

---

# Lao Social Indicator Survey LSIS (MICS/DHS)

---

Surveyor Manual (I)  
Introduction + Household  
Questionnaire

---

LSIS Technical Task Force &  
Secretariat Group 2010

---

---

## TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>3</b>
<b>LSIS QUESTIONNAIRES AND ELIGIBLE RESPONDENTS .....</b>	<b>4</b>
<b>HOW TO HANDLE AN INTERVIEW .....</b>	<b>7</b>
<b>GENERAL POINTS .....</b>	<b>8</b>
<b>THE ROLE OF INTERVIEWERS .....</b>	<b>9</b>
<b>HOUSEHOLD INFORMATION PANEL .....</b>	<b>11</b>
<b>HOUSEHOLD LISTING FORM .....</b>	<b>14</b>
<b>EDUCATION MODULE .....</b>	<b>19</b>
<b>WATER AND SANITATION MODULE .....</b>	<b>21</b>
<b>HOUSEHOLD CHARACTERISTICS MODULE .....</b>	<b>26</b>
<b>INSECTICIDE TREATED NET (ITN) MODULE .....</b>	<b>30</b>
<b>CHILD DISCIPLINE MODULE .....</b>	<b>32</b>
<b>SALT IODIZATION MODULE .....</b>	<b>35</b>
<b>OBSERVATIONS .....</b>	<b>36</b>

---

## INTRODUCTION

A major national household survey, Lao Social Indicator (LSIS) is being undertaken to provide a comprehensive data on key indicators to support the monitoring of the Millennium Development Goals (MDGs) and the 7<sup>th</sup> National Socio-Economic Development Plan (NSEDP).

In Lao PDR, data against key social development indicators have been collected through two national surveys: **Multiple Indicator Cluster Survey (MICS)** (1996, 2000, 2006) and **Lao Reproductive Health Survey (LRHS)** (1995, 2000, 2005) respectively.

To avoid the duplicated efforts and effective utilization of the resources, the LSIS combines and applies the technical framework of the MICS and DHS. Therefore, this manual is substantially based on the MICS and DHS manuals.

The surveyor manual I, Introduction + Household Questionnaire, is especially meant for the LSIS surveyors to use as a reference when they conduct interviews with respondents. It is mainly focused on how to conduct an interviews and how to fill the household questionnaire.

If a further clarification is needed, please contact the respective LSIS Field Directors.

---

## LSIS QUESTIONNAIRES AND ELIGIBLE RESPONDENTS

In each sampled household you visit, you should begin by interviewing a knowledgeable adult member of the household to fill in the Household Questionnaire. All modules of the Household Questionnaire will be administered to this person, referred to as the Household Respondent, including the module in the questionnaire where the information collected is about other household members (i.e., the educational attainment).

For the purposes of this questionnaire, an adult is defined as someone age 15 and over. However, very young household members (below age 18) may not be the most ideal members to interview. Therefore, in cases when there is another older adult member (for instance, the parent of the 15 year-old) available to interview, you should prefer to interview this person who is likely to be more knowledgeable about the household. Interviewing the household head is not a must and you are not required to ask for the household head to do the interview.

It is also true that it can be an advantage if you begin the Household Questionnaire with a mother or primary caretaker, since many of the questions/modules are about children, and mothers/caretaker provide more accurate responses to such questions better than anybody else. While you should not make a specific effort to ensure this, you will indeed start the interview with such persons in many cases, since, in practice, these persons are more likely to be at home than, say, male household heads.

There should only be one respondent to the Household Questionnaire and the other members of the household should not respond to any part of the questionnaire. Ideally, the respondent is also not expected to consult any other members that may be available in the household for some factual questions he or she may not be certain (i.e., age or education of household members). However, if you think that this may seriously affect the flow of the questionnaire(s) you may allow the respondent to ask other members in order to get more correct information (such as age information which may affect the eligibility of some members for individual questionnaires or modules where age checks are important (i.e., education module).

When you have completed the Household Questionnaire, you will have identified women and men (aged 15-49 years) and mothers or primary caretakers of children under five to whom you will administer the individual questionnaires.

- You should interview separately all women aged 15 through 49 who reside in the household to fill in the Questionnaire for Individual Women.
- You should interview separately all men aged 15 through 49 at every second sampled household to fill in the Questionnaire for Individual Men.
- You should administer the Questionnaire for Children Under Five to mothers or primary caretakers of children under 5 years of age who are residing in the household.

You will identify these individuals by completing the Household Listing Form in the Household Questionnaire.

If you visit a household with no member eligible for the individual questionnaires, you must still ask questions about the household to a knowledgeable adult member and complete the Household Questionnaire.

Your supervisor will give you a list or tell you how to find the households to visit. You must visit all these households.

If no one is at home when you go to interview the household, ask the neighbours whether the house is inhabited. If it is occupied, ask the neighbours when the household members will return. Arrange with your supervisor to go back to the dwelling when it will be occupied or at the end of the day. Note those plans on your cluster control sheet and note the time you are to return on the first page of the questionnaire (Household Information Panel). Do not substitute another household.

If no adult is at home, arrange to come back at another time. Do not interview a temporary caretaker of the children, such as a babysitter; do not interview anyone who does not usually live in the household.

Each household in the sample has to be visited at least three times before you can mark the household as 'Not at home', unless otherwise instructed by your supervisor. There may be cases when you learn that the household will be away for an extended period, and will definitely not return within the fieldwork period. In such cases, three visits to the household may not be necessary. However, even in such cases, the ultimate decision will have to be taken by your supervisor.

If an eligible woman/man is not available for interview or not at home, ask a family member or neighbour when she/he will return. Note this on the Women's/Men's Information Panel, follow your supervisor's instructions, and return to interview her/him at that time. Do not take responses for the women's / men's questionnaire from anyone other than the eligible woman/man herself/himself.

The person to be interviewed for the Questionnaire for Children Under Five should be the mother or the primary adult caretaker (if the mother is not residing in the household or is deceased). If she/he is not available for interview or not at home, try to find out when she/he will be available and return later. If the person will not be available or will not return home at a time later that day when it is feasible to interview her/him, follow the instructions of your supervisor about the number of times you should attempt the interview.

If a child under five is not available, but the mother/primary caretaker is, complete the questionnaire for the child and do not complete the last module (Anthropometry). If the child is still not available after the call-back visit, record the result in question AN4 as 'Not Present'.

Ask your supervisor if you are in doubt about what to do when you cannot locate a household, or you cannot complete an interview. Always keep a record on the cluster control sheet of the households you visited where nobody was at home. If it is not possible to interview an eligible woman, record this on the Women's Information Panel of the questionnaire. If it is not possible to interview a mother or primary caretaker, record this on the Under-Five Child Information Panel of the Questionnaire for Children Under Five.

*A standard coding and formatting system has been used throughout the questionnaires. These conventions can be summarized as follows, as covered in your training:*

#### Character formatting:

- |  |   |
|--|---|
| SMALL CAPS                               | - used for questions you will use to ask to respondents   |
| <i>Italics</i>                           | - instructions to the interviewer                         |
| Lower case letters                       | - response codes  |
| <i>(italics enclosed in parentheses)</i> | - words to be replaced by the interviewer, as appropriate |

Skip Instructions:

Skip instructions are given in the questionnaires to guide you to not ask a question to a respondent which is not relevant. For example, in question WS9, you are required to ask whether the toilet facility is shared with other household. If the response is “No”, the skip instruction is to move to the next module, so that WS10 and WS11 are not asked to the respondent (on whether the toilet is shared with other households and whether it is a public toilet and the number of households using the toilet).

Skips are very important, since a failure to take a skip into account may result in (1) asking an inappropriate question to the respondent, (2) incorrectly skipping a whole section which might otherwise be administer.

### How to correct the mistakes

If you make mistake in recording for a response, double cross the mistaken record which is not true and record the correct one.

For example,

WS1. WHAT IS THE MAIN SOURCE OF DRINKING WATER FOR MEMBERS OF YOUR HOUSEHOLD?	Piped water		
	Piped into dwelling .....	<del>11</del>	11⇒WS6
	Piped into compound, yard or plot.....	12	12⇒WS6
	Piped to neighbour .....	13	13⇒WS6
	Public tap / standpipe .....	14	14⇒WS3
	Tube Well, Borehole .....	21	21⇒WS3
	Dug well		
	Protected well.....	31	31⇒WS3
	Unprotected well .....	32	32⇒WS3
	Water from spring		
	Protected spring.....	41	41⇒WS3
	Unprotected spring.....	42	42⇒WS3
	Rainwater collection.....	51	51⇒WS3

The margin also can be used for correction and additional information.

