

DEMOGRAPHIC AND HEALTH SURVEYS  
HOUSEHOLD SCHEDULE  
MODEL "B"

[NAME OF COUNTRY]  
[NAME OF ORGANIZATION]

IDENTIFICATION*																			
PLACE NAME _____	<table border="1" style="margin: auto;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table>																		
NAME OF HOUSEHOLD HEAD _____																			
CLUSTER NUMBER.....																			
HOUSEHOLD NUMBER.....																			
REGION.....																			
URBAN/RURAL (urban=1, rural=2).....																			
LARGE CITY/SMALL CITY/TOWN/COUNTRYSIDE**..... (large city=1, small city=2, town=3, countryside=4)																			

INTERVIEWER VISITS				
	1	2	3	FINAL VISIT
DATE				DAY <table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>
				MONTH <table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>
				YEAR <table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>
INTERVIEWER'S NAME				NAME <table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>
RESULT***				RESULT <table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>
NEXT VISIT:      DATE				TOTAL NO. OF VISITS <table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>
TIME				
<b>***RESULT CODES:</b> 1 COMPLETED 2 NO HOUSEHOLD MEMBER AT HOME OR NO COMPETENT RESPONDENT AT HOME AT TIME OF VISIT 3 ENTIRE HOUSEHOLD ABSENT FOR EXTENDED PERIOD 4 POSTPONED 5 REFUSED 6 DWELLING VACANT OR ADDRESS NOT A DWELLING 7 DWELLING DESTROYED 8 DWELLING NOT FOUND 9 OTHER _____ <div style="text-align: center;">(specify)</div>				TOTAL IN HOUSEHOLD <table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>  TOTAL ELIGIBLE WOMEN <table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>  LINE NO. OF RESP. TO HOUSEHOLD SCHEDULE <table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>

SUPERVISOR	FIELD EDITOR	OFFICE EDITOR	KEYED BY
NAME _____ <table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>	NAME _____ <table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>	<table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>	<table border="1" style="display: inline-table; width: 40px; height: 20px;"></table>
DATE _____	DATE _____		

- \* This section should be adapted for country-specific survey design.
- \*\* The following guidelines should be used to categorize urban sample points: "Large cities" are national capitals and places with over 1 million population; "small cities" are places with between 50,000 and 1 million population; remaining urban sample points are "towns".

## **HOUSEHOLD SCHEDULE**

### Household listing (1-15)

The Household Schedule has several purposes. The primary objectives are to screen the sample of households for women eligible to be interviewed (4-7) and to provide descriptive data on the characteristics of households. Data collected at the household level can also be used to assess the degree to which the sample represents the population. In countries where never-married women are excluded from the sample, information collected in the Household Schedule is used to derive denominators for the calculation of rates based on all women. In addition, information is obtained on the relationship of each household member to the head of the household (3), the education of all members of the household (8-10), and the survival status of the parents of children less than 15 years of age (11-14).

The relationship of each member to the head of the household provides a picture of the structure and composition of the household. The educational attainment of the adult members of the household gives an indication of its resource base. The current enrollment and educational attainment of children provide a measure of children's access to resources and their well-being, and also allow an investigation of the relationship between family size and children's educational opportunities. Information on the survivorship of the biological parents of children, and whether or not they are household members, can be used to measure the prevalence of child fostering.

HOUSEHOLD SCHEDULE

Now we would like some information about the people who usually live in your household or who are staying with you now.

