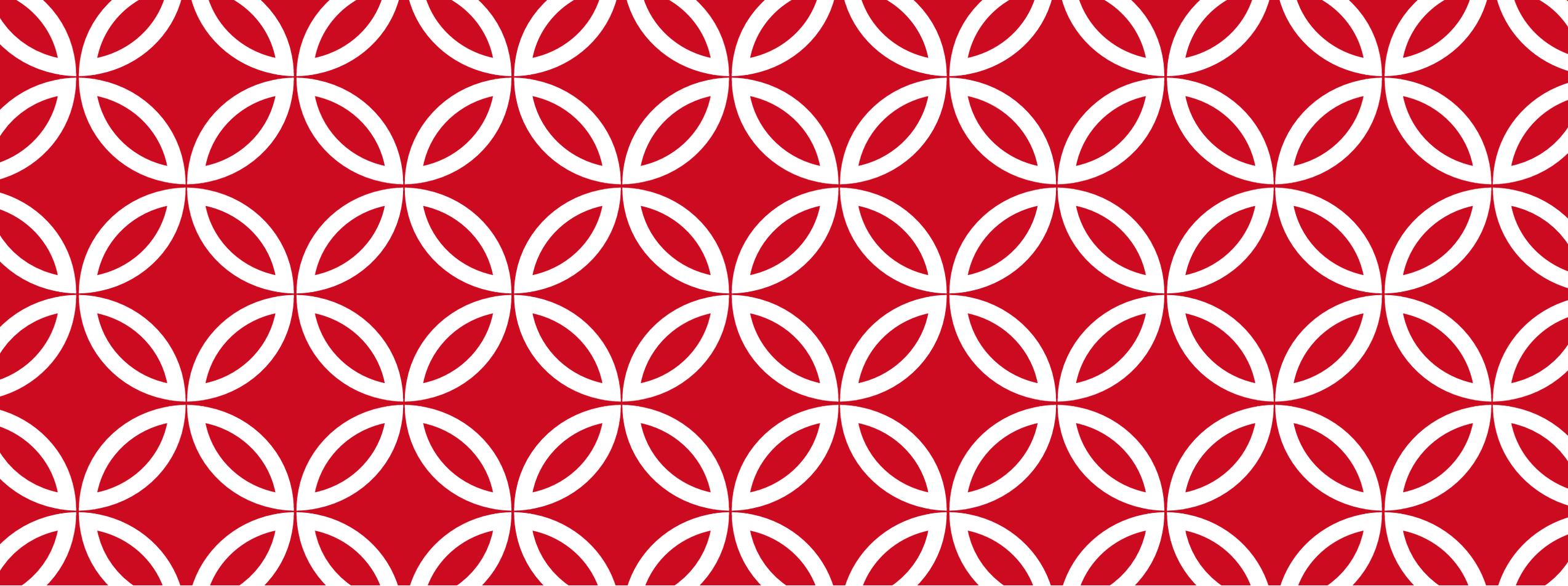


# GENERAL INSTRUCTIONS

HIES 2016



# SECTIONS AND PARTS

HIES 2016

# SECTIONS AND PARTS

- The HIES questionnaire is organized into **sections, parts and questions. Sections are organized by subject/ module. Each section has a number.**