Question styles:

- Some ‘questions’ are in the form of filters. These are in fact not questions to be asked to respondents. They include checks that the interviewer uses to skip certain questions.
- Areas with light gray background indicate those questions and filters that should not be verbalized by interviewers, but should be coded, based on previous responses or observations.
- Letters are used to indicate response categories in questions where multiple responses can be accepted and coded. Numbers are used to indicate response categories in questions where only one response will be coded. These constitute the majority of questions.
- DK is used to abbreviate ‘Doesn’t Know’.
- For numeric response codes, ‘8’, ‘98’, ‘998’ and ‘9998’ are used throughout to indicate ‘DK’ responses; ‘6’, ‘96’, ‘996’ and ‘9996’ are used to indicate ‘Other’ responses.
- In questions where letters are used for response categories, ‘X’ is used for ‘Other’, ‘Y’ is used for ‘None’, and ‘Z’ is used for ‘DK’.
- Rosters: These are lists that involve the collection of information on the same subject for multiple persons. For example, the education module is in the form of a roster, where educational level and attainment information is collected for all members of the household above age 3.
- Skip instructions are provided to the right of the response categories (with the exception of

rosters), normally in a skip column, and indicate the number of the question that the interviewer should skip to (11⇒WS6).

- Probes are used to ask further questions to the respondent, and are either indicated as “Probe:” or with a question such as “Anything else?”
- Prompts are used to explicitly remind the respondent of an answer expected on a selected topic. For example, in the case of household assets, respondent is not asked to simply list all household assets in the household, but rather, each of the assets the questionnaire is intended to collect is verbalized as a question, such as “Electricity?”.
- There are occurrences when a word is either in old characters or underlined. These are intended to emphasize a point, or make sure that you do not forget what the question is intended to capture. For instance, in question WS1, the word “main” is underlined to emphasize that only one source of drinking water should be circled.
- “Other” response codes are almost always followed by (specify), which indicate that once the “other” option is circled, you are expected to write the exact answer.

## HOW TO HANDLE AN INTERVIEW

The interviewer and the respondents are strangers to each other and therefore one of the main tasks of the interviewer is to establish rapport with the respondent. The respondent’s first impression of you will influence her/his willingness to participate in the survey. Make sure that your appearance is neat and you also appear friendly as you introduce yourself.

On meeting the respondent, the first thing you do is to introduce yourself, stating your name, organization you are working for, the objectives of the survey, and what you want the respondent to do for you. The interviewer is advised to avoid long discussions on issues which are not related to the survey and which may consume a lot of his/her time.

After building rapport with the respondent, ask questions slowly and clearly to ensure the respondent understands what he/she is being asked. After you have asked a question, pause and give the respondent time to think. If the respondent feels hurried or is not allowed to form his/her opinion, he/she may respond with “I don’t know” or give an inaccurate answer.

Specifically, the following guidelines will guide you on how to handle interviews:

- Ensure that you understand the exact purpose of the survey and each question. This will help you to know if the responses you are receiving are adequate.
- Remember the survey schedule, and remember that you are part of a team. Do not stay and talk for too long, but do not rush the interview either.
- Ask the questions exactly as they are written. Even small changes in wording can alter the meaning of a question.
- Ask the questions in the same order as they are given on the questionnaires. Do not change the sequence of the questions.
- Ask all the questions, even if the respondent answers two questions at once. You can explain that you must ask each question individually, or say “Just so that I am sure...” or “Just to refresh my memory...,” and then ask the question.
- Help your respondents to feel comfortable, but make sure you do not suggest answers to your questions. For example, do not ‘help’ a woman to remember various contraceptive methods.
- Do not leave a question unanswered unless you have been instructed to skip it. Questions left blank are difficult to deal with later. In the office it may look as though you forgot to ask the question. Always write in 0 when a zero answer is given. For some questions, the code

'Doesn't know' will already be provided, and after you are sure that the respondent is unable to provide you with an answer, you will be able to circle this response. In questions where a 'Doesn't know' response is not printed on the questionnaire, you must make sure that the respondent comes up with an answer. In exceptional cases where this may not be possible, indicate this on the questionnaire with a note.

- Record answers immediately when the respondent gives you the responses. Never rely on writing answers in a notebook for transfer to the questionnaire later.
- Check the whole questionnaire before you leave the household to be sure it is completed correctly.
- Thank the respondent for her (or his) cooperation and giving you time to interview her/him. Leave the way open to future interviews. Avoid over-staying in the respondent's household even if he/she is very friendly and welcoming.

## **GENERAL POINTS**

### **Make a good first impression**

The first impression a respondent has of you is formed through your appearance. The way you dress may affect whether your interview is successful or not. Dress neatly and simply.

When first approaching the respondent, do your best to make her/him feel at ease. With a few well-chosen words, you can put the respondent in the right frame of mind for the interview. Open the interview with a smile and greetings and then proceed with your introduction as specified on your questionnaire.

If and when necessary, tell the respondent that the survey will help the Government to develop plans for children and women and that his/her cooperation will be highly appreciated.

### **Gain rapport with the respondent**

Try not to arrive at a respondent's house at an inconvenient time of day, such as mealtimes. Try to arrive when the respondent will not be too busy to answer questions.

Introduce yourself by name and show your identification. Explain the survey and why you want to interview some members of household, exactly as your introduction tells you to.

Be prepared to explain what is meant by confidentiality and to convince respondents to participate if they are reluctant.

If the respondent refuses to be interviewed, note the reasons on the questionnaire, if possible.

Remain calm and polite at all times.

### **Always have a positive approach**

Never adopt an apologetic manner, and do not use words such as "Are you too busy?". Such questions will obviously invite refusal before you start. Rather, tell the respondent, "I would like to ask you a few questions".

### **Stress confidentiality of information collected**

Always stress confidentiality of the information you obtain from the respondent. Explain to the respondent that the information you collect will remain confidential and that no individual names will be used for any purposes, and that all information will be grouped together and depersonalized when writing the report. Never mention other interviews or read the

questionnaire with other interviewers or supervisor in front of a respondent or any other person. This will automatically erode the confidence the respondent has in you.

### **Probe for adequate responses**

The interviewer should phrase the question as it is in the questionnaire. If he/she realizes that an answer is not consistent with other responses, then he should seek clarification through asking indirect questions or some additional questions so as to obtain a complete answer to the original question. This process is called probing. Questions, while probing, should be worded so that they are neutral and do not lead to the respondent in a particular direction. Ensure the meaning of the original question is not changed.

Pause and wait if the respondent is trying to remember difficult items.

Ask the respondent to clarify her/his answer if necessary. You may have misunderstood the response.

Check for consistency between the answers a respondent gives. Treat the questionnaires as tools that you are using to converse with the respondent. Try to understand and remember the responses, and if there is an inconsistency, ask the questions again.

### **Answering questions from respondent**

The respondent may ask you some questions about the survey or how he/she was selected to be interviewed or how the survey is going to help her/him, before agreeing to be interviewed. Be direct and pleasant when you answer. The respondent may also be concerned about the length of the interview. Please be frank to tell him/her how long you are likely to take to administer the questionnaire.

### **Interview the respondent alone**

The presence of a third person during the interview can prevent you from getting frank and honest answers from the respondent. It is, therefore, very important that the interviews are conducted privately and that all the questions are answered by the respondent only. This is especially important in the case of the Woman's Questionnaire, which includes several topics that respondents will consider to be "personal" or "private". If other people are present, explain to the respondent that some of the questions are private and request to talk to him/her while alone.

### **Handling hesitant respondents**

There may be situations where the respondent simply says, "I don't know," or gives an irrelevant or acts in a manner suggesting he/she is bored or contradicts earlier answers. In all these cases, try your best to make him/her get interested in the question. Spend a few moments talking about things unrelated to the interview (e.g. his/her town or village, the weather, his/her daily activities etc.)

## **THE ROLE OF INTERVIEWERS**

Interviewers play a central role in the collection of data and the ultimate outcome of the exercise depends on how they conduct the interviews. Success, therefore, depends on the quality of the interviewers' work. It is, therefore, important for the interviewer to be consistent in the way he/she puts the questions to the respondent.

In case a response is not clear, the interviewer should probe further.

---

In general, the responsibilities of the interviewer will include:

- Locating the structure and households in the sample that are assigned to them, and administering the questionnaires.
- Identifying all the eligible respondents
- Interviewing all the eligible respondents in the households assigned to them.
- Checking completed interviews to be sure that all questions were asked
- Making call-backs to interview respondents who could not be interviewed during their first or second visit due to various reasons.
- Ensuring that the information given is correct by keeping the respondent focused to the questions.
- Preparing the debriefing notes in the notebook for the field editor and supervisor on the problems encountered.

