property was taken?  RECORD ALL MENTIONED.	Land <input type="checkbox"/> Housing <input type="checkbox"/> Money <input type="checkbox"/> Material property (e.g., furniture, kitchen utensils, etc.) <input type="checkbox"/> Other: _____ <input type="checkbox"/>	
62b	Who took your property?  RECORD ALL MENTIONED.	Husband's family <input type="checkbox"/> Wife's family <input type="checkbox"/> My family <input type="checkbox"/> Clan, community, neighbors, etc <input type="checkbox"/> Other: _____ <input type="checkbox"/> Don't Know <input type="checkbox"/>	

63	Did your spouse make a will before he/she died?	Yes 1 No 0 Don't know 8	If NO or DK, go to CHILD'S MODULE
63a	Were you the beneficiary of the will?	Yes 1 No 0 Don't know 8	
63b	Were any of the children a beneficiary of the will?	Yes 1 No 0 Don't know 8	
<p>IF CAREGIVER IS LESS THAN 18 YEARS OF AGE AND EITHER PARENT IS DECEASED (LINE 1: Question 4 = less than 18 and (Question 7 = 0 or Question 8 = 0), CHECK HERE AND CONTINUE. <input type="checkbox"/></p> <p>IF CAREGIVER IS 18 YEARS OR OLDER OR NEITHER PARENT IS KNOWN TO BE DECEASED, GO TO CHILD'S MODULE.</p> <p>Now, I would like to know about your experience after your parents died.</p>			
64	Since your parents died, have you had any property stolen from you?	Yes 1 No 0	Skip to 65
64a	What type of property was taken? RECORD ALL MENTIONED. PROMPT WITH SUGGESTIONS.	Land <input type="checkbox"/> Housing <input type="checkbox"/> Money <input type="checkbox"/> Material property (e.g., furniture, kitchen utensils, etc.) <input type="checkbox"/> Other: _____ <input type="checkbox"/>	
64b	Who took your property? RECORD ALL MENTIONED.	Paternal uncles/aunts <input type="checkbox"/> Maternal uncles/aunts <input type="checkbox"/> Older or adult siblings of children <input type="checkbox"/> Step-siblings of children <input type="checkbox"/> Guardians of children <input type="checkbox"/> Executors, caretakers of children's property <input type="checkbox"/> Clan, community, neighbors, etc <input type="checkbox"/> Other: _____ <input type="checkbox"/> Don't Know <input type="checkbox"/>	
65	Did your parents make a will before they died?	Yes 1 No 0 Don't know 8	If NO of DK, Go to CHILD'S MODULE
65a	Were you the beneficiary of the will?	Yes 1 No 0 Don't know 8	Go to CHILD'S MODULE

Child's Name: \_\_\_\_\_

<b>CHILD'S BASIC NEEDS AND MATERIAL WELL-BEING</b>			
These next questions will all be about [Child].			
1	Is [Child] less than 1 year of age?	Yes No	
1a	How old is [Child]? IF LESS THAN ONE YEAR, RECORD THE NUMBER OF MONTHS. IF ONE YEAR OR MORE, RECORD THE NUMBER OF YEARS.	____ ____ Months ____ ____ Years	
2	ONLY IF <1 YEAR OF AGE What is child drinking? RECORD ALL MENTIONED	Breast milk <input type="checkbox"/> Commercial Formula <input type="checkbox"/> Other milk <input type="checkbox"/> Other: _____ <input type="checkbox"/> Don't know <input type="checkbox"/>	
3	How often in the past month did [Child] go without getting enough to eat? Would you say Every day, A few times per week, A few times per month, Once, or Never?	Every day 1 A few times per week (2-6 times per week) 2 A few times per month 3 Once 4 Never 5	Skip to 4
3a	Why didn't [Child] get enough to eat? RECORD ALL MENTIONED	Not enough money to buy food <input type="checkbox"/> No one is able to prepare it <input type="checkbox"/> No water/water/wood/electricity <input type="checkbox"/> Other: _____ <input type="checkbox"/>	
4	Does [Child] sleep on a mattress?	Yes 1 No 0	
5	Does [Child] have a blanket?	Yes 1 No 0	
6	Does [Child] have more than one set of clothes?	Yes 1 No 0	
7	Does [Child] have a pair of shoes?	Yes 1 No 0	
<b>CHILD'S DAILY ACTIVITIES</b>			
Next, I'll ask you about [Child's] daily activities.			
8	Who generally takes care of [Child] when you cannot do so because of work or other reasons? RECORD ALL MENTIONED.	Someone living in the household <input type="checkbox"/> My family member not living in the household <input type="checkbox"/> Friends/neighbors <input type="checkbox"/> Day care/pre-school/School <input type="checkbox"/> No one else, Child stays alone <input type="checkbox"/> Other: _____ <input type="checkbox"/>	

**CHILD MODULE**

Cluster No: \_\_\_\_\_ Household No: \_\_\_\_\_ Line No. \_\_\_\_\_

Child's Name: \_\_\_\_\_

9	What is the age of the youngest person who takes care of [Child]?	_____ years Child stays alone or cares for younger children 777	
10	Does [Child] attend school or pre-school or any organized learning or education program?	Yes 1 No 0	Skip to 11
10a	How many hours per week does [Child] attend school or pre-school?	_____ hours	
11	What obstacles do you foresee which may prevent you from sending the child to primary school?	Unable to afford school fees 1 Need child labor at home 2 No interest 3 School too far 4 None 5 Other: _____ 6	
12	Does [Child] attend day care? By day care, I mean a place where you would take [Child] primarily for someone to watch him/her rather than for him/her to attend a learning or education program.	Yes 1 No 0	Skip to 13
12a	How many hours per week does [Child] attend day care?	_____ hours	
<b>CHILD'S HEALTH</b>			
The next questions are about [Child's] health.			
13	Would you say [Child's] health is very good, good, fair, or poor?	Very Good 1 Good 2 Fair 3 Poor 4	
14	How many times has [Child] visited a health center or health practitioner in the past month due to a health problem?	_____ times	
15	How many times has [Child] been hospitalized in the past year	_____ times	
16	Does [Child] have an immunization card?	Yes 1 No 0 Don't Know 8	
17	Does [Child] need any health services he/she is not receiving?	Yes 1 No 0 Don't Know 8	Skip to 18 Skip to 18
17a	What type of health services does [Child] need?  DO NOT READ. RECORD ALL MENTIONED.	Healthcare <input type="checkbox"/> Medicine <input type="checkbox"/> Immunizations <input type="checkbox"/> Other: _____ <input type="checkbox"/>	

**CHILD MODULE**

Cluster No: \_\_\_\_\_ Household No: \_\_\_\_\_ Line No. \_\_\_\_\_

Child's Name: \_\_\_\_\_

17b	Why isn't [Child] receiving the health services he/she needs? RECORD ALL MENTIONED.	Caregiver doesn't have enough time to obtain <input type="checkbox"/> Not enough money to pay for <input type="checkbox"/> No transportation, too far away <input type="checkbox"/> Other: _____ <input type="checkbox"/>	
18	Does [Child] have any siblings less than 18 years of age who aren't living in this household?	Yes 1 No 0 Don't Know 8	Skip to 19 Skip to 19
18a	How many of [Child's] siblings less than 18 years of age live somewhere else?	_____ siblings Don't Know 88	
18b	Where are [Child's] siblings living? RECORD ALL MENTIONED.	With other family members <input type="checkbox"/> With friends, community members <input type="checkbox"/> School <input type="checkbox"/> Orphanage <input type="checkbox"/> On the street <input type="checkbox"/> In own home <input type="checkbox"/> Other: _____ <input type="checkbox"/> Don't Know <input type="checkbox"/>	

**PSYCHOSOCIAL WELL-BEING - FOR CHILDREN 2-7 YEARS OF AGE ONLY -**

Now, I have a list of some problems that children may have. Tell me if any of these apply to [Child] now.

19	.....Can't sit still, restless	Yes 1 No 0	
20	.....Is too dependent, clings	Yes 1 No 0	
21	.....Mean to other children	Yes 1 No 0	
22	.....Gets teased a lot by other children	Yes 1 No 0	
23	.....Cries a lot	Yes 1 No 0	
24	.....Destroys things belonging to others	Yes 1 No 0	
25	.....Refuses to eat	Yes 1 No 0	
26	.....Gets in many fights	Yes 1 No 0	

Child's Name: \_\_\_\_\_

27	.....Hurts animals	Yes 1 No 0	
28	.....Get in many arguments	Yes 1 No 0	
29	.....Not liked by other children	Yes 1 No 0	
30	.....Difficulty learning	Yes 1 No 0	
31	.....Has difficulty following directions or understand what people tell him/her to do	Yes 1 No 0	
32	.....Is difficult to understand because of speech problems	Yes 1 No 0	
33	.....Too fearful or anxious	Yes 1 No 0	
34	.....Withdrawn, prefers to be alone	Yes 1 No 0	
35	.....Unhappy, sad, depressed most of the time	Yes 1 No 0	
36	.....Stubborn	Yes 1 No 0	
37	.....Moody	Yes 1 No 0	
38	.....Trouble sleeping	Yes 1 No 0	
39	.....Wets bed	Yes 1 No 0	
40	.....Difficulty with bowel control	Yes 1 No 0	
41	.....Compared to other children [Child's] age, do you find he/she is difficult to manage or control?	Yes 1 No 0	