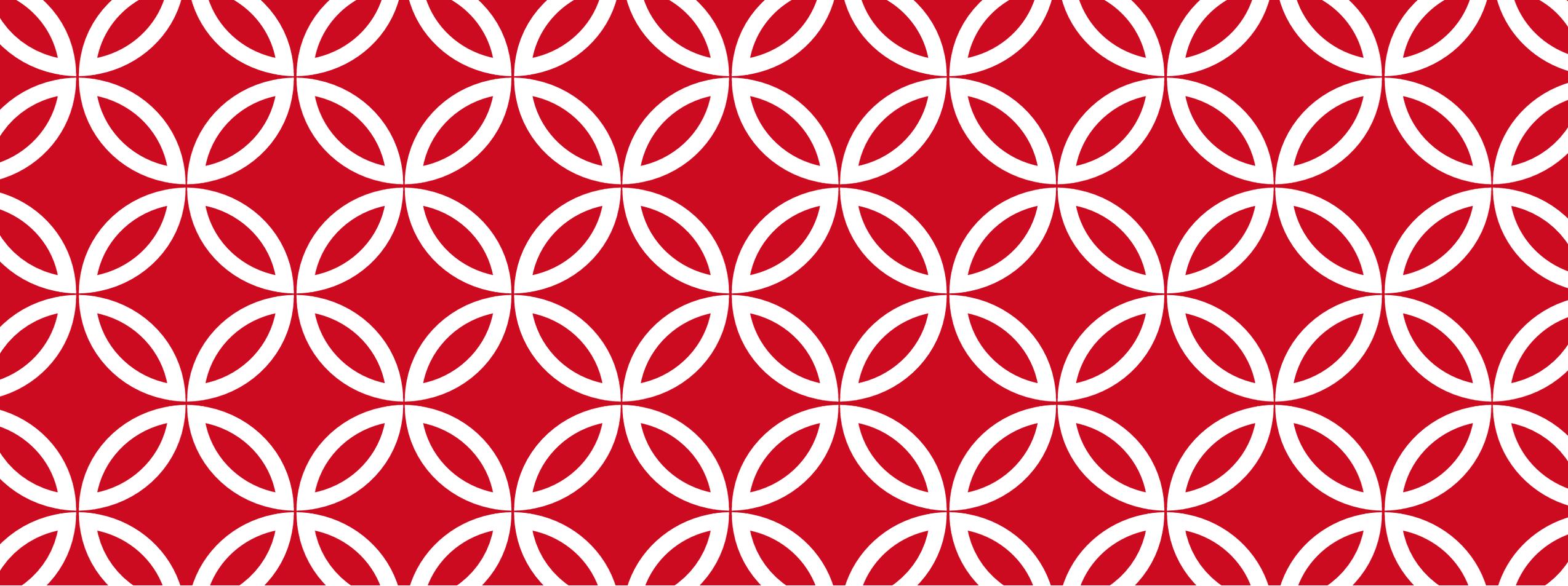
# SECTIONS AND PARTS

For example, Section 2 covers “**Education**”, Section 4 covers “**Economic activities and wage employment**”. Sections are divided into parts. Each part is denoted by a **letter**, and covers a **particular** aspect of the **main subject**.

# OBJECTIVES

For instance, **Part A** of **Section 4** covers “**Activities** (all persons 5 years and older)”, and **Part B** covers: “**Wage employment**”.





# LEVEL OF DATA

HIES 2016

# LEVEL OF DATA

The questionnaire collects information at **three levels: the household level, the individual level, and in some cases for other specific items.**