## HOW TO FILL IN THE HOUSEHOLD QUESTIONNAIRE

The purpose of the Household Questionnaire is to provide information on general characteristics of the population and the households. You will use it to collect important information on a number of LSIS indicators and to identify women who are eligible (qualified) to be interviewed, to identify men who are eligible to be interviewed, and the mothers or primary caretakers of children under five who will be interviewed.

Begin by saying the following to the respondent:

**WE ARE FROM DEPARTMENT OF STATISTICS AND MINISTRY OF HEALTH. WE ARE WORKING ON A PROJECT CONCERNED WITH FAMILY HEALTH AND EDUCATION. I WOULD LIKE TO TALK TO YOU ABOUT THESE SUBJECTS. THE INTERVIEW WILL TAKE ABOUT 30 MINUTES. ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE SHARED WITH ANYONE OTHER THAN OUR PROJECT TEAM. MAY I START NOW?**

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

### HOUSEHOLD INFORMATION PANEL

The Household Information Panel consists of an upper (HH1 to HH7) and a lower (HH8 to HH18) panel. The upper panel should normally be filled in before you approach the household. Your supervisor will have provided the necessary information to you when you are assigned the household.

#### **HH1. Cluster number**

Enter the cluster number as instructed by your supervisor.

#### **HH2. Household number**

Enter the household number as instructed by your supervisor.

#### **HH3. Interviewer's name and number**

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

#### **HH4. Supervisor's name and number**

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

#### **HH5. Day/month/year of interview**

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household again, revise and enter final date of interview. In

other words, the date here should be either when you have completed the Household Questionnaire or when the interview has not been conducted but there will be no more attempts to interview the household.

#### **HH6. Area**

Circle the code for area of residence as instructed by your supervisor. 3 areas, urban, rural with road, and rural without road are classification of the area and need to circle as per instruction given by the supervisor.

#### **HH7. Name of Province**

Write down the name and code of province.

#### **HH7A. Is it a selected household for men interview?**

Men will be interviewed in 10 of the 20 households in each cluster selected for interview. You will be informed by your supervisor which households have been selected for male interview.

#### **HH8. Name of head of household**

Enter the full name of the head of household (HH). If you are not given the name of the head of household prior to approaching the household, leave this blank and fill it in after completing the Household Listing, column HL2. In cases when the name of the household head given to you prior to approaching the household is not the same as the household head you identify in the Household Listing, change the name here and write down the name of the current household head.

Complete questions HH10, HH11, HH12, HH14, and HH15A once you have completed the Household Listing Form on the next page.

#### **HH10. Respondent to Household Questionnaire**

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

#### **HH11. Total number of household members**

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

#### **HH12. Number of women age 15 – 49 years**

Enter the total number of women eligible for interview for the Questionnaire for Individual Women.

#### **HH14. Number of children under age 5**

Enter the total number of children under five eligible for inclusion in the survey. You will be using the Questionnaire for Children Under Five to interview the mothers or primary caretakers of these children.

#### **HH15A. Number of age 15 – 49 men eligible for interview**

Enter the total number of men eligible for interview for the Questionnaire for Individual Men. If the household has not been selected for male interview, enter “00”

You will complete question HH9 as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household. Questions HH13, HH15 and HH15B should be filled in once you have concluded all individual interviews (Women, Children and Men) in the household – that is, when all mothers or primary caretakers of children under five have been interviewed, and questionnaires for each

child under age five have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13, HH15 and HH15B should equal the total number of eligible women (HH12), children under five (HH14), and total number of eligible men (HH15A) respectively. The number in HH13 should never be greater than that in HH12. The same applies in the case of HH15 and HH15B. If you are unable to complete all or part of the interviews for this household, note details in the space provided at the bottom of the panel (first page of the household questionnaire).

#### **HH9. Result of household interview**

If the Household Questionnaire is completed, circle '01' for 'Completed'. If you have not been able to contact the household at time of visits, circle '02' for 'Not at home'. If the entire household is absent for extended time of interview, circle '03' for 'Absent for extended period of time'. If the household refuses to be interviewed, circle '04' for 'Refused'. If the dwelling is vacant or it is not addressed to a dwelling, circle '05', for 'Dwelling Vacant'. If the dwelling is destroyed, circle '06' for 'Dwelling destroyed'. If you are unable to locate the household, circle '07', for 'Dwelling not found'. If you cannot find the If you have not been able to complete the Household Questionnaire for another reason, you should circle '96' for 'Other' and specify the reason in the space provided. Some examples of 'Other' codes might be: the questionnaire is partly completed.

#### **HH13. Number of women's questionnaires completed**

Once all of the Questionnaires for Individual Women have been completed for a particular household, enter the number completed here. The number of woman's questionnaires to be entered here is the number of woman's questionnaires in this household with a Result Code of 1 - Completed."

#### **HH15. Number of under-5 questionnaires completed**

Once all of the Questionnaires for Children Under Five have been completed for a particular household, enter the number completed here. "The number of under-5 questionnaires to be entered here is the number of under-5 questionnaires in this household with a Result Code of 1 - Completed."

#### **HH15B. Number of men's questionnaires completed**

Once all of the Questionnaires for Individual Men have been completed for a particular household, enter the number completed here. The number of men's questionnaires to be entered here is the number of men's questionnaires in this household with a Result Code of 1 - Completed.

#### **HH16. Field Edited by (Name and Number)**

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

#### **HH17. Data entry clerk**

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

#### **HH18. Record the time**

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

## HOUSEHOLD LISTING FORM

A household is a person or group of persons who usually live and eat together.

A household is defined as

- a person or group of persons, related or unrelated,
- who live together in the same dwelling unit,
- who acknowledge one adult male or female as the head of household,
- who share the same living arrangements,
- and are considered as one unit.

In some cases one may find a group of people living together in the same dwelling, but each person has separate eating arrangements; they should be counted as separate one-person households. Domestic servants, relatives and other workers living and eating in the household are to be included as household members (even if they spend the weekend elsewhere and stay with the household the rest of the week). Three unrelated persons who live and cook meals together would be considered to form one household.

Collective living arrangements (also referred to as institutional populations) such as hostels, army camps, boarding schools, or prisons are not considered as households.

You will be assigned specific households to interview. Households that you will visit will have been identified previously by listing teams.

One should make a distinction between a family and a household. The first reflects blood decent and marriage. The second is used in this survey to identify an economic unit. You must be conscious and use the criteria provided on household membership to determine which individuals make a particular household.

Note that the Household Listing Form includes HL1. Line No. This is the number used to identify each person listed. You must obtain a complete list of all persons who usually live in the household, but you do not need to fill in or do anything in this column since the numbers are already provided. This is a very important number since, once household members are assigned these line numbers after the Household Listing Form is completed, they are identified with these line numbers throughout the questionnaires administered in this household.

You should begin by saying:

**FIRST, PLEASE TELL ME THE NAME OF EACH PERSON WHO USUALLY LIVES HERE, STARTING WITH THE HEAD OF THE HOUSEHOLD.**

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

**ARE THERE ANY OTHERS WHO LIVE HERE – EVEN IF THEY ARE NOT AT HOME NOW?** If yes, complete the listing.

Note that the household head is determined solely on the basis of what the respondent tells you. You are not required to assess who the household head is most likely to be, or whether the person stated as the household head has the necessary characteristics to be the household head.

Also note that if there are more than 15 household members, you will need to use a continuation sheet to record the additional household members. Please remember to change the line numbers of household members on the continuation sheet to read '16', '17', '18', etc., and to mark the

cover page of the continuation questionnaire as “CONTINUATION”. The primary questionnaire for that set should say ‘SEE CONTINUATION’ across the top of the cover sheet. The continuation questionnaire should have all identification information (HH1 to HH7) written on it on the cover page. After filling the information for remaining household members in the continuation questionnaire, you should continue your interview in the primary questionnaire. Once you complete the Household Questionnaire keep the continuation questionnaire inside the primary one so that they remain together.

The Household Listing will be completed in two stages: first, names (HL2), relationship codes (HL3), and sex (HL4) of all household members are recorded until all household members are included in the list. When the respondent is asked to provide the names of persons living in the household, their relationship to the head of the household, and their sex, is naturally mentioned during the course of listing the names. For this reason, the list is completed vertically for HL2, HL3, and HL4, during the first stage. Then, questions from HL5 to HL14 are asked for each person before moving to the next person.

