

## V. HOUSEHOLD QUESTIONNAIRE

The purpose of the Household Questionnaire is to provide information on general characteristics of the population and their households. You will use it to identify women who are eligible (qualified) to be interviewed with the Women's Questionnaire.

The Household Questionnaire is a short schedule that includes a number of relatively simple questions. It is preceded by a cover page for entering data about the location of the household, the date, and the outcome of the interview.

### A. IDENTIFICATION OF HOUSEHOLD ON THE COVER PAGE

Before you go to a selected household, fill in the identification information in the box at the top of the cover page. The identification information is obtained from the sample household listing and will be given to you by your supervisor. Write the name of the place in which you are working. Also write the name of the head of the household that you are to interview. Record the cluster number, the household number, and the code for the region in the boxes to the right of those lines. Then record whether the place is urban or rural by placing a '1' or '2' in the box to the right of the line marked URBAN/RURAL. Then record whether this place is in a large or small city, a town, or in the countryside by placing a '1,' '2,' '3,' or '4' in the box to the right of the line marked LARGE CITY/SMALL CITY/TOWN/COUNTRYSIDE. All this information will be given to you by your supervisor.

Since you will fill in the rest of the cover page after you have conducted the interview, it is described in Section C, under the heading RETURN TO COVER PAGE.

### B. COMPLETING THE HOUSEHOLD QUESTIONNAIRE

To complete the Household Questionnaire, you will need to find a suitable respondent. Any adult member of the household who is capable of providing information needed to fill in the Household Questionnaire can serve as the respondent. If an adult is not available, do not interview a young child; instead, go on to the next household, and call back at the first household later. After you have introduced yourself and explained the purpose of your visit, you are ready to begin the interview. Be sure to read the introductory sentence at the top of the page before continuing with the question in Column (2).

#### Column (1): LINE NUMBER

This is the Line Number used to identify each person listed in the schedule.

#### Column (2): USUAL RESIDENTS AND VISITORS

The first step in completing the Household Questionnaire is to get a complete list of all persons who usually live in the household and any visitors. You will always list the head of the household first. To get a correct listing, you will have to know what we mean by a member of the household, and what we mean by a visitor.

#### Member of the household:

A household is a person or a group of persons who usually live and eat together. This is not the same as a family. A family includes only people who are related, but a household includes any people who live

together, whether or not they are related. For example, three unrelated men who live and cook meals together would not be considered one family, but they would be considered one household.

A member of the household is any person who usually lives in the household.

Visitor:

A visitor is someone who is not a member of the household but who slept in the household the night before the day you are conducting the interview. So even though a visitor does not qualify to be a respondent for the household interview, if he or she slept in the household the previous night, he or she should be listed on the Household Schedule (and a woman who is a visitor will qualify for the individual interview if she is age 15-49). [A man who is a visitor will also qualify for the individual interview if he meets the age requirement.]

Sometimes, it is not easy to know whom to include in the household and whom to leave out. Here are some examples:

- ▶ A woman lists her husband as head of the household, but he lives somewhere else. If he does not usually live in the household you are interviewing, and he did not sleep there the previous night, he should not be included in the listing.
- ▶ Sometimes, people eat in one household and sleep in another. Consider the person to be a member of the household where he sleeps.
- ▶ A person living alone is a household.
- ▶ A servant is a member of the household if he/she usually lives in the household.

Anyone included in the household listing has to be either a usual resident of that household—Column (5) is YES—or has to have spent the previous night in the household—Column (6) is YES.

As your respondent lists the names, write them down, one in each row in Column (2) of the table. Begin with the head of the household, i.e., the person who is considered responsible for the household. This person may be appointed on the basis of age (older), sex (generally, but not necessarily, male), economic status (main provider), or some other reason, but the person who is listed as the head of the household has to be someone who usually lives in the household. It is up to the respondent to define who heads the household. There generally should not be a problem with this.

Since there is not much room on the form, you may not be able to write the full names for each person, so, if the last name is the same for several people, you can use ditto marks:

01 Alfred Johnson  
02 Miriam "  
03 Sarah "

When you have written all the names, you want to be certain you have included everyone who should be listed before continuing with the rest of the questionnaire. To do this, ask the questions in the box at the end of the Household Schedule. If the answer to any is YES, add those persons' names to the list.