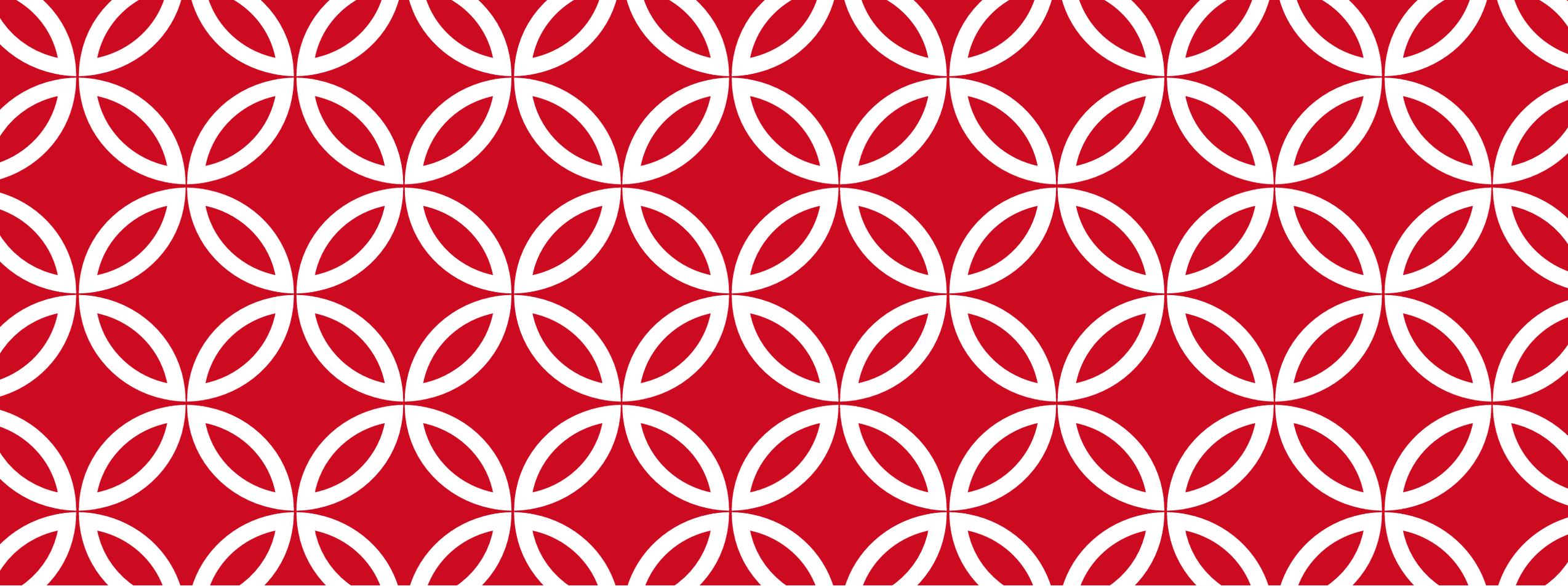
# LEVEL OF DATA

- Household-level information includes items like the kind of house the family lives in.
- Individual-level information includes such things as level of education and recent illnesses.

# LEVEL OF DATA

- Information at the level of specific items includes questions related to food and non-food items purchased or produced, crops grown, among others.





# INDIVIDUAL- LEVEL SECTIONS

HIES 2016

# INDIVIDUAL-LEVEL SECTIONS

These sections are designed to collect information about different members of the household.



# INDIVIDUAL-LEVEL SECTIONS

Some such sections are to be asked of all household members (e.g. Section 1 Part A: Household Roster) while others are to be asked only of a subset of household members; **for instance**, Section 1 Part **B** on Employment is for household members 5 years and older.

# INDIVIDUAL-LEVEL SECTIONS

Two important general considerations apply as far as completing individual-level sections is concerned:

- I. Firstly, these sections ***should be completed by directly interviewing the person concerned.***

# INDIVIDUAL-LEVEL SECTIONS

**Of-course, some exceptions** to this rule may be warranted in cases where the person concerned is **away** from the home for an extended period, or in the case of children **too young** to answer for themselves.



# INDIVIDUAL-LEVEL SECTIONS

**However**, apart from such exceptions, in **all other instances** the interviewer should try to arrange a series of personal interviews with the household members concerned, and then return to the household at the **pre-arranged time...**

# INDIVIDUAL-LEVEL SECTIONS

... in order to  
collect the  
information  
pertaining to this  
person!