### **HL2. Name**

Fill in the name of each household member, starting with the head of household (the person who is considered to be responsible for the household). It is up to the respondent to define who the head of the household is. The head of the household should always be on the first row of the list. Never contest the respondent’s answer.

Also note that the names of household members will never be used for analysis purposes. However, recording the names of all household members is important since you will be using these names to address the questions.

### **HL3. WHAT IS THE RELATIONSHIP OF (*name*) TO THE HEAD OF THE HOUSEHOLD?**

Enter the code corresponding to how the person listed is related to the head of the household. Use the codes at the bottom of the Household Listing. Be particularly careful in doing this if the respondent is not the head of the household. Make sure that you record the relationship of each person to the household head, not the relationship to the respondent. For example, if the respondent is the wife of the head of the household and she says that Khammoung is her brother, then Khammoung should be coded as ‘09’ (‘Brother or sister-in-law’), not as ‘08’ (‘Brother or sister’), because Khammoung is a brother-in-law of the head of the household. Be very careful in obtaining this information correctly, since respondents tend to provide the relationship of the person to themselves, rather than to the head of the household.

If the head of the household is married to a woman who has a child from a previous marriage, that child’s relationship to the head of the household should be coded as ‘13’ (‘Adopted/foster/stepchild’). If a household member is not related to the head of household, such as a friend who lives with the household, enter ‘14’ (‘Not related’). Enter ‘98’ if the respondent doesn’t know the relationship of a household member to the head of household.

### **HL4. IS (*name*) MALE OR FEMALE?**

Circle ‘1’ for ‘Male’ and ‘2’ for ‘Female’. Do not guess the sex of the household member from the name provided to you. When the respondent is listing everyone in the household, he/she may indicate the sex of the person at the same time, by saying “My sister Joy,” for instance. In this case, you do not need to ask the sex of the household member again, since it is already obvious that the person is a female. However, when a name is mentioned that can be used for both males and females, never use your judgement. Even in cases when you think that the

name would most likely be a male's (or a female's) name, have the respondent confirm the sex. This column should never be left blank.

As indicated above, if the household has more than 15 members, tick the box at the top of this page and use another listing page from another questionnaire. On this additional page, make sure that the line numbers of household members start from 16, by cancelling the pre-printed numbers and entering numbers starting from 16. Note that on this additional page you will have to change the pre-printed relationship code ('01') into the relationship code of the household member at line number 16 to the household head.

Once you have a complete list of names, relationship codes, sex, and marital status, move across this page to ask and record answers to questions about individual persons. Start with the household head on line 01. When you have finished asking all questions for the person on line 01, continue to the person listed on line 02, etc.

The bold line around questions HL1, HL2, HL3 and HL4 is intended to emphasize that the information here should be completed vertically, before moving on to complete the listing horizontally, separately for each person, from HL5 to HL14.

**HL10. For all household members: DID (NAME) STAY HERE LAST NIGHT?**

This question needs to ask for all household members and if yes, just circle '1' and if no, just circle '2'. Some household members who usually stay at home, but due to some reasons, he did not stay at home in the last night. For this case, you should circle '2' for 'No' even though he/she usually stay at the household.

**HL5. WHAT IS (name)'S DATE OF BIRTH?**

If the respondent knows the date of birth for the member of the household, record the answer in months and year. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', and so on. If the respondent does not know the month of birth, enter the code '98' for 'Don't know month' and ask for the year of birth. Try to obtain at least the year of birth. If year is still unknown, enter '9998'.

**HL6. HOW OLD IS (name)?**

Enter each person's age in completed years, that is, his/her age at his/her last birthday. Completed age is also defined as 'the number of completed solar years since birth'. With this definition, since a 6-month-old baby has not completed a full solar year, his/her age will be entered as '00'. Note that you will be obtaining more accurate estimates of children's ages later. You need to check the completed age with the date of birth for every members. It needs to be consistent, if not, verify the correct age of the family member. This column should never be left blank.

To check the completed age, the following model should be applied.

Month	May	First, sum year and given age (in HL6), if it is 2011, then need to check the month. If the interview conducted after May 2011, then the completed age is 51 (if the date is known, need to check with the interview date as well). If the interview conducted before May 2011, then the completed age is 50.
Year	1960	
HL6	51	
Year + HL6	2011	

Month	June	First, sum year and given age (in HL6), if it is 2011, then need to check the month. If the interview conducted after June 2011, then the completed age is 15 (if the date is known, need to check with the interview date as well). If the interview conducted before June 2011, then the completed age is 14.
Year	1996	
HL6	15	
Year + HL6	2011	

Even after you have probed and asked all the necessary information from the respondent you still have difficulty obtaining the ages of elderly members of the household, you may enter the code '98', meaning 'Doesn't know/over age 50'. For household members younger than 50, completed ages must be entered. However, you should still indicate, with a note, what age range the person in question might be, so that your editor or supervisor can have an idea of the eligibility of the person to individual questionnaires.

If the age of the member of the household is 95 or higher enter the code '95' for all such cases.

**ELIGIBILITY FOR INDIVIDUAL MODULES:** Questions HL7, HL7A and HL9 concern eligibility information.

**HL6A. WHAT IS (name)'s MARITAL STATUS?**

Enter marital status of all members of the household who are at age 15 and over.

**HL7. Circle line no. if woman is age 15-49.**

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

**HL7A. Circle line no. if man is age 15-49.**

If the household has been selected for male interview, circle the line number in this column if the household member is a man 15-49 years of age (this includes those age 15 and age 49).

You will not ask this question to the respondent. If the household has not been selected for male interview, leave the column blank. You will be instructed which households are eligible for male interview by your supervisor.

**HL8. For each child age 5-14: WHO IS THE MOTHER OR PRIMARY CARETAKER OF THIS CHILD?**

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

**HL9. For each child under 5: WHO IS THE MOTHER OR PRIMARY CARETAKER OF THIS CHILD?**

If the household member is a child under the age of five (this includes those just born and those age 4, but not children who have completed 5 years of age), record the line number of his/her mother or primary caretaker in this column. Ask this question to the respondent if necessary.

**For children age 0-17 years ask HL11-HL14:**

For all children under age 18, we want to know whether either of their own (natural) parents is listed in the Household Listing, and their survival status. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 18 and older, HL11-14 will be left blank.

**HL11. IS (name's) NATURAL MOTHER ALIVE?**

By 'natural' we mean the biological mother. In many cultures, people consider other people's children whom they are raising as their own, especially children of their husband or sisters,

etc. You should be certain that the respondent understands that you are asking about the woman who gave birth to the child.

Record whether or not the child's natural mother is still alive by circling the code corresponding to the response given. If the child's natural mother is not alive or if the respondent does not know, skip to HL13. Otherwise, continue to the question in the next column.

**HL12. *If alive:* DOES (*name's*) NATURAL MOTHER LIVE IN THIS HOUSEHOLD?**

If the natural mother is still alive, we want to know whether she lives in the household. If the mother does live in the household, ask who she is (she should be listed in the Household Listing if she lives in the household) and record her line number in the space provided. If the mother is not a member of the household (not listed in the Household Listing), record '00'.

**HL13. IS (*name's*) NATURAL FATHER ALIVE?**

Similar with the natural mother, HL11. If the father of the household member is not alive or his survival status is not known by the respondent, move to the next person on the list.

**HL14. *If alive:* DOES (*name's*) NATURAL FATHER LIVE IN THIS HOUSEHOLD?**

Fill in these questions in exactly the same way as HL12. This time, make sure to record the line number of the natural (biological) fathers.

When you have completed the listing of all household members and all questions in the Household Listing Form, probe one more time to see if there are any other household members you have not included in the list. If there is any, insert the name of the member and complete the form.

When you have completed the Household Listing Form for all household members, prepare the individual questionnaire forms for this household:

- For each woman age 15-49 years, write her name and line number in the spaces provided (WM3 and WM4) at the top of her Questionnaire for Individual Women.
- For each man age 15-49 years, write his name and line number in the spaces provided (MI3 and MI4) at the top of her Questionnaire for Individual Men.
- For each child under age five, write his/her name and line number and the name and line number of his/her mother or caretaker in the spaces provided (UF3-6) at the top of the Questionnaire for Children Under Five.

You should now have a separate questionnaire for each eligible woman, man and child under five in the household, ready for use when you administer the questionnaires later on.

## EDUCATION MODULE

Continue line by line, asking the questions for each household member who is eligible (age three or older), as you did when completing the Household Listing Form.