LINE NO.	USUAL RESIDENTS AND VISITORS	RELATIONSHIP TO HEAD OF HOUSEHOLD*	RESIDENCE		SEX	AGE	EDUCATION			PARENTAL SURVIVORSHIP AND RESIDENCE FOR PERSONS LESS THAN 15 YEARS OLD**				ELIGIBILITY
			Does (NAME) usually live here?	Did (NAME) stay here last night?			Has (NAME) ever been to school?	IF AGE 6 YEARS OR OLDER	Is (NAME)'s mother alive?	IF ALIVE Does (NAME)'s mother live in this household?	Is (NAME)'s father alive?	IF ALIVE Does (NAME)'s father live in this household?	YES NO DK	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
01			YES NO 1 2	YES NO 1 2	M F 1 2	IN YEARS 	YES NO 1 2	LEVEL GRADE 	YES NO 1 2	YES NO DK 1 2 8		YES NO DK 1 2 8		01
02			1 2	1 2	1 2		1 2		1 2	1 2 8		1 2 8		02
03			1 2	1 2	1 2		1 2		1 2	1 2 8		1 2 8		03
04			1 2	1 2	1 2		1 2		1 2	1 2 8		1 2 8		04
05			1 2	1 2	1 2		1 2		1 2	1 2 8		1 2 8		05
06			1 2	1 2	1 2		1 2		1 2	1 2 8		1 2 8		06
07			1 2	1 2	1 2		1 2		1 2	1 2 8		1 2 8		07

LINE (1)	RESIDENTS/VISITORS (2)	RELATIONSHIP (3)	RESIDENCE (4)		SEX (6)	AGE (7)	EDUCATION (9)		PARENTAL SURVIVORSHIP AND RESIDENCE (10)		PARENTAL SURVIVORSHIP AND RESIDENCE (11)		PARENTAL SURVIVORSHIP AND RESIDENCE (12)		PARENTAL SURVIVORSHIP AND RESIDENCE (13)		PARENTAL SURVIVORSHIP AND RESIDENCE (14)		ELIG. (15)
08			YES NO	YES NO	M F	IN YEARS	YES NO	LEVEL GRADE	YES NO	YES NO DK	YES NO DK	YES NO DK	YES NO DK	YES NO DK	YES NO DK	YES NO DK	YES NO DK	YES NO DK	08
09			1 2	1 2	1 2		1 2		1 2	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	09
10			1 2	1 2	1 2		1 2		1 2	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	10
11			1 2	1 2	1 2		1 2		1 2	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	11
12			1 2	1 2	1 2		1 2		1 2	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	12
13			1 2	1 2	1 2		1 2		1 2	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	13
14			1 2	1 2	1 2		1 2		1 2	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	1 2 8	14

TICK HERE IF CONTINUATION SHEET USED ☐

Just to make sure that I have a complete listing:

- 1) Are there any other persons such as small children or infants that we have not listed? YES ☐ ENTER EACH IN TABLE NO ☐
- 2) In addition, are there any other people who may not be members of your family, such as domestic servants, lodgers or friends who usually live here? YES ☐ ENTER EACH IN TABLE NO ☐
- 3) Are there any guests or temporary visitors staying here, or anyone else who slept here last night that have not been listed? YES ☐ ENTER EACH IN TABLE NO ☐

\* CODES FOR Q.3

RELATIONSHIP TO HEAD OF HOUSEHOLD:

- 01 = HEAD  
02 = WIFE OR HUSBAND  
03 = SON OR DAUGHTER  
04 = SON-IN-LAW OR DAUGHTER-IN-LAW  
05 = GRANDCHILD  
06 = PARENT  
07 = PARENT-IN-LAW  
08 = BROTHER OR SISTER

\*\* CODES FOR Q.9

EDUCATION LEVEL:

- 1 = PRIMARY  
2 = SECONDARY  
3 = HIGHER  
8 = DON'T KNOW

EDUCATION GRADE:

- 00 = LESS THAN 1 YEAR COMPLETED  
98 = DON'T KNOW

\*\*\* Q.11 THROUGH Q.14:

These questions refer to the biological parents of the child. Record 00 if parent not member of household.

#### Water and toilet facilities (16-18)

These questions relate to the determinants of infant and child mortality and morbidity and are relevant for cross-national comparative analyses. The major headings for source of drinking water (16) and for type of toilet facilities (18) should be included in country-specific versions of the DHS questionnaires. Specific response categories under each major heading may be as detailed as considered necessary in any particular survey.

A question on the travel time to the source of water is included to obtain an indirect measure of the amount of water available.

The main interest in the type of toilet facility is in the hygienic conditions offered by the household's facility. The major headings distinguish between flush toilet, pit toilet/latrine, and no specific facility.