Child's Name: \_\_\_\_\_

<b>DEVELOPMENTAL AGE OF CHILD - FOR CHILDREN LESS THAN 2 YEARS OF AGE ONLY -</b>			
42	Does [Child] sit without support from another person?	Yes 1 No 0	
43	Does [Child] stand without support from another person?	Yes 1 No 0	
Which of the following does [Child] do regularly during the day?			
44	.....Sucks thumb	Yes 1 No 0	
45	.....Sucks or chews on objects	Yes 1 No 0	
46	.....Makes sounds	Yes 1 No 0	
47	.....Rocks and sways	Yes 1 No 0	
48	.....Shakes or bangs head	Yes 1 No 0	
49	.....Makes babytalk and sounds	Yes 1 No 0	
50	.....Plays with older children	Yes 1 No 0	
51	.....Stays close to adults	Yes 1 No 0	
<b>GROWTH MEASUREMENTS</b>			
52	What is [Child's] date of birth	___ ___ Day ___ ___ Month ___ ___ ___ Year	
53	Height / Length RECORD CHILD'S HEIGHT OR LENGTH TO THE NEAREST .1 CM	___ ___ . ___ cm	
53a	Height Measurement	Measured 1 Child not present 2 Refused 3	
54	Weight RECORD CHILD'S WEIGHT TO THE NEAREST .5 KG	___ ___ . ___ kg	

**CHILD MODULE**

Cluster No: \_\_\_\_\_ Household No: \_\_\_\_\_ Line No. \_\_\_\_\_

Child's Name: \_\_\_\_\_

54a	Weight Measurement	Measured 1 Child not present 2 Refused 3	
55	Child's sex	Male 1 Female 2	
56	Date child measured	___ ___ Day ___ ___ Month ___ ___ ___ ___ Year	

**CHILD MODULE**

Cluster No: \_\_\_\_ \_\_\_\_

Household No: \_\_\_\_ \_\_\_\_

Line No. \_\_\_\_ \_\_\_\_

Child's Name: \_\_\_\_\_

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--- APPENDIX VIII ---

Blank Survey Template

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01		1 2	00	___	1 0	1 0 8	1 0	___	1 0 8	1 0	___
02		1 2	___	___	1 0	1 0 8	1 0	___	1 0 8	1 0	___
03		1 2	___	___	1 0	1 0 8	1 0	___	1 0 8	1 0	___
04		1 2	___	___	1 0	1 0 8	1 0	___	1 0 8	1 0	___
05		1 2	___	___	1 0	1 0 8	1 0	___	1 0 8	1 0	___
06		1 2	___	___	1 0	1 0 8	1 0	___	1 0 8	1 0	___
07		1 2	___	___	1 0	1 0 8	1 0	___	1 0 8	1 0	___
08		1 2	___	___	1 0	1 0 8	1 0	___	1 0 8	1 0	___
09		1 2	___	___	1 0	1 0 8	1 0	___	1 0 8	1 0	___
10		1 2	___	___	1 0	1 0 8	1 0	___	1 0 8	1 0	___
11		1 2	___	___	1 0	1 0 8	1 0	___	1 0 8	1 0	___
12		1 2	___	___	1 0	1 0 8	1 0	___	1 0 8	1 0	___
13		1 2	___	___	1 0	1 0 8	1 0	___	1 0 8	1 0	___
14		1 2	___	___	1 0	1 0 8	1 0	___	1 0 8	1 0	___
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	< 18		5-17							
	(9)	(9a)	(10)	(10a)	(10b)	(10c)	(11)	(11a)	(12)	(12a)
01	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___
02	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___
03	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___
04	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___
05	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___
06	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___
07	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___
08	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___
09	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___
10	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___
11	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___
12	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___
13	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___
14	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___
15	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___

13			1 2 3 4 5
14			1 2 3 4 5 6 7
15			1 2 3 4 5 6
16			1 2 3 4 5
17			0 1 2 3 4 5 6 7 8 9 10 11

18			1 2 3 4 5 6 7 8 9 10 11 12  13 14 88
19		— — —	777 888
20			1 2 3 4 5 6 7  8 9 88
21		— —	
22			1 0 8
23			1 0 8

24			1 0 8	
25			1 0 8	
26			1 0 8	
27			1 0 8	
28			1 0 8	
28a				
29			1 0 8	
30			0 1 2 3 4 8	
31			1 2 3 4 5 7 8	
32			1 0 8	

32a		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
33		1 0 8	
33a		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
34		1 0 8	
34a		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
35		1 0 8	

35a			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
36			1 0 8	
36a				
36b			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
37			1 0	
37a			1 2 3 4 5 6 7	
37b			1 2 3	
37c			— — —	

37d				
37e				
38			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
39			1 2 3 4 5 6 7 8 9  10 88	
40				777
41			1 2 3  4 7 8	

42			1 2 3 4 5 6 7 8 9  10 88	
43			777	
44			1 2 3  4 7 8	
45			1 0 8	
46			1 0	
47			1 2 3 4	
47a			1 2 3	
48			1 0	
48a			1 0	
48b			1 0	

48c			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
48d			<input type="checkbox"/> <input type="checkbox"/>	
49			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
50			1 2 3 4 5 6 7 8 9 10  11 88	
50a			1 0	
50b			1 0	
51			1 0	
51a			1 0 8	

52			1 0 8
53			1 0 8
54			1 0 8
55			1 0 8
56			1 0 8
57			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
58			1 0 8
59			1 0 8
60			1 0 8 9
60a			1 0 9

60b			1 0 9	
60c			1 0 9	
61			1 0	
61a			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

62			1 0	
62a			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
62b			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

63			1 0 8	
63a			1 0 8	
63b			1 0 8	
64			1 0	
64a			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
64b			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
65			1 0 8	
65a			1 0 8	

1		Yes No	
1a		— — — —	
2		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/>	
3		1 2 3 4 5	
3a		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/>	
4		1 0	
5		1 0	
6		1 0	
7		1 0	
8		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/>	

9			777
10			
10a			
11			1 2 3 4 5 6
12			1 0
12a			— —
13			1 2 3 4
14			
15			
16			1 0 8
17			1 0 8
17a			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

17b		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
18		1 0 8	
18a		88	
18b		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
19		1 0	
20		1 0	
21		1 0	
22		1 0	
23		1 0	
24		1 0	
25		1 0	
26		1 0	

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27		1 0	
28		1 0	
29		1 0	
30		1 0	
31		1 0	
32		1 0	
33		1 0	
34		1 0	
35		1 0	
36		1 0	
37		1 0	
38		1 0	
39		1 0	
40		1 0	
41		1 0	

42			1 0
43			1 0
44			1 0
45			1 0
46			1 0
47			1 0
48			1 0
49			1 0
50			1 0
51			1 0
52			
53			
53a			1 2 3
54			

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54a		1 2 3	
55		1 2	
56			



--- APPENDIX IX ---  
Data Dictionary



## Household Survey

### IDENTIFICATION

*Complete the information below for all households approached.*

Province \_\_\_\_\_ **HHQ1** \_\_\_\_\_

District \_\_\_\_\_ **HHQ2** \_\_\_\_\_

Location/Town \_\_\_\_\_ **HHQ3** \_\_\_\_\_

Cluster Number.....**CLUSTER**.....

Household Number.....**HH**.....


Name of Primary Caregiver \_\_\_\_\_

*Record Caregiver's first name ONLY.*

INTERVIEWER VISITS	1	2	3	Final Visit		
<b>Date</b>	[DD/MM/YYYY]	[DD/MM/YYYY]	[DD/MM/YYYY]	<b>Day</b>	<b>HHQ6</b>	
<b>Interviewer's Name</b>				<b>Month</b>		
<b>Result</b>				<b>Year</b>	2	0
				<b>Result</b>		
<b>NEXT VISIT:</b> <i>If survey not completed on first visit.</i>	[DD/MM/YYYY]	[DD/MM/YYYY]		Results Codes: 1 = Completed 2 = Not at Home 3 = Postponed 4 = Partially Completed 5 = Refused 6 = Not Eligible		
<b>Time</b>						
<b>Name</b>	<b>Field Edited By</b> _____ <b>HHQ7</b> _____		<b>Office Edited By</b> _____ <b>HHQ9</b> _____		<i>Keyed By</i> _____ <b>HHQ11</b> _____	
<b>Date</b>	<b>HHQ8</b> [DD/MM/YYYY]		<b>HHQ10</b> [DD/MM/YYYY]		<b>HHQ12</b> [DD/MM/YYYY]	



**HOUSEHOLD SURVEY**

Cluster No: \_\_\_\_\_ Household No: \_\_\_\_\_

First, I would like to know about all of the people who currently live in this household. I'll begin by asking you questions about yourself. WRITE CAREGIVER'S NAME ON LINE ONE AND COMPLETE ALL QUESTIONS RELEVANT TO THE CAREGIVER. THEN, PROBE FOR EVERYONE IN THE HOUSEHOLD. REPEAT QUESTIONS FOR EACH PERSON WHO IS LIVING IN HOUSEHOLD NOW.