For each person, the relationship to the head of the household and the sex should be recorded before asking the name of the next person. After completing Columns (2) through (4) for each person, start with the person listed on Line 01 and move across the page, asking each appropriate question in Columns (5) through (20).

When you have completed the information for the person on Line 01, move to the person listed on Line 02, etc.

Column (3): RELATIONSHIP

Record how the person listed is related to the head of the household. Use the codes at the bottom of the page. Be particularly careful in doing this if the respondent is not the head of the household; make sure that you record the relationship of each person to the household head, not the relationship to the respondent. For example, if the respondent is the wife of the head of the household and she says that Sola is her brother, then Sola should be coded as OTHER RELATIVE not BROTHER OR SISTER, because Sola is a brother-in-law of the head of the household. If the head of the household is married to a woman who has a child from a previous marriage, that child's relationship to the head of the household should be coded as ADOPTED/FOSTER/STEPCHILD.

Column (4): SEX

Simply circle '1' for males and '2' for females.

Columns (5) and (6): RESIDENCE

If the person usually lives in the household, circle '1' for YES in Column (5). We call someone who usually lives in the household a member of the household. Someone who does not usually live in the household, but did sleep there the night before is called a visitor. If the person slept in the household the night prior to the time you are conducting the interview, circle '1' for YES in Column (6). A usual member of the household may or may not have slept in the household the night before.

If after asking these residence questions you learn that the person does not usually live in the household—Column (5) is NO—and did not sleep there the night before—Column 6 is also NO—you will have to delete this person from the listing because he is neither a member nor a visitor. For example, imagine you had listed Mary Worth as Line Number 04 and then learned that she does not usually live in the household and she did not sleep there the night before. You would draw a line through Row 04, canceling Mary from the listing. Then you would have to renumber the subsequent Line Numbers to make them correct—in Columns (1), (8), and (9), change Line 05 to 04, 06 to 05, etc. The same change should be made in the Line Number in the column to the left of Column (10). Whenever you make a correction to the Line Numbers, you must check Columns (11) and (13) and make appropriate corrections to the Line Numbers there also.

Column (7): AGE

If you have difficulty obtaining the ages of household members, use the methods described for Q. 106 in the Women's Questionnaire to probe for the correct age. You are to obtain each person's age in completed years, that is, the age at the time of the last birthday.

Columns (8) and (9): ELIGIBILITY

Look at Columns (4) and (7) and circle the Line Number in Column (8) for all women who are between 15 and 49 years of age (this includes those who are age 15 and 49). These are "eligible women" (eligible means to qualify), and they qualify for an interview using the Women's Questionnaire. Remember, the woman may be a usual resident of the household or only a visitor. Next, look at Column (7) for children who are under six years of age, and circle the Line Number in Column (9).

### Columns (10) through (13): SURVIVORSHIP AND RESIDENCE OF PARENTS

For all children who are younger than 15 years old, we want to know whether either of their own (natural) parents are listed in the Household Schedule. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 15 years and more, Columns (10), (11), (12) and (13) will be left blank. First, ask whether the child's natural mother is alive. By "natural" we mean the biological mother. In many cultures, people consider other people's children whom they are raising their own, especially children of their husband or sisters, etc. So you should be certain that the respondent understands that you are asking about the woman who gave birth to the child. Record whether or not the child's natural mother is still alive by circling '1' or '2' in Column (10). If the respondent does not know whether the natural mother is still alive, circle '8' for "DON'T KNOW". If you find in Column (10) that the mother is not alive or the respondent does not know—Column (10) is '2' or '8'—you would skip to Column (12)—leave Column (11) blank and ask about the father.

If the mother is still alive, we want to know whether she lives in the household. Ask the question in Column (11). If the mother does live in the household or is a visitor, ask who she is (she should be listed on the schedule if she lives in the household) and record her Line Number in Column (11). Her Line Number is printed in Column (1) and this will identify who the mother is. If the mother is not a member of the household, record '00' in Column (11). Follow the same procedure for the child's natural father—Columns (12) and (13)—as you do for the natural mother.