# INDIVIDUAL-LEVEL SECTIONS

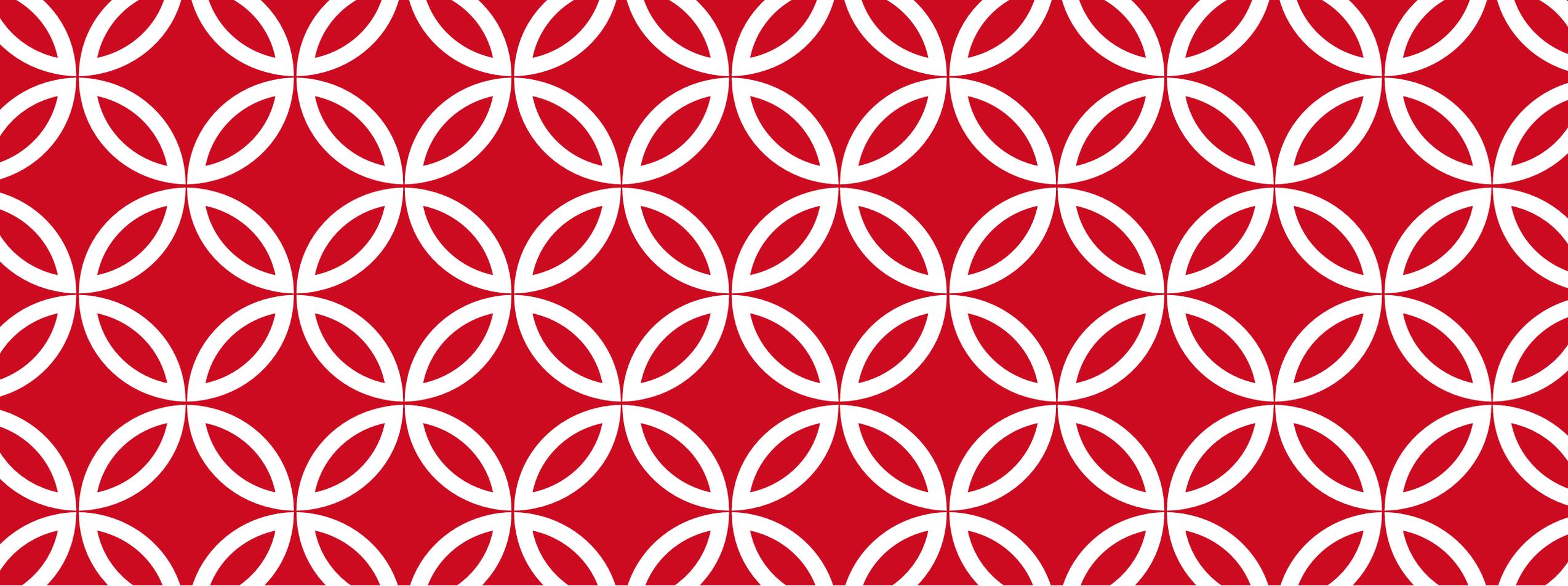
- II. The second **important** point to bear in mind is that instead of trying to complete the individual-level sections one section at a time, the interview should instead complete ***all individual-level sections for a particular person before moving on to the next person.***

# INDIVIDUAL-LEVEL SECTIONS

In other words, during the course of a particular personal interview with one member of the household, the interview should **first complete** all relevant **individual-level sections** about that person before moving on to another person.

# INDIVIDUAL-LEVEL SECTIONS

This is extremely important, as not only will this facilitate the administering of the questionnaire, but it will also help minimize the burden on individual respondents in the household being interviewed.