LINE NO.	HOUSEHOLD MEMBERS	SEX	RELATIONSHIP	AGE	FOR CHILDREN LESS THAN 18 YEARS OLD						
					PRIMARY CAREGIVER	PARENTAL SURVIVORSHIP AND RESIDENCE					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(7a)	(7b)	(8)	(8a)	(8b)
Line	Name	M F	Relationship	Years	Y N	Y N DK	Y N	Year	Y N DK	Y N	Year
01		1 2	00 (Self)	___	-----	1 0 8	1 0	_____	1 0 8	1 0	_____
02		1 2	_____	_____	1 0	1 0 8	1 0	_____	1 0 8	1 0	_____
03		1 2	_____	_____	1 0	1 0 8	1 0	_____	1 0 8	1 0	_____
04		1 2	_____	_____	1 0	1 0 8	1 0	_____	1 0 8	1 0	_____
05		1 2									
06		1 2									
07		1 2									
08		1 2									
09		1 2									
10		1 2									
11		1 2			1 0	1 0 8			1 0 8	1 0	
12		1 2			1 0	1 0 8	1 0		1 0 8	1 0	
13		1 2			1 0	1 0 8	1 0		1 0 8	1 0	
14		1 2			1 0	1 0 8	1 0		1 0 8	1 0	
15		1 2			1 0	1 0 8	1 0		1 0 8	1 0	

NAME

SEX

RELATION

AGE

PRIME CARE

MOTHER ALIV

MOTHER IN H

MOTHER DIED

FATHER ALIV

FATHER IN H

FATHER DIED

**Relationship Codes**  
 01 = Wife/husband 02 = Son/daughter 03 = Son-in-law/daughter-in-law  
 04 = Grandchild 05 = Brother/sister 06 = Parent

07 = Parent-in-law 08 = Maternal niece/nephew 09 = Paternal niece/nephew  
 10 = Co-wife 11 = Other Relative 12 = Not related

LINE NO.	< 18 YEARS OLD			FOR CHILDREN 5-17 YEARS							
	BIRTH REGISTRATION		SCHOOL ATTENDANCE				WORK AND HOUSEWORK				
	Does [NAME] have a birth certificate?	IF NO BIRTH CERTIFICATE Was [NAME'S] birth been registered?	How many years of school has [NAME] completed?	Is [NAME] currently attending school?	IF NOT ATTENDING Why isn't [NAME] attending school?	IF ATTENDING SCHOOL Are [NAME'S] school fees paid up to date?	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?	IF WORKED About how many hours did s/he do this work for someone who is not a member of this household?	During the past week, did [NAME] do any household chores, such as farming, childcare or other housework?	IF DID HOUSEWORK About how many hours did [NAME] spend doing these chores?	
1 Yes 2 No 8 DK  IF YES, SKIP TO 10	1 Yes 2 No 8 DK	0 No school 1 year 2 years 3 years 4 years 5 years 6 years 7 years 8 years 9 years 10 years 11 years	1 Yes 0 No 8 DK  IF YES, SKIP TO 10c  IF DK, SKIP TO 11	1 School fees 2 Ill/handicapped 3 Chores 4 Too far 5 Too young Other  SKIP TO 11	1 Yes 0 No 8 DK	1 Yes, Paid 2 Yes, Unpaid 0 No  IF NO, SKIP TO 12	1 Yes 0 No 8 DK  IF NO, SKIP TO 13	1 Yes 0 No 8 DK  IF NO, SKIP TO 13	1 Yes 0 No 8 DK		
	(9)	(9a)	(10)	(10a)	(10b)	(10c)	(11)	(11a)	(12)	(12a)	
	Y N DK	Y N DK	Grade	Y N DK	Reason	Y N DK	Y-Paid Y-Unpaid No	Hours	Y N DK	Hours	
01	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___	
02	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___	
03	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___	
04	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___	
05	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___	
06	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___	
07	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___	
08	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___	
09	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___	
10	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___	
11	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___	
12	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___	
13	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___	
14	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___	
15	1 0 8	1 0 8		1 0 8		1 0 8	1 2 0	___ ___	1 0 8	___ ___	

Record the number of children less than 8 years of age for whom the respondent is the primary caregiver: \_\_\_\_\_ (# CHILD MODULES to be completed)

MAIN MATERIALS OF HOUSE			
13	OBSERVE MAIN MATERIAL OF FLOOR	Concrete 1 Mud 2 Tile 3 Dirt 4 Other: _____ 5	HHQ1301 HHQ13010
14	OBSERVE MAIN MATERIAL OF WALLS	Brick 1 Mud 2 Tin 3 Cement 4 Grass/Thatch 5 Wood 6 Other: _____ 7	HHQ14 HHQ140
15	OBSERVE MAIN MATERIAL OF ROOF	Iron/metal sheets/asbestos 1 Grass thatched 2 Flattened tins 3 Tile/Shingles 4 Wood 5 Other: _____ 6	HHQ15 HHQ150
CAREGIVER CHARACTERISTICS			
16	What is your marital status?	Married 1 Never married 2 Divorced 3 Separated 4 Widowed 5	HHQ1601
17	How many years of school have you completed?	No school 0 1 year 1 2 years 2 3 years 3 4 years 4 5 years 5 6 years 6 7 years 7 8 years 8 9 years 9 10 years 10 11 years 11	HHQ17



24	Does this household receive income from.... Gifts/donations/charity?	Yes 1 No 0 Don't know 8	<b>HHQ24</b>
25	Does this household receive income from.... Self-employed business?	Yes 1 No 0 Don't know 8	<b>HHQ25</b>
26	Does this household receive income from.. Farming its own plot?	Yes 1 No 0 Don't know 8	<b>HHQ26</b>
27	Does this household receive income from.... Vending?	Yes 1 No 0 Don't know 8	<b>HHQ27</b>
28	Does this household receive income from..... Any other sources?	Yes 1 No 0 Don't know 8	<b>HHQ18</b> Skip to 29 Skip to 29
28a	From what other source does this household receive income?	_____ (SPECIFY)	
29	Does your household grow any food crops?	Yes 1 No 0 Don't Know 8	<b>HHQ29</b>
30	In the past month, how many meals did most adult members of this household eat per day?	Did not eat everyday 0 1 meal per day 1 2 meals per day 2 3 meals per day 3 > 3 meals per day 4 Don't Know 8	<b>HHQ30</b>
31	How often in the past month did your household consume meat? Would you say Every day, A few times per week, A few times per month, Once in the past month, or Never?	Every day 1 A few times per week (2-6 times per week) 2 Once a week, few times a month 3 Once 4 Never 5 N/A Household does not eat meat 7 Don't Know 8	<b>HHQ31</b>
<b>CAREGIVER SUPPORT</b>			
The next few questions are about help you or the young children in this household might have received in the past 6 months. I am interested in whether you or the children received money, food or clothing or other types of help. Other examples of help might be help with education or educational expenses, childcare, transportation, medical care or some other type of help.			
32	In the past 6 months, did you or the young children receive clothing, medical care, food, childcare, counseling or emotional support, help with transportation or educational expenses or some other type of help from.... <b>Extended family?</b>	Yes 1 No 0 Don't Know 8	<b>HHQ3201</b> Skip to 33 Skip to 33

32a	What type of help did you receive from extended family? RECORD ALL MENTIONED.	Food <input type="checkbox"/> Clothing <input type="checkbox"/> Education or educational expenses <input type="checkbox"/> Monetary <input type="checkbox"/> Childcare <input type="checkbox"/> Counseling/Emotional <input type="checkbox"/> Medical care/Medicines <input type="checkbox"/> Transportation <input type="checkbox"/> Other: _____ <input type="checkbox"/> Don't Know <input type="checkbox"/>	HHQ32a1 HHQ32a2 HHQ32a3 HHQ32a4 HHQ32a5 HHQ32a6 HHQ32a7 HHQ32a8 HHQ32a9 HHQ32a10
33	In the past 6 months, did you or the young children receive clothing, medical care, food, childcare, counseling or emotional support, help with transportation or educational expenses or some other type of help from..... <b>Friends/neighbors?</b>	Yes 1 No 0 Don't Know 8	HHQ33 Skip to 34 Skip to 34
33a	What type of help did you receive from friends/neighbors? RECORD ALL MENTIONED.	Food <input type="checkbox"/> Clothing <input type="checkbox"/> Education or educational expenses <input type="checkbox"/> Monetary <input type="checkbox"/> Childcare <input type="checkbox"/> Counseling/Emotional <input type="checkbox"/> Medical care/Medicines <input type="checkbox"/> Transportation <input type="checkbox"/> Other: _____ <input type="checkbox"/> Don't Know <input type="checkbox"/>	HHQ33a1 HHQ33a2 HHQ33a3 HHQ33a4 HHQ33a5 HHQ33a6 HHQ33a7 HHQ33a8 HHQ33a9 HHQ33a10
34	In the past 6 months, did you or the young children receive clothing, medical care, food, childcare, counseling or emotional support, help with transportation or educational expenses or some other type of help from..... Church?	Yes 1 No 0 Don't Know 8	HHQ34 Skip to 35 Skip to 35
34a	What type of help did you receive from church? RECORD ALL MENTIONED.	Food <input type="checkbox"/> Clothing <input type="checkbox"/> Education or educational expenses <input type="checkbox"/> Monetary <input type="checkbox"/> Childcare <input type="checkbox"/> Counseling/Emotional <input type="checkbox"/> Medical care/Medicines <input type="checkbox"/> Transportation <input type="checkbox"/> Other: _____ <input type="checkbox"/> Don't Know <input type="checkbox"/>	HHQ34a1 HHQ34a2 HHQ34a3 HHQ34a4 HHQ34a5 HHQ34a6 HHQ34a7 HHQ34a8 HHQ34a9 HHQ34a10
35	In the past 6 months, did you or the young children receive clothing, medical care, food, childcare, counseling or emotional support, help with transportation or educational expenses or some other type of help from..... <b>Community organizations ?</b>	Yes 1 No 0 Don't Know 8	HHQ34 Skip to 36 Skip to 36