Remember, if you found it necessary to cross someone off the Household Schedule, you are to renumber the Line Numbers, and you may have to make corrections to the Line Numbers in Columns (11) and (13).

### Columns (14) through (20): EDUCATION

Questions on education are not to be asked for people who are younger than five years old. For anyone under five years old, simply leave Columns (14), (15), (16), (17), (18), (19), and (20) blank.

The term "school" means formal schooling, which includes primary, secondary, and postsecondary schooling, and any other intermediate levels of schooling in the formal school system.<sup>6</sup> This definition of school does not include Bible school 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.

For everyone age five or older, ask the question in Column (14). Circle '1' for persons who have ever attended school and '2' for those who have never attended school. If the person has never attended school, you will leave Columns (15) through (20) blank.

If the person has attended school, you will record his/her educational attainment in Column (15). Do this by using the codes at the bottom of the page. You will first record the level of schooling by recording the highest level the person ever attended, even if he/she did not finish that level. Then you will record how many grades the person completed at that level. For example, a man who completed all the grades of primary

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<sup>6</sup>Questions on education should be adapted according to the education system in each country.

school would be LEVEL 1, GRADE 06.<sup>7</sup> A child who is currently in the third year of primary school would be LEVEL 1 and GRADE 02 (she has not yet completed the third year). A man who left during his first year of secondary school would be recorded as LEVEL 2 and GRADE 00 because the highest level he attended was secondary, but he did not finish any grade at that level. Now suppose the respondent knows her son went to primary school but does not know what grade he completed. You would record LEVEL 1 and GRADE 98 (DON'T KNOW). If the respondent does not even know the highest level her son attended, you would record LEVEL 8 (DON'T KNOW) and leave the grade blank.

For people age 5-24 who have ever attended school, ask the question in Column (16). The term “currently attending” refers to whether the person generally attends school; it does not measure how often a person actually attends school but whether the person attends school at all. If a person goes to school occasionally, or usually goes to school but has been absent from school recently, the person is currently attending school. However, if a person has left school and does not intend to return to school during the current school year, he/she is not currently attending. If the person is currently attending school, leave Column (17) blank and ask the question in Column (18).

If the person is not currently attending school, ask the question in Column (17) about whether the person attended school at any time during the current school year and circle ‘1’ for YES and ‘2’ for NO.

If the person is attending school or attended school at any time during the current school year, ask the question in Column (18) about the level and grade the person is/was attending. If the person did not attend school at any time during the current school year, leave Column (18) blank.

For people age 5-24 who have been to school, ask the question in Column (19). Ask whether the person attended school during the previous school year and circle ‘1’ for YES and ‘2’ for NO.

If the person attended school during the previous school year, ask the question in Column (20) about the level and grade the person attended. If the person did not attend school during the previous school year, leave Column (20) blank.

### CONTINUATION SHEET

If you interview a household that has more than 20 members, mark the box at the end of the list of household members, take a fresh Household Questionnaire, fill in all the information on the cover page, and write “CONTINUATION” on the top. Then on the second Household Questionnaire, change Line Number 01 to 21 and if necessary, change line 02 to 22 and so on in Columns (1), (8), (9), and left of Column (10). Then write the information for these household members. Return to the first Household Questionnaire to complete the interview.

### OVERVIEW OF QUESTIONS 21-35: HOUSEHOLD AMENITIES

After asking the questions about each member of the household, you will ask Questions 21-35, which ask about amenities owned or most frequently used by the household members.

#### Q. 21: HOUSEHOLD DRINKING WATER

The purpose of this question is to assess the cleanliness of the household is drinking water. If drinking water is obtained from several sources, probe to determine the source from which the household obtains the

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<sup>7</sup>Adjust the years of schooling for “all grades of primary school” according to the number of years of primary school in the country.

majority of its drinking water. If the source varies by season, record the main source used at the time of interview.