#### Household possessions and dwelling characteristics (19-22)

Whether the household has electricity, a radio, television, telephone, and a refrigerator are included primarily to provide some index of the standard of living or socioeconomic status. The main material of the floor is another such indicator. Such information is considered more useful than direct questions on income. A question on the number of rooms used for sleeping is included as an indicator of density or crowding.

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP																		
16	What is the main source of drinking water for members of your household?*	PIPED WATER PIPED INTO RESIDENCE/YARD/PLOT.....11 → 18 PUBLIC TAP.....12 WELL WATER WELL IN RESIDENCE/YARD/PLOT..21 → 18 PUBLIC WELL.....22 SURFACE WATER SPRING.....31 RIVER/STREAM.....32 POND/LAKE.....33 DAM.....34 RAINWATER.....41 → 18 TANKER TRUCK.....51 BOTTLED WATER.....61 → 18 OTHER _____ 96 (SPECIFY)																			
17	How long does it take to go there, get water, and come back?	MINUTES..... <input type="text"/> <input type="text"/> <input type="text"/> ON PREMISES.....996																			
18	What kind of toilet facility does your household have?*	FLUSH TOILET OWN FLUSH TOILET.....11 SHARED FLUSH TOILET.....12 PIT TOILET/LATRINE TRADITIONAL PIT TOILET.....21 VENTILATED IMPROVED PIT (VIP) LATRINE.....22 NO FACILITY/BUSH/FIELD.....31 OTHER _____ 96 (SPECIFY)																			
19	Does your household have:**  Electricity? A radio? A television? A telephone? A refrigerator?	<table border="0"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>ELECTRICITY.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>RADIO.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>TELEVISION.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>TELEPHONE.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>REFRIGERATOR.....</td> <td>1</td> <td>2</td> </tr> </tbody> </table>		YES	NO	ELECTRICITY.....	1	2	RADIO.....	1	2	TELEVISION.....	1	2	TELEPHONE.....	1	2	REFRIGERATOR.....	1	2	
	YES	NO																			
ELECTRICITY.....	1	2																			
RADIO.....	1	2																			
TELEVISION.....	1	2																			
TELEPHONE.....	1	2																			
REFRIGERATOR.....	1	2																			
20	How many rooms in your household are used for sleeping?	ROOMS..... <input type="text"/> <input type="text"/>																			
21	MAIN MATERIAL OF THE FLOOR.***   RECORD OBSERVATION.	NATURAL FLOOR EARTH/SAND.....11 DUNG.....12 RUDIMENTARY FLOOR WOOD PLANKS.....21 PALM/BAMBOO.....22 FINISHED FLOOR PARQUET OR POLISHED WOOD....31 VINYL OR ASPHALT STRIPS....32 CERAMIC TILES.....33 CEMENT.....34 CARPET.....35 OTHER _____ 96 (SPECIFY)																			

- \* Coding categories to be developed locally and revised based on the pretest; however, the broad categories must be maintained.
- \*\* Additional indicators of socioeconomic status may be added.
- \*\*\* In some countries, it may be desirable to ask an additional question on the material of walls or ceilings.

Type of salt (23)

The type of salt used for cooking is included in order to assess the presence or absence of iodine in the diet, which has implications for health.

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES		SKIP
22	Does any member of your household own:*		YES NO	
	A bicycle?	BICYCLE.....	1 2	
	A motorcycle?	MOTORCYCLE.....	1 2	
	A car?	CAR.....	1 2	
23	What type of salt is usually used for cooking in your household?**	LOCAL SALT.....	01	
		PACKAGED SALT (IODIZED).....	02	
		PACKAGED SALT (NOT IODIZED)....	03	
		SALT FOR ANIMALS.....	04	
		LOOSE SALT.....	05	
	(ASK TO SEE SALT PACKAGE).	OTHER _____	96	
		(SPECIFY)		

\* Additional indicators of socioeconomic status may be added.

\*\* Question and response categories to be developed locally, as appropriate.