35a	What type of help did you receive from community organizations? RECORD ALL MENTIONED.	Food <input type="checkbox"/> <b>HHQ35a1</b> Clothing <input type="checkbox"/> <b>HHQ35a2</b> Education or educational expenses <input type="checkbox"/> <b>HHQ35a3</b> Monetary <input type="checkbox"/> <b>HHQ35a4</b> Childcare <input type="checkbox"/> <b>HHQ35a5</b> Counseling/Emotional <input type="checkbox"/> <b>HHQ35a6</b> Medical care/Medicines <input type="checkbox"/> <b>HHQ35a7</b> Transportation <input type="checkbox"/> <b>HHQ35a8</b> Other: _____ <input type="checkbox"/> <b>HHQ35a9</b> Don't Know <input type="checkbox"/> <b>HHQ35a10</b>
36	Did you receive help from anyone else?	Yes 1 <b>HHQ36</b> No 0 Skip to 37 Don't Know 8 Skip to 37
36a	Who else did you receive help from? _____ (SPECIFY)	
36b	What type of help did you receive? RECORD ALL MENTIONED.	Food <input type="checkbox"/> <b>HHQ36b1</b> Clothing <input type="checkbox"/> <b>HHQ36b2</b> Education or educational expenses <input type="checkbox"/> <b>HHQ36b3</b> Monetary <input type="checkbox"/> <b>HHQ36b4</b> Childcare <input type="checkbox"/> <b>HHQ36b5</b> Counseling/Emotional <input type="checkbox"/> <b>HHQ36b6</b> Medical care/Medicines <input type="checkbox"/> <b>HHQ36b7</b> Transportation <input type="checkbox"/> <b>HHQ36b8</b> Other: _____ <input type="checkbox"/> <b>HHQ36b9</b> Don't Know <input type="checkbox"/> <b>HHQ36b10</b>
<b>CAREGIVER ROLE AND ACTIVITIES</b>		
The next set of questions is about yourself and about your role as caregiver.		
37	Do you earn an income?	Yes 1 <b>HHQ37</b> No 0 Skip to 38
37a	What is the main source of the income you earn?	Salary 1 Casual Labor 2 Gifts/donations/charity 3 <b>HHQ37a</b> Self-employed 4 Farming own plot 5 Vending 6 Other: _____ 7 <b>HHQ37aO</b>
37b	Do you do this work at mostly at home or away from this household?	At home 1 Away from household 2 <b>HHQ37b</b> Home and away from household equally 3
37c	On average, how many hours per week do you spend earning an income?	_____ Hours <b>HHQ37c</b>

37d	<p>How many days in the past 2 weeks could not earn an income because of your household duties or duties taking care of the children?</p> <p>IF MORE THAN 0 DAYS BUT LESS THAN 1 DAY, RECORD 1 DAY</p>	<p>_____ Days</p>	<p><b>HHQ37d</b></p>
37e	<p>How many days in the past 2 weeks could not perform your household duties or duties taking care of the children because of your work earning an income?</p> <p>IF MORE THAN 0 DAYS BUT LESS THAN 1 DAY, RECORD 1 DAY</p>	<p>_____ Days</p>	<p><b>HHQ37e</b></p>
<p>Now, I would like to ask you about caring for sick children.</p>			
38	<p>Sometimes children have severe illnesses and should be taken immediately to a health facility. What symptoms would cause you to take your child to a health facility right away?</p> <p>PROMPT FOR MORE SIGNS OR SYMPTOMS UNTIL CAREGIVER CANNOT RECALL ANY ADDITIONAL SYMPTIOMS. RECORD ALL SYMPTOMS MENTIONED, BUT DO NOT PROMPT WITH ANY SUGGESTIONS.</p>	<p>Child not able to drink or breastfeed <input type="checkbox"/></p> <p>Sick child becomes sicker <input type="checkbox"/></p> <p>Child develops fever <input type="checkbox"/></p> <p>Child has fast breathing <input type="checkbox"/></p> <p>Child has difficult breathing <input type="checkbox"/></p> <p>Child has blood in stool <input type="checkbox"/></p> <p>Child is drinking poorly <input type="checkbox"/></p> <p>Other: _____ <input type="checkbox"/></p> <p>Other: _____ <input type="checkbox"/></p> <p>Don't Know <input type="checkbox"/></p>	<p><b>HHQ38a</b></p> <p><b>HHQ38b</b></p> <p><b>HHQ38c</b></p> <p><b>HHQ38d</b></p> <p><b>HHQ38e</b></p> <p><b>HHQ38f</b></p> <p><b>HHQ38g</b></p> <p><b>HHQ38h</b></p> <p><b>HHQ38i</b></p>
39	<p>The last time you sought treatment from someone outside of the home for a child's illness, where did you go?</p> <p>RECORD ONLY ONE RESPONSE.</p>	<p>Hospital 1</p> <p>Health center 2</p> <p>Dispensary/Pharmacy 3</p> <p>Community health worker 4</p> <p>MCH clinic 5</p> <p>Mobile/outreach clinic 6</p> <p>Private physician 7</p> <p>Traditional healer 8</p> <p>Friend/relative 9</p> <p>Other: _____ 10</p> <p>Don't Know 88</p>	<p><b>HHQ39</b></p> <p><b>HHQ39O</b></p> <p>Skip to 42</p>
40	<p>How far away is the place you sought treatment for the child's illness? (km)</p>	<p>_____ Km</p> <p>N/A (mobile services) 777</p>	<p><b>HHQ40</b></p>
41	<p>How did you get there?</p>	<p>Walk/bicycle 1</p> <p>Public transportation 2</p> <p>Own vehicle/someone else's vehicle 3</p> <p>Other: _____ 4</p> <p>N/A (mobile services) 7</p> <p>Don't Know 8</p>	<p><b>HHQ41</b></p> <p><b>HHQ41O</b></p>

42	The last time you needed medicine for a sick child, where did you go?  RECORD ONLY ONE RESPONSE.	Hospital 1 Health center 2 Dispensary/Pharmacy 3 Community health worker 4 MCH clinic 5 Mobile/outreach clinic 6 Private physician 7 Traditional healer 8 Friend/relative 9  Other: _____ 10 Don't Know 88	HHQ42           HHQ42O Skip to 45
43	How far away is the place you went for medicines? (km)	_____ Km  N/A (mobile services) 777	HHQ43
44	How did you get there?	Walk/bicycle 1 Public transportation 2 Own vehicle/someone else's vehicle 3  Other: _____ 4 N/A (mobile services) 7 Don't Know 8	HHQ44    HHQ44O
<b>CAREGIVER HEALTH STATUS</b>			
The next questions are about your health.			
45	WOMEN ONLY Are you pregnant?	Yes 1 No 0 Don't know/Suspect 8	HHQ4501
46	WOMEN ONLY Are you breastfeeding?	Yes 1 No 0	HHQ46
47	In general, would you say your health during the past year has been Very Good, Good, Fair or Poor?  RECORD ONLY ONE RESPONSE	Very Good 1 Good 2 Fair 3 Poor 4	Skip to 48 Skip to 48  HHQ47
47a	In the next 6 months, do you expect your health to improve, stay the same or decline?	Improve 1 Stay the same 2 Decline 3	HHQ47a
48	In the past year, have you had any difficulty caring for the children in this household due to health problems?	Yes 1 No 0	HHQ48 Skip to 49
48a	When you were sick, did you need any help with any of your daily activities?	Yes 1 No 0	HHQ48a Skip to 49
48b	Did you receive any help?	Yes 1 No 0	HHQ48b Skip to 48d

48c	From whom did you receive help? RECORD ALL MENTIONED. PROBE FOR ALL..	Adult household member <input type="checkbox"/> Child household member <input type="checkbox"/> My extended family not living in the household <input type="checkbox"/> Friends/neighbors <input type="checkbox"/> Community organization <input type="checkbox"/>  Other: _____ <input type="checkbox"/>	HHQ48c1 HHQ48c2 HHQ48c3 HHQ48c4 HHQ48c5  HHQ48c6
48d	For which activities did you not receive the help you needed? RECORD ALL MENTIONED.	Childcare <input type="checkbox"/> Housework <input type="checkbox"/> Cooking, preparing meals <input type="checkbox"/> Fetching water, firewood <input type="checkbox"/> Garden/Farm work <input type="checkbox"/> Buying things at market <input type="checkbox"/> Selling, trading things <input type="checkbox"/> Fetching medicine <input type="checkbox"/> Building, construction, home repair <input type="checkbox"/> Looking after livestock <input type="checkbox"/>  Other: _____ <input type="checkbox"/> N/A Received all the help I needed <input type="checkbox"/>	HHQ48d1 HHQ48d2 HHQ48d3 HHQ48d4 HHQ48d5 HHQ48d6 HHQ48d7 HHQ48d8 HHQ48d9 HHQ48d10  HHQ48d11 HHQ48d12
49	In this area, when parents die, with whom do children go to live? RECORD ALL MENTIONED.	Children’s Paternal uncles/aunts <input type="checkbox"/> Children’s Maternal uncles/aunts <input type="checkbox"/> Their Mother’s parents <input type="checkbox"/> Their Father’s parents <input type="checkbox"/> Their Older or adult siblings of children <input type="checkbox"/> Clan, community, neighbors, etc <input type="checkbox"/> Orphanage/Institution <input type="checkbox"/> No one <input type="checkbox"/>  Other: _____ <input type="checkbox"/> Don’t know <input type="checkbox"/>	HHQ49a HHQ49b HHQ49c HHQ49d HHQ49e HHQ49f HHQ49g HHQ49h  HHQ49i HHQ49j
50	Who would care for the children if, in the future, you weren’t able to due to health problems? RECORD ONLY ONE RESPONSE. IF CAREGIVER GIVES MORE THAN ONE RESPONSE, ASK, “WHO IS MOST LIKELY TO CARE FOR THE CHILDREN IF YOU WEREN’T ABLE TO?” (RECORD RELATIONSHIP TO CHILD).	Child’s mother 1 Child’s father 2 Paternal uncles/aunts 3 Maternal uncles/aunts 4 Mother’s parents 5 Father’s parents 6 Older or adult siblings of children 7 Clan, community, neighbors, etc 8 Orphanage/Institution 9 No one 10  Other: _____ 11 Don’t know 88	HHQ50  Skip to 51 Skip to 51  HHQ50O Skip to 51
50a	Does this person live in this household?	Yes 1 No 0	HHQ50a
50b	Have you talked to this person about taking care of the children if you weren’t able to due to health problems?	Yes 1 No 0	HHQ50b
51	Have you made a will?	Yes 1 No 0	HHQ51 Skip to 52