**ALWAYS FILL IN THE  
QUESTIONNAIRE DURING  
THE INTERVIEW**

**HIES 2016**

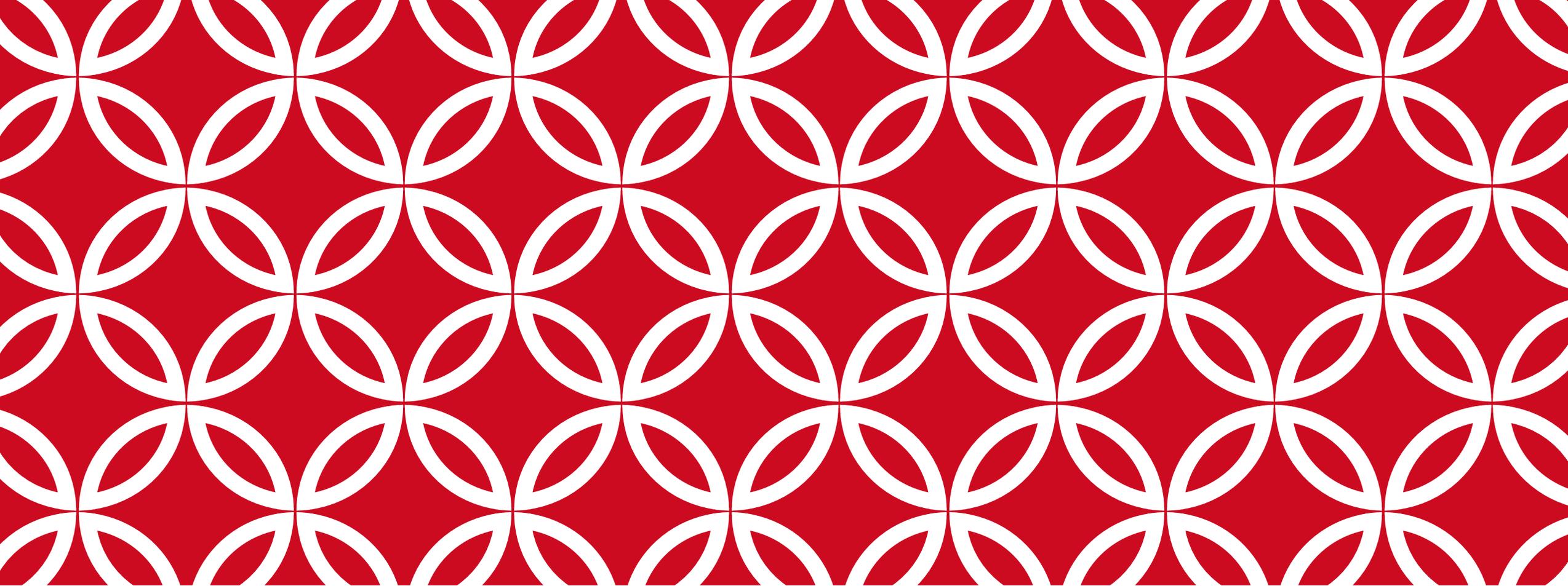
# ALWAYS FILL IN THE QUESTIONNAIRE DURING THE INTERVIEW

The interviewer **should not** record the answers on scraps of paper and transfer them to the questionnaire later, or rely on memory for filling in the answers into the questionnaire after the interview



# ALWAYS FILL IN THE QUESTIONNAIRE DURING THE INTERVIEW

Instead, all relevant information should be recorded in the questionnaire at the time of the **interview itself.**



# ASKING QUESTIONS

HIES 2016

# ASKING QUESTIONS

The **formatting** and **layout** of the questionnaire are designed to make the **question-and-answer process as easy as possible** both for the **interviewers** as well as the **respondents**. Several typographical conventions will help the interviewer ask the questions in the correct way.

# ASKING QUESTIONS

- I. Text that is written in capital letters (**LIKE THIS**) is an instruction to the interviewer. It should not be read aloud to the respondent. For example:

# ASKING QUESTIONS

**“LIST THE NAME OF EACH AND EVERY HOUSEHOLD MEMBERS. THEN GO TO SECTION 1 PART A AND ASK THE QUESTIONS”**

# ASKING QUESTIONS

This instruction in Section 1 Part A, Question 1, tells the interviewer to make a list of everyone in the household before continuing with Questions 2-18 (In the Bengali questionnaire, the instructions are in **bold and in bigger font**).