#### Q. 22: TIME TO GET WATER

This question is not asked if the respondent's source of drinking water is within the household compound; it is also not asked if the household collects rainwater, or buys bottled water. Include the time it takes to get to the source, wait to get water (if necessary), and get back to the house. This is by whatever means of transportation the person generally uses, whether the person walks or rides a bicycle or motor vehicle. Convert the answer to minutes if necessary, and put zeroes in front; for example, "30 minutes" would be '030,' and "one hour and a half" would be '090.' If the source of water is on the property, for example a stream that runs through the yard, you would record ON PREMISES.

#### Q. 23: TOILET FACILITIES

As with Qs. 21 and 22, 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.

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. A ventilated improved pit (VIP) is a latrine that has been improved by the addition of some kind of construction (usually a pipe) that provides a route for fumes to escape, other than the hole itself. A traditional pit toilet is not ventilated. If respondents answer that they use the bush, the fields, or a cleared corner of the compound, record NO FACILITY/BUSH/FIELD.

#### Q. 25: HOUSEHOLD ITEMS

The answers to these questions on ownership of certain items will be used as a rough measure of the socioeconomic status of the household. Read out each item and circle the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for YES. Otherwise, circle '2' for NO. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

#### Q. 26: FUEL FOR COOKING

Information on the type of fuel used for cooking is collected as another measure of the socioeconomic status of the household. The use of some cooking fuels can also have adverse health consequences. Remember that this question asks about fuel for cooking, not fuel for heating or lighting. BIOGAS includes gases produced by fermenting manure in an enclosed pit. LIGNITE is a derivative of coal that produces more smoke when burned but produces less heat than coal.

If the household uses more than one fuel for cooking, find out the fuel used most often. If any fuel other than the precoded ones is reported as being the main fuel used for cooking, circle '96' and specify the type of fuel in the space provided.

### Q. 27: FLOOR MATERIAL

This is not a question that you will have to ask the respondent since you will usually be able to see for yourself what kind of floor the house has. However, ask if you are not sure. If there is more than one kind of flooring material, record the main type of material (the material that covers the largest amount of floor space).

### Q. 28: OWNERSHIP OF TRANSPORTATION

As another rough measure of socioeconomic status, we also ask whether any member of the household owns a bicycle, motorcycle, or car. Follow the same procedure as in Q. 25 in asking about these items. A small child's bicycle is primarily a toy and should not be recorded here.

### Qs. 29-32: USE OF A BEDNET

These questions are only asked in countries where malaria is prevalent and are aimed at finding out whether children under age five are protected from getting bitten by mosquitoes which may carry the malaria parasites. In Q. 29, ask whether the household has a bednet. If YES, circle '1', and continue with Q. 30. If NO, circle '2,' and go to Q. 33. In Q. 30, you need to check Columns (6) and (7) in the Household Schedule to see how many children under age five slept in the household the night before the interview. Follow the appropriate skip pattern. If no child under age five spent the night in the household, mark the box on the left in Q. 30 and go to Q. 33. If there is one child, mark the box in the center and continue with Q. 31. If there are two or more children, mark the box on the right and ask Q. 32.

### Qs. 33 and 34: HAND WASHING

Washing hands, especially before handling food, can protect people from getting infected with various diseases such as diarrhea. Appropriate hand-washing requires a dedicated location that contains a clean water supply, a basin for containing water, and a cleaning agent such as soap. In Q. 33, ask whether the household has any place where household members usually wash their hands. If the answer is YES, ask the respondent whether the place is on the property (Code '1') or somewhere else (Code '2'). In Q. 34, ask the respondent to show you where the household members usually wash their hands. For each item, record whether you see it or not.

### Q. 35: TYPE OF SALT

The purpose of this question is to assess whether the household uses salt that has been fortified with iodine in cooking. Fortified salt prevents iodine deficiency. Iodine is an important micronutrient and a lack of it may lead to an enlarged thyroid gland in the neck known as goiter.

Ask the respondent for a sample of cooking salt in a spoon or a piece of paper (a quantity of about one half teaspoon). If the household does not have salt, circle '5' for NO SALT IN HOUSEHOLD. If the household refuses to give salt for testing, circle '6' for SALT NOT TESTED.