51a	Does it specify whom you wish to take care of the children?	Yes 1 No 0 Don't Know 8	<b>HHQ51a</b>
<b>INHERITANCE PATTERNS</b>			
The next questions will be about individuals' right to own property after someone dies.			
52	By law, do you know whether a woman has a right to her husband's property after he dies if there is <u>no</u> will?	Yes, she does have a right 1 No, she does not have a right 0 Don't know 8	<b>HHQ52</b>
53	Do you know whether a woman has a right to her husband's property after he dies if there is a will specifying her as a beneficiary?	Yes, she does have a right 1 No, she does not have a right 0 Don't know 8	<b>HHQ53</b>
54	By law, do children have rights to their parent's property after the parent dies, if there is <u>no</u> will?	Yes, they do have a right 1 No, they do not have a right 0 Don't know 8	<b>HHQ54</b>
55	Do children have rights to their parent's property after the parent dies, if there is a will specifying them as beneficiaries?	Yes, they do have a right 1 No, they do not have a right 0 Don't know 8	<b>HHQ55</b>
56	Do you think there are ever cases of property stealing in this community?	Yes 1 No 0 Maybe / Don't Know 8	<b>HHQ56</b> Skip to 58 Skip to 58
57	In general, which people are most likely to steal property from surviving family members?  RECORD ALL MENTIONED.	Husband's relatives <input type="checkbox"/> Wife's relatives <input type="checkbox"/> Older or adult siblings of children <input type="checkbox"/> Step-siblings of children <input type="checkbox"/> Guardians of children <input type="checkbox"/> Executors, caretakers of children's property <input type="checkbox"/> Clan, community, neighbors, etc <input type="checkbox"/>  Other: _____ <input type="checkbox"/> Don't Know <input type="checkbox"/>	<b>HHQ57a</b> <b>HHQ57b</b> <b>HHQ57c</b> <b>HHQ57d</b> <b>HHQ57e</b> <b>HHQ57f</b> <b>HHQ57g</b>  <b>HHQ57i</b> <b>HHQ57j</b>
<b>HIV/AIDS AND STIGMA</b>			
The next questions are about people living with HIV/AIDS.			
58	If a relative of yours was sick with the AIDS virus, would you be willing to care for him or her in your own household?	Yes 1 No 0 Don't Know 8	<b>HHQ58</b>
59	Would you allow your child to play with a child who has the AIDS virus?	Yes 1 No 0 Don't Know 8	<b>HHQ59</b>
60	This next question will be about whether you are concerned anyone in your household has HIV/AIDS. I will not ask you to tell me the name of anyone with HIV/AIDS.  Are you worried that anyone in your household may have HIV/AIDS now?	Yes 1 No 0 Don't Know 8 Refused 9	<b>HHQ60</b> Skip to 61 Skip to 61 Skip to 61

60a	I do not want to know whom, specifically, but are you concerned that a child may have HIV/AIDS?	Yes 1 No 0 Refused 9	<b>HHQ60a</b>
60b	Are you concerned that an adult may have HIV/AIDS?	Yes 1 No 0 Refused 9	<b>HHQ60b</b>
60c	Are you concerned that you yourself have HIV/AIDS?	Yes 1 No 0 Refused 9	<b>HHQ60c</b>
<b>ANTICIPATION OF FURTHER STRESSES</b>			
61	Do you have any worries now about your responsibilities as a guardian for these children?	Yes 1 No 0	<b>HHQ61</b> If NO, Skip to 62
61a	What worries you the most?  DO NOT READ LIST. IF CAREGIVER SAYS 'MONEY', ASK "MONEY FOR WHAT?". RECORD ALL MENTIONED.	<input type="checkbox"/> Money to send children to school/day care <input type="checkbox"/> Money for food, <input type="checkbox"/> Money for clothes <input type="checkbox"/> Housing or money for housing <input type="checkbox"/> Other financial concerns <input type="checkbox"/> Caring for a child who is sickly <input type="checkbox"/> My own poor health or old age, physical limitations  Other: _____ <input type="checkbox"/>	<b>HHQ61a1</b> <b>HHQ61a2</b> <b>HHQ61a3</b> <b>HHQ61a4</b> <b>HHQ61a5</b> <b>HHQ61a6</b> <b>HHQ61a7</b>  <b>HHQ61a8</b>

**IF CAREGIVER HAS NOT BEEN WIDOWED AND CAREGIVER IS 18 YEARS OR OLDER, GO TO CHILD'S MODULE**

<b>CAREGIVER'S INHERITANCE</b>			
IF CAREGIVER HAS BEEN WIDOWED (Q 16 = 5), CHECK HERE AND CONTINUE. <input type="checkbox"/> <b>WIDOW</b>			
IF CAREGIVER HAS <u>NOT</u> BEEN WIDOWED, SKIP TO NEXT SECTION.			
Now, I would like to know about your experience after your spouse died.			
62	Since your spouse died, have you had any property stolen from you?	Yes 1 No 0	<b>HHQ62</b> If NO, go to CHILD'S MODULE
62a	What type of property was taken?  RECORD ALL MENTIONED.	<input type="checkbox"/> Land <input type="checkbox"/> Housing <input type="checkbox"/> Money <input type="checkbox"/> Material property (e.g., furniture, kitchen utensils, etc.)  Other: _____ <input type="checkbox"/>	<b>HHQ62a1</b> <b>HHQ62a2</b> <b>HHQ62a3</b> <b>HHQ62a4</b>  <b>HHQ62a5</b>

62b	Who took your property? RECORD ALL MENTIONED.	Husband's family <input type="checkbox"/> Wife's family <input type="checkbox"/> My family <input type="checkbox"/> Clan, community, neighbors, etc <input type="checkbox"/> Other: _____ <input type="checkbox"/> Don't Know <input type="checkbox"/>	HHQ62b1 HHQ62b2 HHQ62b3 HHQ62b4 HHQ62b5 HHQ62b6
63	Did your spouse make a will before he/she died?	Yes 1 No 0 Don't know 8	HHQ63 If NO or DK, go to CHILD'S MODULE
63a	Were you the beneficiary of the will?	Yes 1 No 0 Don't know 8	HHQ63a
63b	Were any of the children a beneficiary of the will?	Yes 1 No 0 Don't know 8	HHQ63b
<p>IF CAREGIVER IS LESS THAN 18 YEARS OF AGE AND EITHER PARENT IS DECEASED (LINE 1: Question 4 = less than 18 and (Question 7 = 0 or Question 8 = 0), CHECK HERE AND CONTINUE. <input type="checkbox"/> <b>CHILD18</b></p> <p>IF CAREGIVER IS 18 YEARS OR OLDER OR NEITHER PARENT IS KNOWN TO BE DECEASED, GO TO CHILD'S MODULE.</p> <p>Now, I would like to know about your experience after your parents died.</p>			
64	Since your parents died, have you had any property stolen from you?	Yes 1 No 0	HHQ64 Skip to 65
64a	What type of property was taken? RECORD ALL MENTIONED. PROMPT WITH SUGGESTIONS.	Land <input type="checkbox"/> Housing <input type="checkbox"/> Money <input type="checkbox"/> Material property (e.g., furniture, kitchen utensils, etc.) <input type="checkbox"/> Other: _____ <input type="checkbox"/>	HHQ64a1 HHQ64a2 HHQ64a3 HHQ64a4 HHQ64a5
64b	Who took your property? RECORD ALL MENTIONED.	Paternal uncles/aunts <input type="checkbox"/> Maternal uncles/aunts <input type="checkbox"/> Older or adult siblings of children <input type="checkbox"/> Step-siblings of children <input type="checkbox"/> Guardians of children <input type="checkbox"/> Executors, caretakers of children's property <input type="checkbox"/> Clan, community, neighbors, etc <input type="checkbox"/> Other: _____ <input type="checkbox"/> Don't Know <input type="checkbox"/>	HHQ64b1 HHQ64b2 HHQ64b3 HHQ64b4 HHQ64b5 HHQ64b6 HHQ64b7 HHQ64b8 HHQ64b9
65	Did your parents make a will before they died?	Yes 1 No 0 Don't know 8	HHQ65 If NO of DK, Go to CHILD'S MODULE
65a	Were you the beneficiary of the will?	Yes 1 No 0 Don't know 8	HHQ65a Go to CHILD'S MODULE