Information should be collected horizontally in this module. For this, start by copying here the name and age information of all members in the household listing. Then, complete the education questions for persons age 3 and above, before you move on to the next person.

### ED1. *Line No:*

This is the number assigned to each person on the Household Listing Form. You do not need to fill in or do anything in this column since the numbers are already provided.

### ED2. *Name and age:*

Copy the names and ages of each person from the Household Listing Form (HL2 and HL6) to their corresponding line numbers.

For each household member age three or older, ask ED3 and ED4. These questions ask about educational attainment for all household members in this age group. (If children younger than three attend school or pre-school, this information will be recorded in the Questionnaire for Children Under Five.)

### ED3. HAS (*name*) EVER ATTENDED SCHOOL OR PRE-SCHOOL?

Circle '1' if the answer is 'Yes'. If the answer is 'No', circle '2' and go to the household member on the next line.

The term 'school' includes primary, secondary and post-secondary schooling, as well as any other intermediate levels of schooling in the *formal school system*. It also includes technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work.

Schools that carry out non-standard curriculum (Non Formal Education) are not included here. Ensure that respondents understand what is meant by 'non-standard curriculum'. A non-standard curriculum includes religious schools, such as Koranic schools, that do not teach a full, standard school curriculum. If a school teaches religious courses but also includes the standard curriculum – such as some monastic schools – it would be coded as a standard (formal) school.

'Pre-school' is listed for children who do not attend grade 1 at age 5, but do attend some form of organized learning or early childhood education programme, whether or not such a programme is considered part of the school system. The definition of organized early learning programme does not refer to programmes offering only babysitting or child-minding.

### ED4. WHAT IS THE HIGHEST LEVEL OF SCHOOL (*name*) ATTENDED?

If the person has been to school, record the highest level of schooling attended in a space given under the level column. For example, enter '2' in the space, if his/her highest level of school is lower secondary level. Note that the question explores the highest level of school attended, not for the level of school currently attended. Enter '8' in the space, if the respondent 'Doesn't know' his highest level of school.

Then ask, "WHAT IS THE HIGHEST GRADE (*name*) COMPLETED AT THIS LEVEL?"

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

Similarly, for a child who is attending grade 5 in primary school at the time of the interview, the level will be entered as '1' and the grade as '14', since this person has not yet completed grade 5.

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

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

For each household member 3-24 years of age (this includes those age 3 and age 24), ask questions ED5-ED8, which inquire about school attendance. While the ideal respondent for these questions would be the mother or primary caretaker, any adult member of the household may provide the information.

Since questions from ED5 to ED8 refer to school attendance, they will have to be adapted to the situation at the time of the interview. All questions should be retained. However, the wording and coding will have to be changed. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled.

**ED5. DURING THE (2010-2011) SCHOOL YEAR, DID (*name*) ATTEND SCHOOL OR PRESCHOOL AT ANY TIME?**

Circle the code corresponding to the answer given. If 'Yes', continue to the next question. If 'No', skip to ED7.

If the interview is carried out during the school year, then the question should be worded to refer to the current school year. If the interview is carried out between school years, then the question should refer to the last school year that has ended.

**ED6. DURING THIS SCHOOL YEAR, WHICH LEVEL AND GRADE IS (NAME) ATTENDING?**

Enter the code for the level of school, and enter the household member's current grade. If it applies, enter '8' for 'DK' ('Doesn't know') for the level and enter '98' for the grade in the respective columns. Probe to determine the type of school, particularly to make sure if it is a standard or non-standard curriculum. Then enter the highest grade number completed using 11 to 15 for primary, 21 to 24 for lower secondary, 31 to 33 for upper secondary, 41 to 43 for post secondary non tertiary, and 51 to 57 for tertiary level respectively. If a child is in pre-school or kindergarten, and grades are not used, leave grade blank. If less than one grade was completed, enter '00'. Enter '98' for 'DK'. If at the tertiary education, the respondent's grade is more than 7 (it means more than 7 years and above at the tertiary level), enter "57" at the grade column).

Questions ED5 and ED6 collect information on the school attendance of household members age 3 to 24 during the current school year. Questions ED7 and ED8 collect information on the school attendance of household members age 3 to 24 during the previous school year.

**ED7. DURING THE PREVIOUS SCHOOL YEAR, THAT IS (2009-2010), DID (NAME) ATTEND SCHOOL OR PRESCHOOL AT ANY TIME?**

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

**ED8. DURING THAT PREVIOUS SCHOOL YEAR, WHICH LEVEL AND GRADE DID (name) ATTEND?**

Enter the code for the level of school attended and fill in the child's grade or enter '8' if the respondent doesn't know the level and/or '98' if the respondent doesn't know the grade. If the child was in pre-school or kindergarten, and grades are not used, leave grade blank. If at the tertiary education, the respondent's grade is more than 7 (it means more than 7 years and above at the tertiary level), record only for "57" at the grade column.

**WATER AND SANITATION MODULE**

The purpose of the first two questions of this module is to assess the type of household water used for drinking as well as for other purposes, such as cooking and washing hands.

Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2):

- '11' - Piped into dwelling, also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom.
- '12' - Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house.
- '13' - Piped to neighbour is defined as the household may be obtaining water from a neighbour's house or yard connection.
- '14' - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete.
- '21' - A tube-well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater supplies. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy.
- '31' - A protected dug well is a dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole.
- '32' - An unprotected dug well is a dug well for which one or both of the following are true: (1) the well is not protected from run-off water; (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected.
- '41' - A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a 'spring box' that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution.
- '42' - An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a 'spring box' (described above).

- '51' – Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used.
- '61' – A tanker-truck water source transports and sells water by means of a tanker truck.
- '71' – Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means.
- '81' – Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly.
- '91' – Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles – this should not be coded as bottled water.

**WS1. WHAT IS THE MAIN SOURCE OF DRINKING WATER FOR MEMBERS OF YOUR HOUSEHOLD?**

Circle the code for the most usual source. If several sources are mentioned, probe to determine the most usual source. If the source varies by season, record the source for the season of the interview. If the response is 'Piped into dwelling' or 'Piped into yard/plot', circle '11', '12' or '13', respectively, and skip to WS6. If the response is "Bottled Water", circle '91' and continue with WS2. Otherwise, skip to WS3.

**WS2. WHAT IS THE MAIN SOURCE OF WATER USED BY YOUR HOUSEHOLD FOR OTHER PURPOSES SUCH AS COOKING AND HAND WASHING?**

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



(Public tap/standpipe)



(Protected spring)

**WS3. WHERE IS THAT WATER SOURCE LOCATED?**

This question should only be asked to households where the main source of water is not a piped system. Circle the code for the location of water source. If the location is in own dwelling or in own yard/plot then circle '1' or '2' and skip to WS6. Otherwise circle appropriate code and continue to the next question.

**WS4. HOW LONG DOES IT TAKE TO GO THERE, GET WATER, AND COME BACK?**

This question is used to find out how convenient the location of the source of water is to the dwelling for households using a water source outside their dwelling.

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

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

**WS5. WHO USUALLY GOES TO THIS SOURCE TO COLLECT THE WATER FOR YOUR HOUSEHOLD?**

The purpose of this question is to find out the age and gender of the person who usually performs the task of hauling water. This will provide an understanding of whether water hauling responsibilities are given to members of a particular sex or age group.

Probe: "IS THIS PERSON UNDER AGE 15? WHAT SEX?" Circle the code that corresponds with the response or '8' if the respondent does not know. Adult refers to anyone age 15 or over, regardless of whether he/she is a household member. Child refers to anyone under the age of 15, regardless of whether he/she is a household member.

The purpose of the following two questions, WS6 and WS7, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.

**WS6. DO YOU DO ANYTHING TO THE WATER TO MAKE IT SAFER TO DRINK?**

Circle '1' if 'Yes', and continue to the next question. If 'No' or 'DK' (Doesn't know'), circle '2' or '8', respectively, and skip to WS8. If the household reported a water source in WS2, then this question (WS6) is asking about the water reported in WS2.

**WS7. WHAT DO YOU USUALLY DO TO THE WATER TO MAKE IT SAFER TO DRINK?**

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time). Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled then the other codes should not be circled.

Definitions of various methods of water treatment are as follows:

- 'A' - Boil refers to boiling or heating water with fuel.
- 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.
- 'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.
- 'D' - Use water filter involves water flowing through a filter made of ceramic (may include clays, charcoal, glass and other fine particles), sand or a combination of materials to remove particles and at least some microbes from the water.
- 'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.
- 'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

Questions WS8, WS9, WS10 and WS11 are about the toilet facility household members use.