# ASKING QUESTIONS

- II. Text that is written in a **normal typeface** (like this) should be read aloud to the respondent. These are the questions the interviewer must ask. For example:

# ASKING QUESTIONS

*“13. Does (NAME) have difficulty for seeing, even if he/she is wearing glasses?”*

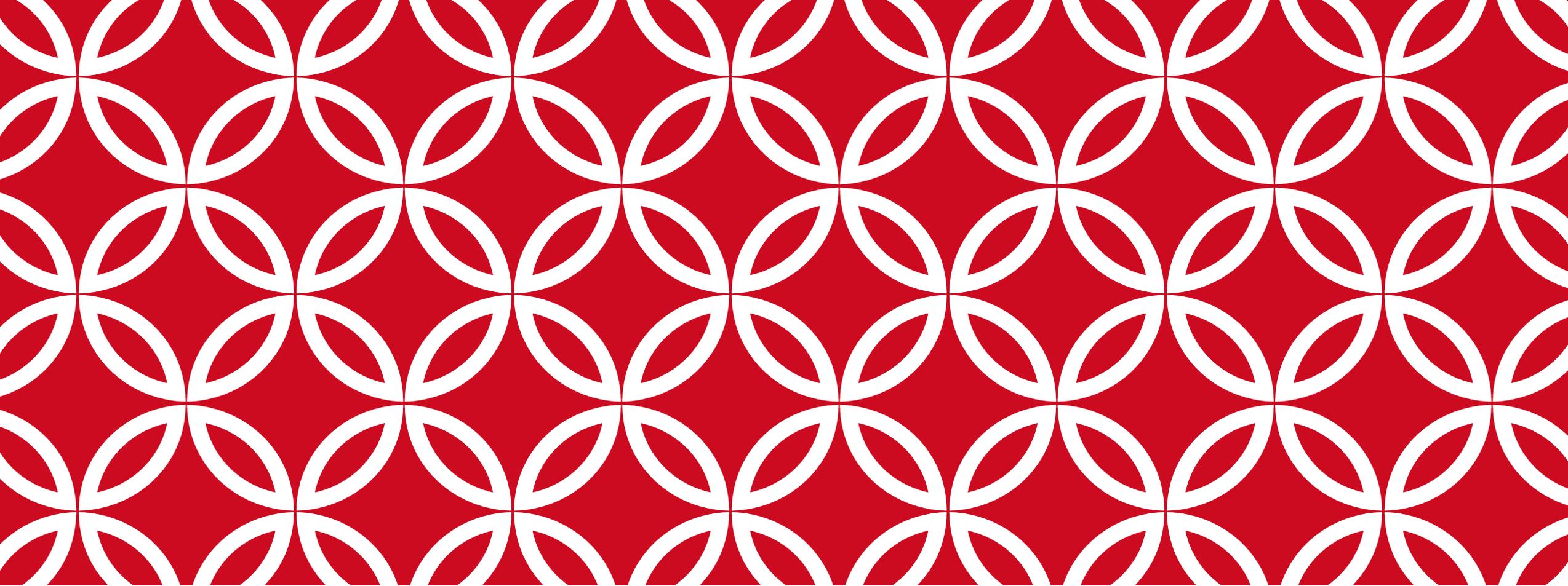
# ASKING QUESTIONS

- III. Text that is written in **capital letters** and **enclosed in brackets** means that the interviewer should supply a particular name or word. If the interviewer sees “**(NAME)**” in a question, they should replace this with the **name of the person** they are inquiring about.

# ASKING QUESTIONS

For example:

➤ “13. Does *Peter* have difficulty for seeing, even if he/she is wearing glasses?”



# **CODING ANSWERS**

**HIES 2016**

# CODING ANSWERS

Most of the answers in the questionnaire are pre-coded, that is, a list of **possible answers follows the question**, and the interviewer has to write in the column the code (number) corresponding to the answer the respondent gives.

# CODING ANSWERS

In a few **exceptional** cases, the interviewer must write the answer as it is given.

# CODING ANSWERS

When the answer is a name, like in the roster, or an activity, the interviewer should write this as the respondent tells it.

➤ For example:

“1 What other activities did you do?”

# CODING ANSWERS

Here, the interviewer should write out the description of the activity:

1

What economic activities did (name) do in the past 12 months? Beside this,

**What other activities did you do?**

Activities: Service/Wage employment/All activities(agric/non-agric) conducted under self or joint ownerships.