<b>CHILD'S BASIC NEEDS AND MATERIAL WELL-BEING</b>			
These next questions will all be about [Child].			
1	Is [Child] less than 1 year of age?	Yes No	<b>CMQ1</b>
1a	How old is [Child]?	____ ____ Months	<b>CMQ1a1</b>
	IF LESS THAN ONE YEAR, RECORD THE NUMBER OF MONTHS. IF ONE YEAR OR MORE, RECORD THE NUMBER OF YEARS.	____ ____ Years	<b>CMQ1a2</b>
2	ONLY IF <1 YEAR OF AGE	Breast milk <input type="checkbox"/>	<b>CMQ2a</b>
	What is child drinking?	Commercial Formula <input type="checkbox"/>	<b>CMQ2b</b>
	RECORD ALL MENTIONED	Other milk <input type="checkbox"/>	<b>CMQ2c</b>
		Other: _____ <input type="checkbox"/>	<b>CMQ2d</b>
		Don't know <input type="checkbox"/>	<b>CMQ2e</b>
3	How often in the past month did [Child] go without getting enough to eat? Would you say Every day, A few times per week, A few times per month, Once, or Never?	Every day 1	<b>CMQ3</b>  Skip to 4
		A few times per week (2-6 times per week) 2	
A few times per month 3			
Once 4			
Never 5			
3a	Why didn't [Child] get enough to eat?	Not enough money to buy food <input type="checkbox"/>	<b>CMQ3a1</b>
	RECORD ALL MENTIONED	No one is able to prepare it <input type="checkbox"/>	<b>CMQ3a2</b>
		No water/water/wood/electricity <input type="checkbox"/>	<b>CMQ3a3</b>
		Other: _____ <input type="checkbox"/>	<b>CMQ3a4</b>
4	Does [Child] sleep on a mattress?	Yes 1 No 0	<b>CMQ4</b>
5	Does [Child] have a blanket?	Yes 1 No 0	<b>CMQ5</b>
6	Does [Child] have more than one set of clothes?	Yes 1 No 0	<b>CMQ6</b>
7	Does [Child] have a pair of shoes?	Yes 1 No 0	<b>CMQ7</b>
<b>CHILD'S DAILY ACTIVITIES</b>			
Next, I'll ask you about [Child's] daily activities.			
8	Who generally takes care of [Child] when you cannot do so because of work or other reasons?  RECORD ALL MENTIONED.	Someone living in the household <input type="checkbox"/>	<b>CMQ8a</b>
		My family member not living in the household <input type="checkbox"/>	<b>CMQ8b</b>
		Friends/neighbors <input type="checkbox"/>	<b>CMQ8c</b>
		Day care/pre-school/School <input type="checkbox"/>	<b>CMQ8c</b>
		No one else, Child stays alone <input type="checkbox"/>	<b>CMQ8d</b>
		Other: _____ <input type="checkbox"/>	<b>CMQ8d</b>

**CHILD MODULE**

Cluster No: \_\_\_\_\_ Household No: \_\_\_\_\_

Child's Name: \_\_\_\_\_

9	What is the age of the youngest person who takes care of [Child]?	_____ years Child stays alone or cares for younger children 777	<b>CMQ9</b>
10	Does [Child] attend school or pre-school or any organized learning or education program?	Yes 1 No 0	<b>CMQ10</b> Skip to 11
10a	How many hours per week does [Child] attend school or pre-school?	_____ hours	<b>CMQ10a</b>
11	What obstacles do you foresee which may prevent you from sending the child to primary school?	Unable to afford school fees 1 Need child labor at home 2 No interest 3 School too far 4 None 5 Other: _____ 6	<b>CMQ11</b>  <b>CMQ11O</b>
12	Does [Child] attend day care? By day care, I mean a place where you would take [Child] primarily for someone to watch him/her rather than for him/her to attend a learning or education program.	Yes 1 No 0	<b>CMQ12</b> Skip to 13
12a	How many hours per week does [Child] attend day care?	_____ hours	<b>CMQ12a</b>
<b>CHILD'S HEALTH</b>			
The next questions are about [Child's] health.			
13	Would you say [Child's] health is very good, good, fair, or poor?	Very Good 1 Good 2 Fair 3 Poor 4	<b>CMQ13</b>
14	How many times has [Child] visited a health center or health practitioner in the past month due to a health problem?	_____ times	<b>CMQ14</b>
15	How many times has [Child] been hospitalized in the past year	_____ times	<b>CMQ15</b>
16	Does [Child] have an immunization card?	Yes 1 No 0 Don't Know 8	<b>CMQ16</b>
17	Does [Child] need any health services he/she is not receiving?	Yes 1 No 0 Don't Know 8	<b>CMQ17</b> Skip to 18 Skip to 18
17a	What type of health services does [Child] need?  DO NOT READ. RECORD ALL MENTIONED.	Healthcare <input type="checkbox"/> Medicine <input type="checkbox"/> Immunizations <input type="checkbox"/> Other: _____ <input type="checkbox"/>	<b>CM17a1</b> <b>CM17a2</b> <b>CM17a3</b> <b>CM17a4</b>

**CHILD MODULE**

Cluster No: \_\_\_\_ \_\_\_\_

Household No: \_\_\_\_ \_\_\_\_

Line No: \_\_\_\_ \_\_\_\_

Child's Name: \_\_\_\_\_

17b	Why isn't [Child] receiving the health services he/she needs?  RECORD ALL MENTIONED.	Caregiver doesn't have enough time to obtain <input type="checkbox"/> Not enough money to pay for <input type="checkbox"/> No transportation, too far away <input type="checkbox"/>  Other: _____ <input type="checkbox"/>	<b>CM17b1</b> <b>CM17b2</b> <b>CM17b3</b>  <b>CM17b4</b>
18	Does [Child] have any siblings less than 18 years of age who aren't living in this household?	Yes 1 No 0 Don't Know 8	<b>CMQ18</b> Skip to 19 Skip to 19
18a	How many of [Child's] siblings less than 18 years of age live somewhere else?	_____ siblings  Don't Know 88	<b>CMQ18a</b>
18b	Where are [Child's] siblings living?  RECORD ALL MENTIONED.	With other family members <input type="checkbox"/> With friends, community members <input type="checkbox"/> School <input type="checkbox"/> Orphanage <input type="checkbox"/> On the street <input type="checkbox"/> In own home <input type="checkbox"/>  Other: _____ <input type="checkbox"/> Don't Know <input type="checkbox"/>	<b>CM18b1</b> <b>CM18b2</b> <b>CM18b3</b> <b>CM18b4</b> <b>CM18b5</b> <b>CM18b6</b>  <b>CM18b7</b> <b>CM18b8</b>
<b>PSYCHOSOCIAL WELL-BEING - FOR CHILDREN 2-7 YEARS OF AGE ONLY -</b>			
Now, I have a list of some problems that children may have. Tell me if any of these apply to [Child] now.			
19	.....Can't sit still, restless	Yes 1 No 0	<b>CMQ19</b>
20	.....Is too dependent, clings	Yes 1 No 0	<b>CMQ20</b>
21	.....Mean to other children	Yes 1 No 0	<b>CMQ21</b>
22	.....Gets teased a lot by other children	Yes 1 No 0	<b>CMQ22</b>
23	.....Cries a lot	Yes 1 No 0	<b>CMQ23</b>
24	.....Destroys things belonging to others	Yes 1 No 0	<b>CMQ24</b>
25	.....Refuses to eat	Yes 1 No 0	<b>CMQ25</b>
26	.....Gets in many fights	Yes 1 No 0	<b>CMQ26</b>

**CHILD MODULE**

Cluster No: \_\_\_\_\_

Household No: \_\_\_\_\_

Child's Name: \_\_\_\_\_

27	.....Hurts animals	Yes 1 No 0	<b>CMQ27</b>
28	.....Get in many arguments	Yes 1 No 0	<b>CMQ28</b>
29	.....Not liked by other children	Yes 1 No 0	<b>CMQ29</b>
30	.....Difficulty learning	Yes 1 No 0	<b>CMQ30</b>
31	.....Has difficulty following directions or understand what people tell him/her to do	Yes 1 No 0	<b>CMQ31</b>
32	.....Is difficult to understand because of speech problems	Yes 1 No 0	<b>CMQ32</b>
33	.....Too fearful or anxious	Yes 1 No 0	<b>CMQ33</b>
34	.....Withdrawn, prefers to be alone	Yes 1 No 0	<b>CMQ34</b>
35	.....Unhappy, sad, depressed most of the time	Yes 1 No 0	<b>CMQ35</b>
36	.....Stubborn	Yes 1 No 0	<b>CMQ36</b>
37	.....Moody	Yes 1 No 0	<b>CMQ37</b>
38	.....Trouble sleeping	Yes 1 No 0	<b>CMQ38</b>
39	.....Wets bed	Yes 1 No 0	<b>CMQ39</b>
40	.....Difficulty with bowel control	Yes 1 No 0	<b>CMQ40</b>
41	.....Compared to other children [Child's] age, do you find he/she is difficult to manage or control?	Yes 1 No 0	<b>CMQ41</b>

Child's Name: \_\_\_\_\_

<b>DEVELOPMENTAL AGE OF CHILD - FOR CHILDREN LESS THAN 2 YEARS OF AGE ONLY -</b>			
42	Does [Child] sit without support from another person?	Yes 1 No 0	<b>CMQ42</b>
43	Does [Child] stand without support from another person?	Yes 1 No 0	<b>CMQ43</b>
Which of the following does [Child] do regularly during the day?			
44	.....Sucks thumb	Yes 1 No 0	<b>CMQ44</b>
45	.....Sucks or chews on objects	Yes 1 No 0	<b>CMQ45</b>
46	.....Makes sounds	Yes 1 No 0	<b>CMQ46</b>
47	.....Rocks and sways	Yes 1 No 0	<b>CMQ47</b>
48	.....Shakes or bangs head	Yes 1 No 0	<b>CMQ48</b>
49	.....Makes babytalk and sounds	Yes 1 No 0	<b>CMQ49</b>
50	.....Plays with older children	Yes 1 No 0	<b>CMQ50</b>
51	.....Stays close to adults	Yes 1 No 0	<b>CMQ51</b>
<b>GROWTH MEASUREMENTS</b>			
52	What is [Child's] date of birth	___ ___ Day ___ ___ Month ___ ___ ___ Year	<b>CMQ52</b>
53	Height / Length RECORD CHILD'S HEIGHT OR LENGTH TO THE NEAREST .1 CM	___ ___ . ___ cm	<b>CMQ53</b>
53a	Height Measurement	Measured 1 Child not present 2 Refused 3	<b>CMQ53a</b>
54	Weight RECORD CHILD'S WEIGHT TO THE NEAREST .5 KG	___ ___ . ___ kg	<b>CMQ54</b>

**CHILD MODULE**

Cluster No: \_\_\_\_\_ Household No: \_\_\_\_\_

Child's Name: \_\_\_\_\_

54a	Weight Measurement	Measured 1 Child not present 2 Refused 3	<b>CMQ54a</b>
55	Child's sex	Male 1 Female 2	<b>CMQ55</b>
56	Date child measured	___ ___ Day ___ ___ Month ___ ___ ___ ___ Year	<b>CMQ56</b>



## --- APPENDIX X ---

### Instructions for Anthropometric Measurements

It is important that height and weight measurements be as standardized as possible. It is best to have two people to measure and record children's height and weight. Height and weight measurements should be taken after the completion of the interview with the primary caregiver. For both measurements, ask the child to remove his or her shoes.