**WS8. WHAT KIND OF TOILET FACILITY DO MEMBERS OF YOUR HOUSEHOLD USUALLY USE?**

The purpose of this question is to obtain a measure of the hygiene of the sanitary facility used by the household members.

It may be necessary to observe the facility. If so, ask permission to do so. If the respondent answers or it is observed that the household members have no facilities or use the bush or field, enter '95' for 'No facilities or bush or field' and skip to the next module. If any of the flush or pour flush responses (11-15) are given, probe: **"WHERE DOES IT FLUSH TO?"** Circle the code corresponding to the response given.

Definitions of various types of toilet facilities are as follows:

- A flush toilet uses a cistern or holding tank for flushing water and has a water seal, which is a U-shaped pipe, below the seat or squatting pan that prevents the passage of flies and odours. A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used).
  - '11' - A piped sewer system is a system of sewer pipes, also called sewerage, that is designed to collect human excreta (faeces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater.
  - '12' - A septic tank is an excreta collection device and is a water-tight settling tank normally located underground, away from the house or toilet.
  - '13' - A flush/pour flush to pit latrine refers to a system that flushes excreta to a hole in the ground and has a water seal.
  - '14' - A flush/pour flush to somewhere else refers to excreta being deposited in or nearby the household environment (not into pit, septic tank or sewer); excreta may be flushed to the street, yard/plot, drainage way or other location.
  - '15' - Flush to unknown place/not sure/DK where should be coded in cases when the respondent knows that the toilet facility is a flush toilet, but does not know where it flushes to.
- '21' - A ventilated improved pit latrine or VIP is a type of pit latrine that is ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark.
- '22' - A pit latrine with slab uses a hole in the ground for excreta collection and has a squatting slab, platform or seat (made of concrete, steel, or wood to allow standing with ease) that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit.
- '23' - A pit latrine without slab uses a hole in the ground for excreta collection and does not have a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected.
- '31' - A composting toilet is a toilet into which excreta and carbon-rich material are added (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce inoffensive compost.
- '41' - Bucket refers to the use of a bucket or other container for the retention of faeces (and sometimes urine and anal cleaning material), which is periodically removed for treatment or disposal.

- '51' - A hanging toilet or hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly.
- '95' - No facilities or bush or field includes excreta wrapped and thrown with garbage, the 'cat' method of burying excreta in dirt, defecation in the bush or field or ditch, and defecation into surface water (drainage channel, beach, river, stream or sea).

The purpose of the following three questions is to determine whether the household shares their sanitation facility with other households. The shared status of a sanitation facility is important because shared facilities can be less hygienic than facilities used by only a single household. Unhygienic conditions (faeces on the floor, seat or wall and flies) may discourage use of the facility.



(Hanging toilet)



(Pour Flush)

**WS9. DO YOU SHARE THIS FACILITY WITH OTHERS WHO ARE NOT MEMBERS OF YOUR HOUSEHOLD?**

Circle the code corresponding to the response given. If 'No', go to the next module.

**WS10. DO YOU SHARE THIS FACILITY ONLY WITH MEMBERS OF OTHER HOUSEHOLDS THAT YOU KNOW, OR IS THE FACILITY OPEN TO THE USE OF THE GENERAL PUBLIC?**

Circle the code corresponding to the response given. If 'Public facility', go to the next module.

**WS11. HOW MANY HOUSEHOLDS IN TOTAL USE THIS TOILET FACILITY INCLUDING YOUR HOUSEHOLD?**

The total number of households using this facility should include the household being interviewed. If less than ten households use this toilet facility, enter the number of households on the line provided. Circle '10' if ten or more households use this toilet facility. Note that '01' is not a valid response (since it means that this is the only this household that uses the facility; if that is the case, you should go back to WS9 and correct the response there). Circle '98' for 'DK' ('Doesn't know').

## HOUSEHOLD CHARACTERISTICS MODULE

### HC1A. WHAT IS THE RELIGION OF THE HEAD OF THIS HOUSEHOLD?

### HC1C. TO WHAT ETHNIC GROUP DOES THE HEAD OF THIS HOUSEHOLD BELONG?

Write the name of the ethnic group within the parenthesis and fill the code number. The list of ethnic groups and codes is provided as an appendix to the manual.

### HC2. HOW MANY ROOMS IN THIS HOUSEHOLD ARE USED FOR SLEEPING?

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

Enter the number of rooms in this household that are used for sleeping.

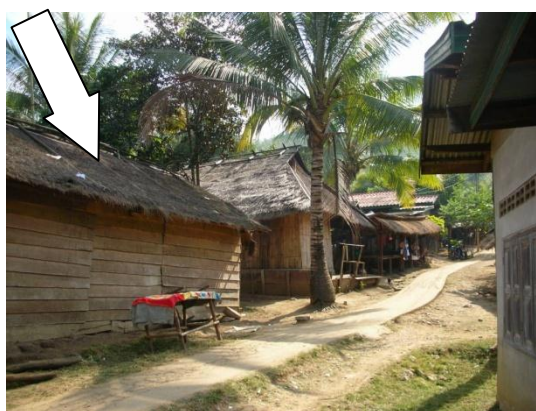
### HC3. Main material of the dwelling floor

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

### HC4. Main material of the roof:

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

(Metal refers to the roofing sheet made by a kind of metal, e.g. Corrugated Iron Sheet, Alu Zince)



(Thatch Roof)



(Metal Roof)

### HC5. Main material of the exterior walls:

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



#### HC6. WHAT TYPE OF FUEL DOES YOUR HOUSEHOLD MAINLY USE FOR COOKING?

Information on the type of fuel used for cooking is collected as another measure of the socio-economic status of the household. The use of some cooking fuels can also have adverse health consequences.

Circle the code corresponding to the answer given. Remember that this question asks about fuel for cooking, not fuel for heating or lighting. If the household uses more than one fuel for cooking, find out which type of fuel is used most often. If electricity, liquid propane gas (LPG), natural gas, biogas or kerosene is mainly used, circle '01', '02', '03', '04', or '05' respectively, and skip to HC8. There might be cases when no cooking is done in the household. In this case, circle '95' and skip to HC8. If any fuel other than the pre-coded ones is reported as being the main fuel used for cooking, circle '96' and specify the type of fuel on the line provided.

Definitions of some of the types of fuel are as follows: 'Biogas' includes gases produced by fermenting manure in an enclosed pit. 'Lignite' is a derivative of coal that produces more smoke when burned but produces less heat than coal.

**HC7. IS THE COOKING USUALLY DONE IN THE HOUSE, IN A SEPARATE BUILDING, OR OUTDOORS?**

Circle the code corresponding to the response given. If a response is given other than the pre-coded ones, circle '6' and specify on the line provided.

The answers to the following two questions on ownership of certain items will be used as an approximate measure of the socio-economic status of the household.

**HC8. DOES YOUR HOUSEHOLD HAVE:**

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: **ELECTRICITY, RADIO, TELEVISION, NON-MOBILE TELEPHONE, REFRIGERATOR, CLOCK, FAN, SOFA SET/WOODEN SETTEE, WATER PUMP, AIR-CONDITIONER, WASHING MACHINE, CD/DVD PLAYER?**

Record "Yes" the electricity whether it is provided by the government or private or solar or generator.

**HC9. DOES ANY MEMBER OF YOUR HOUSEHOLD OWN:**

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: **WATCH, MOBILE PHONE, BICYCLE, MOTORCYCLE OR SCOOTER, ANIMAL-DRAWN CART, CAR OR TRUCK, BOAT WITH A MOTOR, TUK TUK, TAK TAK, CAMERA, COMPUTER.**

Bicycle for children (used as a toy) should not be considered.

**HC10. DO YOU OR SOMEONE LIVING IN THIS HOUSEHOLD OWN THIS DWELLING?**

This question collects information on the ownership of the current living dwelling. If "No", then ask: Do you rent this dwelling from someone not living in this household? If "Rented from someone else", circle "2", for other responses, circle "6".

**HC11. DOES ANY MEMBER OF THIS HOUSEHOLD OWN ANY LAND THAT CAN BE USED FOR AGRICULTURE?**

This question collects information on the ownership of any plot or land that can be used for agriculture. Circle the code corresponding to the response given. If the response 'No', then skip to HC3.

**HC12. HOW MANY HECTARES OF AGRICULTURAL LAND DO MEMBERS OF THIS HOUSEHOLD OWN?**

Record the number of hectares given by the response. If less than 1 hectare, record "00", if 95 hectares or more, then record '95', and if unknown, then record '98'.