DESCRIPTION OF ACTIVITY	OCCUPATION CODE	INDUSTRY CODE

1

Na 12 i ip .Jeij l. SæLil SeÉç ç  
 Lj Ñj-ä ç-uçSa çRe?  
 f çI ju çS- p LI!ex  
 Hçsi Ail ç LçS LI-Re?

Lj Ñj-ä x QLçç j SççSa  
 ç-uçSa/HLL J çç j ççLççju  
 f ç Qçna pLm Kgçç-Lçç J ALçç

Lç-SI ççI Z	ççni ççjX	ççç -LççX

# CODING ANSWERS

Another case:

“24. If you want to buy or construct a dwelling just like this one today, how much money would you have to pay?”

24 If you want to buy or construct a dwelling just like this today,  
how much money would you have to pay?

TAKA

24 Af e @ hjsfa A;-Re  
mBai yi evø

VLi

kç A;S ç-e-a hi -al £LI-a Qe a;ç-m

La VLi mNth?

# CODING ANSWERS

Here, the interviewer should record the amount in Taka.

➤ However, when the answers are **pre-coded**, the interviewer **must write** the code corresponding to the answer given by the respondent in the box or column provided.

# CODING ANSWERS

For example:

“What is the main source of drinking water?”

# CODING ANSWERS

1. Supply water
2. Tubewell
3. Pond/ River
4. Well
5. Waterfall/ Spring
6. Other (specify)

# CODING ANSWERS

Here, if the respondent uses *Tubewell*, the interviewer should write “2” in the box:

12

খাবার পানির প্রধান উৎস কি ?

1. সাপ্লাইর পানি 2. নলকূপ 3. পুকুর/নদী

4. ইদারা/কূপ 5. ঝরনা/জলপ্রপাত

6. অন্যান্য (উল্লেখ করুন)

2

# CODING ANSWERS

If the reply given by the respondent does not match any of the answers listed, the interviewer should use the code number for **“OTHER”**, that is, write **“6”** in the box.

# CODING ANSWERS

In this question, as in many others where the option “**Other**” is included in the list of codes, whenever this option is **recorded**, the interviewer should also write down the **specific answer given by the respondent** in the questionnaire.



# CODING ANSWERS

So if the respondent uses “Bottled Water” for drinking purposes, the interviewer should write “6” in the box, and write “Mineral Water” next to the code.

12

খবার পনির পান উৎস কি ?

1. পি এফ জি 2. এমএল 3. এফ এল/এস

4. এজি/এল 5. টিএ/এসএ

6

Ab'v" (Dj L Ki 'b)

6

*bottled water*



# CODING ANSWERS

Questions usually have a single box to record the code for the answer. But sometimes the information required is in two units.

10

# CODING ANSWERS

Travel time, for example, is often asked in hours and minutes, so two columns are provided. In such cases, the interviewer should always enter each number in the appropriate box or column.

➤ For example:

12

Ⓟ ~~h~~ / ~~ç~~ ~~v~~ p i

c j e L i l £ L i - R

Ⓟ ~~R~~ a A f e i l

L a p j u

Ⓟ ~~n~~ ~~R~~ m ?

Ⓟ ~~x~~ i

ç ~~e~~ v

# CODING ANSWERS

Here, if the answer is **“1 hour and 20 minutes”**, the interviewer must write **“1”** in the column for hours and **“20”** in the column for minutes.