#### Measuring Weight

Weight can be measured using a hanging scale or a scale placed on the ground. If using a hanging scale to weigh very young children, be sure the scale is hung from a strong support and that the child is securely positioned. Record the child's weight to the closest 0.5 kilograms. If using a scale placed on the ground, be sure the scale is placed on a level surface. If the child can stand on his or her own, weigh the child while he or she is standing still on the scale and looking straight ahead. If the child is not able to stand on his or her own, weigh the child while someone is standing on the scale holding him or her. First, weigh the person alone who will be holding the child. Ask this person to step off the scale and then again step on the scale while holding the child. To determine the weight of the child, subtract the weight of the child and the person holding the child from the weight of the person alone. Record the child's weight to the closest 0.5 kilograms.

#### Height versus Length

Use a measuring board to measure both height and length. To decide whether to measure the child's height or length, first determine the child's age. If the child is than two years of age, measure the child's length. If the child is two years old or older, measure his or her height. If you cannot accurately determine the child's age, measure length if the child is 85 centimeters or less and height if the child is more than 85 centimeters.

#### Measuring Height (See diagram 1)

To measure a child's height, place the measurement board on a hard, flat surface against a strong support (e.g., wall, tree, table, etc). Place the child's feet together in the center of the base and against the back of the board. Make sure the child's legs are straight and his or her heels and calves are against the board. Have an assistant or the caregiver place a hand on the child's knees and ankles to keep them together and straight. The child should look straight ahead with hands at his or her side while you make sure his or her shoulders are level and his or her head, shoulder blades, and buttocks are against the board. Lower the headpiece on top of the child's head and measure and record the child's height to the nearest 0.1 centimeters.

#### Measuring Length (See diagram 2)

To measure a child's length, place the measurement board on a hard, flat surface. While supporting the child's head and body, lay the child on the board. Make sure the child is laying flat in the center of the board and looking straight up with his or her head against the base of the board. Have an assistant gently hold the child's ears in order to keep the child's head in position. Move the footpiece firmly against the child's heels and measure and record the child's length to the nearest 0.1 centimeters.

Diagram 1

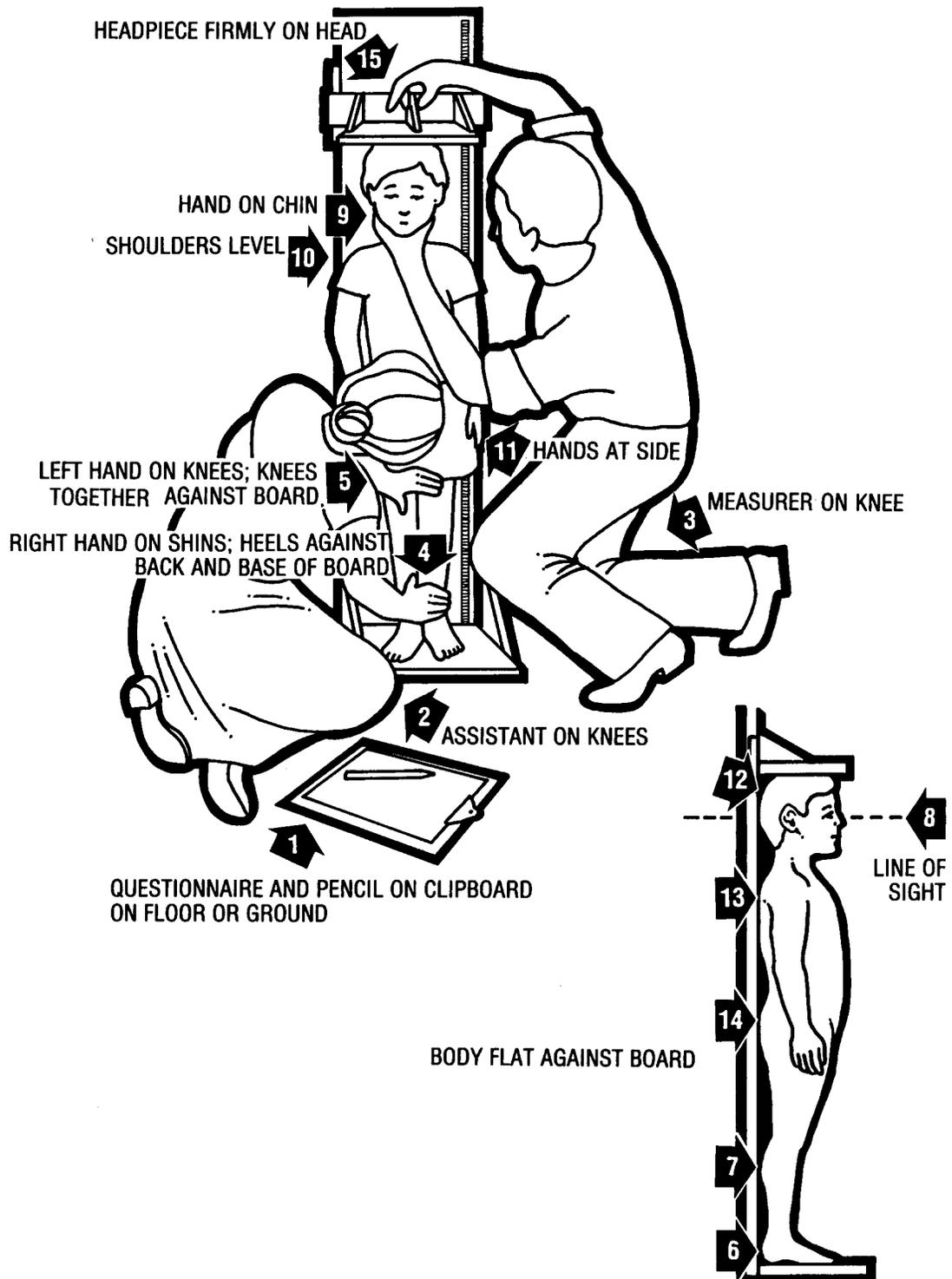
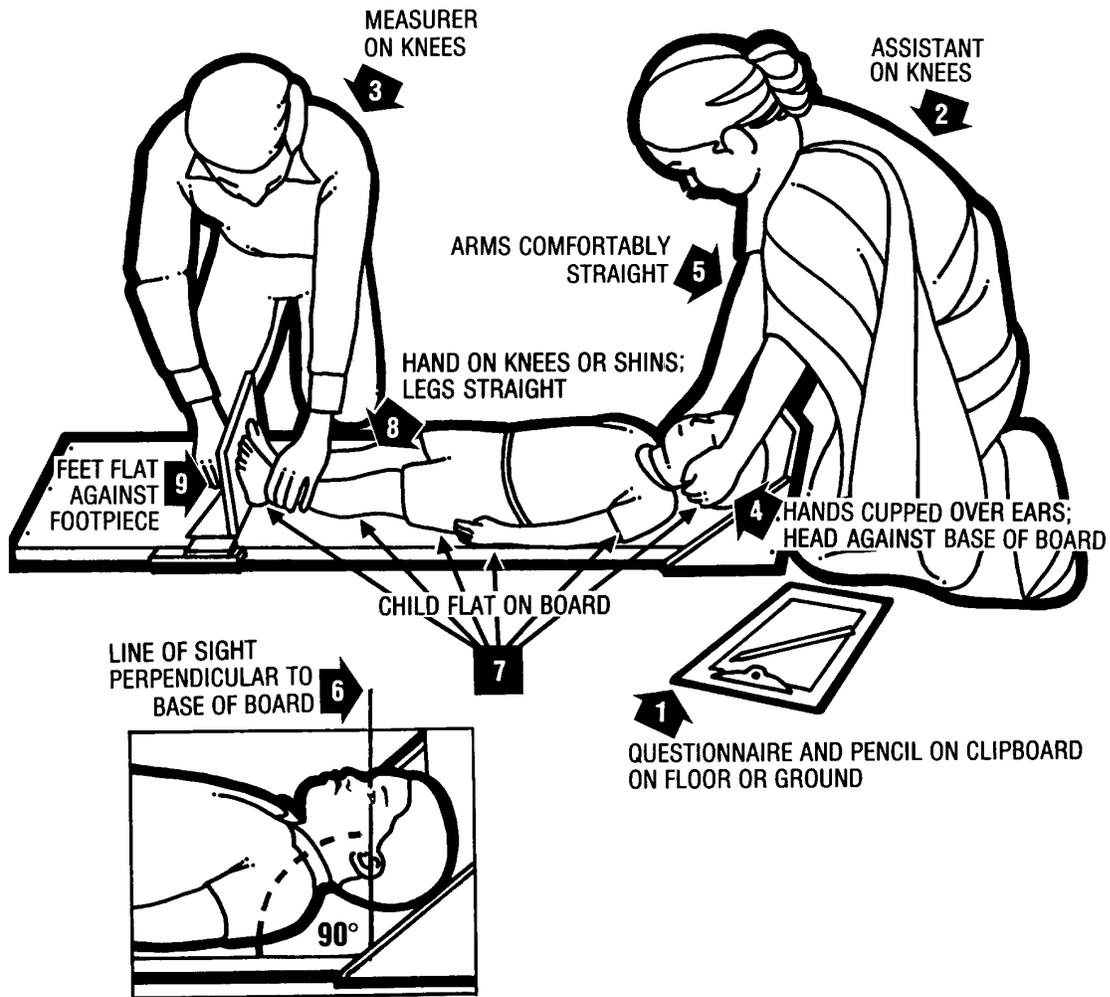


Diagram 2



DIAGRAMS

Multiple Indicator Cluster Surveys. United Nations Children's Fund. February, 2000.