If the household uses more than one type of salt, make sure that the sample provided is the salt that the household uses for cooking. To test the salt for iodine content, first shake the vial of clear liquid and squeeze one drop of the liquid into the middle of the salt sample. If the salt is iodized, the wet salt should change color. Match the color of the wet salt with the color chart on the side of the iodine kit. Record [0, 7, 15 or 30] ppm (parts per million) in Q. 35 as appropriate, depending on the closest match and continue with the next question. If there is no color change, you need to do a second test using a fresh sample of salt. First, flatten the salt so that it is even and not heaped. Then shake the vial of pink liquid and squeeze one drop of the liquid into the middle of the fresh salt sample. Then squeeze one drop of the clear liquid on top of the

same spot. Finally match the color of the wet salt with the color on the chart on the iodine kit and record the result in the questionnaire. If the color remains white, circle '1' for 0 ppm; otherwise, record the ppm reading of the color on the iodine kit that most closely matches the color of the wet salt. When matching the color of the wet salt with the color on the chart, it is important to make sure you have sufficient light to match the color accurately. It may be necessary to take the salt sample outdoors if the light indoors is inadequate.

### WEIGHT, HEIGHT, AND HEMOGLOBIN MEASUREMENTS

All women between age 15 and 49 as well as children born since January [1995] will be weighed and measured to assess their nutritional status. The measurement of weight and height (anthropometric measurement) is a separate operation that will usually be conducted after the household interview is completed.

Instructions on how to measure the weight and height of women and children are presented in Appendix A and for hemoglobin measurement in Appendix B.

The health technician on the team will be responsible for conducting the actual measurements, but you will need to complete Columns (36) through (38) and Column (48) yourself. After you have completed the Household Questionnaire through Q. 35, complete Columns (36) through (38) based on the information you already collected in the Household Schedule.

#### Columns (36) through (38): LINE NUMBERS, NAMES, AGES

In Columns (36) and (37), copy the Line Numbers and names of all women age 15-49 in the top panel from Columns (2) and (8) of the Household Schedule. In the bottom panel, copy the Line Numbers and names of all children under six years old (that is, age 00, 01, 02, 03, 04, and 05) from Columns (2) and (9) of the Household Schedule.

In Column (38), copy the age of the women and children as recorded in Column (7) of the Household Schedule.

Later, you will return to this section to fill in Column (39) for children and Column (48) for women, but it is best to complete this after completing interviews with eligible women.

### C. RETURN TO COVER PAGE

After you have finished filling out the household schedule, go back to the cover page of the Household Questionnaire.

### INTERVIEWER VISITS

After you have contacted the household, you will need to write in the result of your visit. The spaces under (2) and (3) are for recording the results of any call backs that you may have to make if you cannot contact the household on your first visit. Remember, you must make at least three different visits to try to obtain an interview with a household.

### RESULT CODES

The result of your final visit to a household is recorded in two places: on the cover sheet of the Household Questionnaire and in Column (5) of the Interviewer's Assignment Sheet.



You will make every attempt to contact and interview the household, but sometimes it may happen that you make three visits to the household (at different times) and are unable to conduct the interview. In this case, you record the result of the third visit.

The following are descriptions of the various result codes:

- ▶ Code 1 Completed. Enter this code when you have completed the household interview.
- ▶ Code 2 No household member at home or no competent respondent at home at time of visit. This code is to be used in cases in which the dwelling is occupied, but no one is home. If no one is home when you visit, or if there is only a child or an adult member who is ill, deaf, or mentally incompetent, enter Code '2' as the result of the visit. Try to find out from a neighbor or from the children when a competent adult will be present and include this information in the visit record.
- ▶ Code 3 Entire household absent for extended period of time. This code is to be used only in cases in which no one is home and the neighbors say that no one will return for several days or weeks. In such cases, enter Code '3' as the result of that visit. Since the neighbors may be mistaken, you should make callbacks to the household to check that no one has returned. In cases in which no one is home and you cannot find out whether they are gone for a few hours or a few weeks, enter Code '2.'
- ▶ Code 4 Postponed. If you contact a household, but for some reason, it is not convenient for them to be interviewed then, schedule a callback interview and enter Code '4' on the cover sheet as a result code for that visit. If there is some extreme circumstance such that the interview is never conducted, you would enter Code '4' for the final result code.
- ▶ Code 5 Refused. The impression you make during your initial contacts with members of a household is very important. Be careful to introduce yourself and explain the purpose of the survey. Stress that the interview takes only a short amount of time and that the information will be confidential. If the individual with whom you first talk is unwilling to cooperate, ask to speak with another member of the household, such as the household head. Suggest that you can return at another time if it would be more convenient. If the individual still refuses to cooperate, enter Code '5' and report the problem to your supervisor.
- ▶ Code 6 Dwelling vacant or address not a dwelling. In some cases you may find that a structure number assigned to you is unoccupied, that is, it is empty with no furniture and is not being lived in. This is what we call "vacant," and you should enter Code '6.' Other times, you may find that a structure is not a residential unit. It is a shop, church, school, workshop, or some other type of facility that is not used as a living area. After making sure there are no residential units in back of or above the premises, enter Code '6' as the result for the visit. Be sure to report the situation to your supervisor.
- ▶ Code 7 Dwelling destroyed. If the dwelling burned down or was demolished in some other manner, enter Code '7.'
- ▶ Code 8 Dwelling not found. You should make a thorough search, asking people in the area whether they are familiar with the address or the name of the household head. If you are still unable to locate the structure, you should enter Code '8' as the result for the visit to that household and inform your supervisor.

- ▶ Code 9 Other. There may be times that you cannot interview a household and the above categories do not describe the reason. Examples of cases that would fit in the ‘Other’ category would be if the entire cluster is flooded and inaccessible or if the household is quarantined because of a disease.

### FINAL VISIT

After you have paid your last visit to the household, you will fill in the boxes under FINAL VISIT. The date on which you completed the household interview is recorded in the DAY, MONTH, YEAR boxes. Write the day of the month in the DAY boxes. You need to convert the month into numbers. For this, January is ‘01,’ February is ‘02,’ March is ‘03,’ etc. Write [‘2000’] in the YEAR boxes. For example, the last day in October [2000] would be DAY 31, MONTH 10, YEAR [2000]. Write your assigned interviewer number in the boxes labeled NAME. Record the result from the final visit in the RESULT box. Add up the number of visits you made for the household interview and enter the total by TOTAL NO. OF VISITS.

### TOTAL IN HOUSEHOLD AND TOTAL ELIGIBLE WOMEN

After you have completed the household interview, you will record the total number of people listed in the schedule in the boxes labeled TOTAL PERSONS IN HOUSEHOLD. You will also record (in the boxes labeled TOTAL ELIGIBLE WOMEN) the total number of women in the household who are eligible for interview with the Women’s Questionnaire, and in the boxes labeled LINE NO. OF RESP. TO HOUSEHOLD QUEST. record the Line Number of the person who was your respondent.

### BOTTOM OF COVER PAGE

At the bottom of the cover page, the supervisor will write his/her name and the date. The field editor will also write her name and the date on which she edited the questionnaire. Office editing and data entry will only be done in the main office, and space is provided for the office editor and data entry person to record their names.

### PREPARE A WOMEN’S QUESTIONNAIRE FOR EACH ELIGIBLE WOMAN

After completing a household interview, allocate a Women’s Questionnaire for each eligible respondent identified in the household. You will fill in the identification information on the cover sheet of a Women’s Questionnaire for each eligible respondent identified in the Household Schedule. For example, if after completing the household interview, you have found that there are two women eligible for the women’s interview, you will take two Women’s Questionnaires and fill in the identification information for each of the two women.

The identification information on the Women’s Questionnaire is similar to the identification information on the Household Questionnaire. However, there are two additional items that you must record on the cover page of the Women’s Questionnaire. You must write the eligible woman’s name and the Line Number she was assigned in the Household Schedule in Column (1). If an eligible woman is immediately available, proceed to interview her. After completing the interview with the woman, you will return the completed Household Questionnaire to your supervisor with the Women’s Questionnaires tucked inside. If there is more than one eligible woman in the household, e.g., two women, return two completed Women’s Questionnaires tucked inside the completed Household Questionnaire.