---

**HC13. DOES THIS HOUSEHOLD OWN ANY LIVESTOCK, HERDS, OTHER FARM ANIMALS, OR POULTRY?**

Code 1 for 'Yes' and 2 for 'No'. If the response is 'No', skip to HC15.

**HC14. HOW MANY OF THE FOLLOWING ANIMALS DOES THIS HOUSEHOLD HAVE?**

Read out each of the following items and ask if they have:

BULLS

BUFFALO

GOATS

SHEEP

POULTRY

PIGS

HORSES, DONKEYS, OR MULES

And record the number according to the respondent.

**HC15. DOES ANY MEMBER OF THIS HOUSEHOLD HAVE A BANK ACCOUNT?**

Any kind of bank account (local or foreign currencies) belongs to a member of the household is taken into account. Code 1 for 'Yes' and 2 for 'No'.

## INSECTICIDE TREATED NET (ITN) MODULE

It is recognized that consistent use of insecticide-treated mosquito nets (ITN) decreases the incidence of clinical malaria and malaria-related deaths, especially in very young children. Consequently, many countries are now instituting programmes that promote the use of ITNs. There are various types and brands of mosquito nets. Some require regular treatment with insecticide. Others are factory-treated and do not require re-treatment for 6 to 12 months (pre-treated) or 36 months (permanent type). By observing the mosquito nets yourself, you should be able to identify what brands or types of mosquito nets households own, but respondents may not always permit you to enter the sleeping areas where the nets are found. Your supervisor may provide you with photographs to help you to distinguish different brands of mosquito nets. In order to assess the effectiveness of mosquito net use in preventing malaria, we need to gather accurate information on the type of nets, whether and when they were last treated with insecticide and whether household members use the nets when they sleep at night.

Note that 'cake covers' or baby nets that are used to keep flies off infants, usually during the daytime, are not considered mosquito nets. These nets cannot be treated with insecticide. Window screens are also not considered mosquito nets.

### **TN1. DOES YOUR HOUSEHOLD HAVE ANY MOSQUITO NETS THAT CAN BE USED WHILE SLEEPING?**

Circle the code corresponding to the response given. If 'No', skip to the next module.

Note that the question asks whether the household has mosquito nets and can be used while sleeping. In short, even if there is mosquito net which is actually not used or set up, we consider that the household owns it and include this net in the total number of mosquito nets.

### **TN2. HOW MANY MOSQUITO NETS DOES YOUR HOUSEHOLD HAVE?**

Enter the number of mosquito nets that the household has. Remember that if a mosquito net is owned but not used, we include this net in the total number of mosquito nets.

**TN3.** Ask the respondent to show you the nets in the household; if more than 6, you will use additional questionnaires, since the page only includes six columns for nets.

### **TN4. MOSQUITO NET OBSERVED?**

If you are allowed to observe the mosquito net, circle '1' for observed and if not, circle '2' for not observed.

### **TN5. OBSERVE OR ASK THE TYPE OF MOSQUITO NET.**

During training, you have been shown all the common mosquito nets that are available in Lao PDR. Use pictures of the different types of nets available in the country to identify the type of net in the dwelling and circle the corresponding number on the questionnaire.

Observe the type of net and circle the corresponding code. If it is not able to observe, show the picture of Long-lasting treated nets, explain and ask the type of the net (Olyset net or Permanent net), then circle the corresponding code. Then proceed to ask about the pre-treated nets.

If the respondent is not sure whether a net is one of these types, try to observe the net, if possible. If it is not possible to observe the net(s), use the pictures you were given to aid in identification.

When you finish asking about the types of nets, ask the respondent if there is any other net. If the response is 'Yes', code 31, and write down the type of the net, if the type is unknown, code 98.

**TN6. HOW MANY MONTHS AGO DID YOUR HOUSEHOLD GET THE MOSQUITO NET?**

Ask how many months ago the household obtained the net. If the net was obtained within 36 months from the interview date, you must record the actual number of months before the interview that the net was obtained. If the household got the mosquito net more than 36 months ago, record '95'. If less than one month, record "00"

The respondent may tell you that they are not exactly certain when the net was obtained. In such cases, probe to try to get some idea of approximately how many months ago the net was obtained. Record '98' (DK/Not sure) if the respondent does not have any idea of how long ago the household obtained the net.

**TN7. CHECK TN5 FOR TYPE OF NET**

Check the type of the net, if it is Long Lasting treated net (or recorded either 11 or 12 in TN5), then skip to TN 11. If the net is pre-treated net (or recorded 21), then skip to TN9. Otherwise, continue the question TN8.

**TN8. WHEN YOU GOT THE NET, WAS IT ALREADY TREATED WITH AN INSECTICIDE TO KILL OR REPEL MOSQUITOES?**

Just ask the question and record the corresponding number, '1' for yes, '2' for no and '8' for Does not know / not sure.

**TN9. SINCE YOU GOT THE NET, WAS IT EVER SOAKED OR DIPPED IN A LIQUID TO KILL OR REPEL MOSQUITOES?**

Make sure that the respondent understands that you don't mean simply 'washing the net' or spraying it with insecticide from a can or canister. We want to know whether the net was soaked or dipped in an insecticide.

Circle the code corresponding to the answer given. If 'No' or 'DK' ('Does not know'), skip to TN11.

**TN10. HOW MANY MONTHS AGO WAS THE NET LAST SOAKED OR DIPPED?**

If the last time was within the last 2 years (24 months), record the number of months ago in the space provided. If the last time was less than 1 month ago, record '00'. If the last time was more than 24 months ago, circle '95'. If the respondent does not know the number of months, probe to obtain his/her best estimate. Circle '98' for 'Not sure' only if the respondent cannot even estimate when the net was last soaked or dipped.

**TN11. DID ANYONE SLEEP UNDER THIS MOSQUITO NET LAST NIGHT?**

Circle the code corresponding to the answer given. If 'No' or 'DK' ('Does not know'), skip to TN13.

**TN12. WHO SLEPT UNDER THIS MOSQUITO NET LAST NIGHT?**

Record the names of the person slept under the mosquito net and copy the corresponding line numbers of the person from the household listing form. If someone not in the household list slept under the mosquito net, record "00".

If more than five people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the

identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record “00” for the line number.

### **TN13.**

At this point, go back to TN4 if there are any other nets. If no more nets, continue to the next module.

## **CHILD DISCIPLINE MODULE**

The purpose of this module is to obtain information on the use of physical and verbal means of disciplining children. The module aims to measure a range of discipline and punishment responses, from non-violent approaches to psychological aggression to moderate and severe forms of physical punishment.

The module has a unique structure and approach. You will use the first part to select, randomly, the child for whom you will be asking the questions CD9-CD22. These questions are placed in the second part of the module, and are designed to collect information about disciplinary methods used by the mother or primary caretaker or anyone else in the household for the selected child.

**TABLE 1** is used to list all **CHILDREN AGED 2-14 YEARS ELIGIBLE FOR CHILD DISCIPLINE QUESTIONS**. As described in the module itself, you will review the Household Listing and list each of the children aged 2-14 years (including children age 2 and age 14) in the table in order according to their line number (HL1). You should not include other household members outside of the age range of 2-14 years. One by one, record the line number (HL1), name (HL2), sex (HL4), and age (HL6) from the Household Listing Form to the columns CD2, CD3, CD4, and CD5 for each child age 2-14 years.

Then record the total number of children aged 2-14 years in the box provided (CD6).

### **CD1. Rank number:**

This is the number used to identify the one child randomly chosen for this module. You do not need to fill in or do anything in this column since the numbers are already provided.

### **CD2. Line number from HL1:**

This is the number used to identify each child from the household list who is eligible for this module. Go to the Household Listing and list below each of the children aged 2-14 years (including those age 2 and those age 14) in order according to their line number (HL1). Do not include other household members outside of the age range of 2 to 14 years.

It is very important that you list all eligible children in order according to their line number. Failure to do so may result in failure to select a child randomly and may introduce bias in the selection process.

### **CD3. Name from HL2:**

Insert the name of each eligible child in this column next to his/her line number, copying from the Household Listing, column HL2.

**CD4. Sex from HL4:**

Record the eligible child's sex from HL4.

**CD5. Age from HL6:**

Record the eligible child's age from HL6.

**CD6. Total children age 2-14 years:**

Count the number of children and record the total number of children aged 2-14 years in the box provided.

If there is only one child aged 2-14 years in the household, then skip Table 2 and go to CD8; write down '1' and continue with CD9 to administer the questions on child discipline to the mother or the primary caretaker of this child.