INSTRUCTIONS:

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INSTRUCTIONS FOR ANTHROPOMETRIC MEASUREMENTS

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--- APPENDIX XI ---  
Consent Form

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## Consent Form

**A. Purpose**

You are invited to take part in a project to learn about the needs of children less than eight years of age in this area. This project is being conducted by [Name of Organization]. You are invited to take part in this project because you are a caregiver of children less than 8 years of age.

**B. Procedures**

If you choose to take part, this is what will take place:

- 1) You will answer questions about yourself, the other people living with you and your experiences supporting the children in your care as well as specific questions about the well-being about each child less than 8 years of age for whom you care. The survey will take about 40 minutes.
- 2) Each child less than 8 years of age in your care will be weighed and measured.
- 3) You will receive [amount or item of reimbursement] to reimburse you for your time and effort. (OPTIONAL)

**C. Risks/Discomfort**

There is very little risk in taking part in this project. It is possible that you may feel uncomfortable answering some of the questions. You may refuse to answer any questions asked of you.

**D. Benefits**

There may be no direct benefit to you for taking part in this project. However, some people may enjoy helping us learn more about the needs of young children in this.

**E. Costs**

It is free to take part in this project.

**F. Alternatives to Participation**

Your other option would be to not take part in this project

**G. Confidentiality**

Your records will be kept private. In order to protect your privacy, we will give you a project ID number. Your full name will not be on the forms. We will use your ID number for that.

**H. Questions**

If you have questions about this project, you may contact the Project Director, [Name of Project Director], at [Telephone or address of Project Director].

**I. Compensation**

You will get [amount or item of reimbursement] at the end of the interview to reimburse you for your time and effort.

**J. Voluntary Participation and Withdrawal**

It is up to you whether or not to take part in this project. You are not giving up any rights by taking part in this study. If you do choose to take part, you are free to change your mind. You can stop taking part at any time.

**K. Agreement**

I have read (or someone has read me) the information given above. I have been given the chance to ask questions and all of my questions have been answered in a way I understand.

---

Signature of Volunteer

---

Date

---

Signature of Person Obtaining Consent

---

Date

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## --- APPENDIX XII ---

### Other Resources

#### Literature Review

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[See also " Useful Material Not Specific to HIV/AIDS " below.]

## E-mail Listserve

The Children Affected By AIDS (CABA) listserv provides a means of exchanging information among those concerned with this issue.

- To post a message, send to: [CABA@synergyaids.com](mailto:CABA@synergyaids.com)
- Browse previous postings at: <http://www.synergyaids.com/caba>
- To join or leave this forum, email [caba-request@synergyaids.com](mailto:caba-request@synergyaids.com) with the message "subscribe caba" or "unsubscribe caba"
- Children Affected by AIDS (CABA) is provided and managed by The SynergyProject ([www.synergyaids.com](http://www.synergyaids.com)), a USAID Contract

CABA posts documents on its web site, rather than sending them out as attachments. Those who have difficulty accessing the web site but who want a posted document can send a request to the CABA Coordinator and request to receive it as an e-mail attachment by sending a request to [mailto: caba-request@synergyaids.com?subject=help](mailto:caba-request@synergyaids.com?subject=help)

## Newsletters

AFXB AIDS Orphan Alert is distributed by e-mail and as of November 2000 may be requested by e-mail to Deborah Forbes at [dforbes@fxb.org](mailto:dforbes@fxb.org) the FXB web site is accessible at <http://orphans.fxb.org/>

## Web Sites

<http://www.synergyaids.com/children.htm>

The original Children on the Brink and the new Executive summary of Children on the Brink 2000

[http://www.usaid.gov/pop\\_health/caba/](http://www.usaid.gov/pop_health/caba/)

Children Affected by AIDS Network and Archive (USAID and the Synergy Project)

<http://orphans.fxb.org/inform/alerts.html>

Orphans Alert by The Association François-Xavier Bagnoud

<http://www.chin.org.zm>

Children in Need Network (CHIN) – a Network of Non-Governmental Organisations, Community-Based Organisations and Government Departments Working with Children in Need in Zambia.

<http://www.togan.co.za/cindi>

Children in Distress – the site provides an overview of projects on AIDS and orphans in South Africa and includes papers from the Southern African Conference, "Raising the Orphan Generation".

<http://gbgm-umc.org/programs/aidsafrica/orphans.html>

UNAIDS – AIDS in Africa: Orphans due to AIDS: 1990-2010

<http://www.unaids.org/publications/documents/children/index.html#children>

UNAIDS – webpage provides reports and guidelines focusing on children, schools, and young people.

[http://www.who.int/emc-hiv/fact\\_sheets/index.html](http://www.who.int/emc-hiv/fact_sheets/index.html)

WHO -- HIV/AIDS Epidemiological fact sheets

<http://www.unicef.org/voy/>

UNICEF Voices of Youth – an online interactive forum for young people. This trilingual web site offers learning activities and materials, including web-based and chat discussions, on issues that

## OTHER RESOURCES

affect the lives of children and young people worldwide such as child labor, youth rights, the environment, armed conflict, urbanization, gender discrimination, and HIV/AIDS.

<http://hivinsite.ucsf.edu/topics/children/>

UCSF – lists documents, abstracts, and web sites on children affected by AIDS.

<http://www.togan.co.za/cindi/>

Papers from the Southern African Conference, "Raising the Orphan Generation," organized by CINDI in Pietermaritzburg, 9B12 June 1998 (available as of August 4, 1999)

<http://www.undp.org/hiv/studyliis.htm>

Available from UNDP HIV and Development Programme, "From Single Parents to Child-Headed Households: The Case of Children Orphaned by AIDS in Kisumu and Siaya Districts, 1998" (as of August 5, 1999)

<http://www.undp.org/hiv/issuesli.htm>

Available from UNDP, "Children in Families Affected by the HIV Epidemic: A Strategic Approach," Issues Paper # 13 by Elizabeth Reid (also available in French)

<http://www.fxb.org/orphinfo.html#resources>

Links to resource material on children orphaned by AIDS are included on the web site of the Francois-Xavier Bagnoud Association

## Videos

"Everyone's Child," produced in Zimbabwe by Media for Development Trust, 1996, 90 minutes. There is also a 20 minute training video drawn from the film with written material. Available from DSR [dsr@us.net](mailto:dsr@us.net) <http://www.catalog.com/dsr/film.htm>

"The Orphan Generation," produced by Small World Productions, 10 and 40 minute segments. This can be ordered through UNICEF web site: <http://www.unicef.org> Click on catalogues and follow the instructions regarding ordering forms. The Orphan Generation is not listed on the web site, but just fill in the title in the order form.

## Useful Material Not Specific to HIV/AIDS

Embracing Participation in Development: Wisdom from the Field. Edited by Meera Kaul Shah, Sarah Degnan Kambou, and Barbara Monahan, CARE, October 1999 (Available from CARE, 151 Ellis Street, N.E., Atlanta GA, 30303, USA. Provides guidance on using Participatory Learning and Action (PLA) methodology.)

McNelly, Barbara & Dunford, Christopher. "Are Credit and Savings Services Effective Against Hunger and Malnutrition?—A Literature Review and Analysis," Research Paper No. 1., Freedom from Hunger, February 1996, 51 pages.

"Promoting Psychosocial Well-being Among Children Affected by Armed Conflict and Displacement: Principles and Approaches," Working Paper No. 1, Working Group on Children Affected by Armed Conflict and Displacement, Save the Children Federation, 1996 (available from Save the Children, 54 Wilton Road, Westport CT 06880).

- Tolfree, David, Restoring Playfulness: Different Approaches to Assisting Children who are Psychologically Affected by War or Displacement. Radda Barnen (Swedish Save the Children), 1996, 212 pages. ( <http://www.childrightsbookshop.org/> )
- Tolfree, David, Roofs and Roots: The Care of Separated Children in the Developing World. Arena, Ashgate Publishing, Hants, England, and Brookfield, Vermont, USA, Save the Children Fund (UK), 1995, 251 pages. Arena, Ashgate Publishing Limited, Gower House, Croft Road, Aldershot, Hants GU11 3HR, England: Ashgate Publishing Co., Old Post Road, Bookfield, VT 05036, USA tel: (802) 276-3162. (Available through <http://www.amazon.com>)
- Wright, Graham A.N.; Kasente, Deborah; Ssemogerere, Germina; & Mutesasira, Leonard. "Vulnerability, Risks, Assets and Empowerment - The Impact of Microfinance on Poverty Alleviation," Final Report, March 1999, MicroSave-Africa & Uganda Women's Finance Trust (funded by UNDP and DFID), 90 pages. (As of January 2000 available at: <http://www.uncdf.org/sum/msa>)

OTHER RESOURCES

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