If there is more than one eligible child on the list, go on to fill in Table 2.

**TABLE 2** is used for the **SELECTION OF RANDOM CHILD FOR CHILD DISCIPLINE QUESTIONS**. The table is used if there is more than one child aged 2-14 years in the household.

Go to the cover page of this questionnaire and find the last digit of the household number (HH2). Find the row with that digit in CD7 and circle that number in the first column by looking vertically down.

Check the total number of eligible children (aged 2-14 years) in CD6. Find the column with that digit in CD7 top row and circle that number. Find the box where this row and this column meet and circle the number that appears in that box. Record the number you have circled in CD8. This is the rank number of the child selected for the child discipline questions.

After you have completed these tables and found the rank number of the selected child, continue:

**CD9. Write name and line number of the child selected for the module from CD3 and CD2, based on the rank number in CD8.**

Now go back to Table 1 and find this rank number (CD8) in the list in column CD1. Record the line number and name of this selected child from Table 1 in CD9 on the next page.

The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way – do not let your voice reflect approval or disapproval of the various discipline methods mentioned.

First, start with the introductory sentence in CD10.

**CD10. ADULTS USE CERTAIN WAYS TO TEACH CHILDREN THE RIGHT BEHAVIOUR OR TO ADDRESS A BEHAVIOUR PROBLEM. I WILL READ VARIOUS METHODS THAT ARE USED AND I WANT YOU TO TELL ME IF YOU OR ANYONE ELSE IN YOUR HOUSEHOLD HAS USED THIS METHOD WITH (name) IN THE PAST MONTH.**

Ask the questions in the Child Discipline module, beginning with CD11. It is important to mention that we are interested in knowing only about what may have occurred during the past month – the 30 days preceding the survey and only in relation to this child.

When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD21.

If the selected child was living away from the household/household members during the past month, then you will need to circle '2' for 'No' in all questions from CD11 to CD21.

**CD11. TOOK AWAY PRIVILEGES, FORBADE SOMETHING (*name*) LIKED OR DID NOT ALLOW HIM/HER TO LEAVE HOUSE.**

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

**CD12. EXPLAINED WHY (*name*)'S BEHAVIOUR WAS WRONG.**

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

**CD13. SHOOK HIM/HER.**

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

**CD14. SHOUTED, YELLED AT OR SCREAMED AT HIM/HER.**

Parents/caretakers may raise their voice when a child does something they consider wrong.

**CD15. GAVE HIM/HER SOMETHING ELSE TO DO.**

This question is designed to capture another non-violent discipline technique, diverting the child's attention from the incorrect behaviour. A parent/caretaker may try to distract the child from doing the unsuitable behaviour by giving the child something else to do in its place. If the respondent does not understand, you may add a probe: "This means distracting the child or helping the child pay attention to something else."

**CD16. SPANKED, HIT OR SLAPPED HIM/HER ON THE BOTTOM WITH BARE HAND.**

Spanking a child on the bottom with a bare hand is a form of physical punishment used by some parents/caretakers.

**CD17. HIT HIM/HER ON THE BOTTOM OR ELSEWHERE ON THE BODY WITH SOMETHING LIKE A BELT, HAIRBRUSH, STICK OR OTHER HARD OBJECT.**

Hitting a child with a hard object (this includes a belt) is a more severe form of physical punishment used by some parents/caretakers. It is considered more severe than spanking because more force can be exerted with a hard object than a bare hand. Some

parents/caretakers use this form of punishment to teach a child not to engage in a bad behaviour. Remember, you are asking if the method of punishment was used with this child during the previous 30 days.

**CD18. CALLED HIM/HER DUMB, LAZY, OR ANOTHER NAME LIKE THAT.**

Some parents/caretakers use verbal abuse to teach a child not to engage in a bad behaviour.

**CD19. HIT OR SLAPPED HIM/HER ON THE FACE, HEAD OR EARS.**

This asks if the parent/caretaker (or someone else in the household) slapped the child on the head or in the face, or on one or both ears. As before, slapping or hitting refers to an action carried out with a bare hand. (All questions using these terms refer to use of a bare hand, unless another object is explicitly mentioned.) Repeat this question slowly, and be sure to wait for an answer before going on to CD20.

**CD20. HIT OR SLAPPED HIM/HER ON THE HAND, ARM, OR LEG.**

This question is different from the previous question (CD19) because it asks whether the child was slapped or hit with a bare hand on the extremities – hand(s), arm(s) or leg(s).

**CD21. BEAT HIM/HER UP, THAT IS HIT HIM/HER OVER AND OVER AS HARD AS ONE COULD..**

This is the most severe form of physical punishment we ask about in this module. This question refers to punishment using a soft or hard object such as a stick, belt, cane or other object to beat the child repeatedly.

Probe if necessary: HIT OVER AND OVER AS HARD AS ONE COULD.

**CD22. DO YOU BELIEVE THAT IN ORDER TO BRING UP, RAISE, OR EDUCATE A CHILD PROPERLY, THE CHILD NEEDS TO BE PHYSICALLY PUNISHED?**

This question is designed to capture attitudes toward discipline and should be asked last, after asking about parental/caretaker disciplinary behaviour. The question asks the respondent for her/his own opinion of whether it is necessary to use physical punishment when teaching a child to behave properly. Do not be surprised if a respondent who has indicated that she/he has used physical punishment says that she/he does not believe in such punishment.

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

## **SALT IODIZATION MODULE**

After you have completed other modules of the Household Questionnaire, administer the module on Salt Iodization. Note that in this module, you will most probably perform a test on a sample of salt provided by the respondent.

**S11. WE WOULD LIKE TO CHECK WHETHER THE SALT USED IN YOUR HOUSEHOLD IS IODIZED. MAY I HAVE A SAMPLE OF THE SALT USED TO COOK MEALS IN YOUR HOUSEHOLD?**

This item is used to record the type of salt used to prepare the family's meal, and the outcome of the test for salt iodization.

Once you have a sample of salt, perform the test and circle the code that corresponds to the test outcome. Circle '1' if the test is negative (0 parts per million/no colour - not iodized). Circle '2' if the test shows less than 15 parts per million iodine (weak colour). Circle '3' if the

test is positive (15 parts per million or more, strong colour). Circle '6' if there is 'No salt in home'. Circle '7' if the salt was present, but not tested for any reason.

If the respondent indicates that no salt was used to cook the meal, or that no meal was cooked, ask for a sample of the salt usually used for cooking in the household, and perform the test on this sample of salt.

The Household Questionnaire ends with two questions that will confirm the presence (or absence) of other individuals you may need to interview in this household. If there is at least one woman or man in the household eligible for the Questionnaire for Individual Women or Men, you will proceed to interview that woman / man. If not, you will check if there are any eligible children, and interview their mother/primary caretaker if there is at least one such child residing in the household. (Interviews for men are only for eligible men at the second selected household)

Before ending the interview, go through your entire questionnaire quickly to check if no information is missing, everything is clearly written and all information is consistent. If necessary, do not hesitate to ask the questions again to the respondent. When you are sure your questionnaire is complete, continue with HH20.

**HH20. *Does any eligible woman age 15-49 reside in the household?***

Check household listing, column HL7 for any eligible woman. You should have a questionnaire with the Information Panel filled in for each eligible woman. If there is at least one eligible woman in the household, go to QUESTIONNAIRE FOR INDIVIDUAL WOMEN to administer the questionnaire to the first eligible woman. If there is no eligible woman in the household continue with HH20A.

**HH20A. *Does any eligible man age 15-49 reside in the household?***

First make sure that the house is a second household or alternate household to be interviewed. Check Household Listing, column HL7A. You should have a questionnaire with the Information Panel filled in for each eligible man. If there are men aged 15-49 in the household, check the box marked 'Yes' and go to the Questionnaire for Individual Men to administer it to the first man aged 15-49. If there are no men aged 15-49 in the household, check the box marked 'No' and continue to HH21.

**HH21. *Does any child under the age of 5 reside in the household?***

Check household listing, column HL9 for any eligible child under age 5. You should have a questionnaire with the Information Panel filled in for each eligible child. If there is at least one eligible child in the household go to QUESTIONNAIRE FOR CHILDREN UNDER FIVE to administer the questionnaire to mother or caretaker of the first eligible child. If there is no eligible child, end the interview by thanking the respondent for his/her cooperation. Gather together all questionnaires for this household and complete the relevant information on the cover page

**OBSERVATIONS**

The last page of the household questionnaire has been reserved for the interviewers, supervisors, or editors to write any notes or observations regarding this particular household interview.