12

Ⓟ  $h_i / \mathbb{C} \rightarrow v_i$

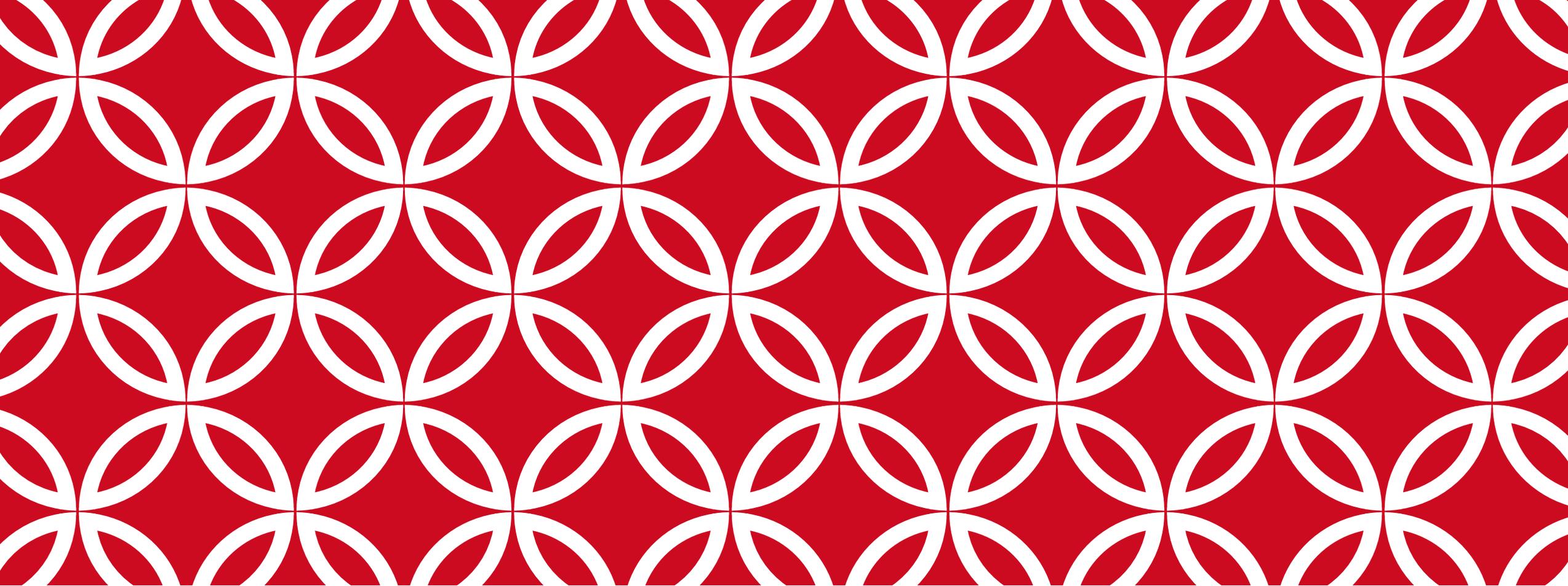
$c_i e_L | i \mathbb{L} \rightarrow L_i - R$

Ⓟ  $R_a \rightarrow A_i f e_i$

$L_a \rightarrow p_j u$

Ⓟ  $n \rightarrow N_m?$

$\mathbb{O} \times i$	$\mathbb{C} \rightarrow eV$
<b>1</b>	<b>20</b>



# SKIP PATTERN

HIES 2016

# SKIP PATTERN

When a question or part or section **does not apply** to a particular respondent or household, it must be skipped. The questionnaire uses “>>” sign to tell the interviewer where to go to next when some questions have to be skipped.

➤ For example:

# SKIP PATTERN

“3. Have you suffered from any symptoms of illness/injury in the last 30 days?”

1 yes

2 no >> Q15

# SKIP PATTERN

Here, the arrow is used to move from one question to the next. It **indicates** that, if the response is “No”, **the next question to be asked is Question 15**. If instead the response is “Yes”, **there is no need to skip**, and the next question asked is Question 4.

3

Na 30 c-e Af e  
t. Apbû-uRme  
hi -Lje A;Qa  
®-uRme?

---

1 qf

---

2 ej >>Q15

---



# SKIP PATTERN

The interviewer should **never leave a question blank** that requires a response **based on the questionnaire's skip pattern**

# SKIP PATTERN

Conversely, should **never write a response** for a question that should be **left blank** because it is not applicable to the respondent.

# SKIP PATTERN

Questions that are filled in when they should not be, and questions that are not filled in when they should be, **are both errors**, and the data entry program will recognize them.



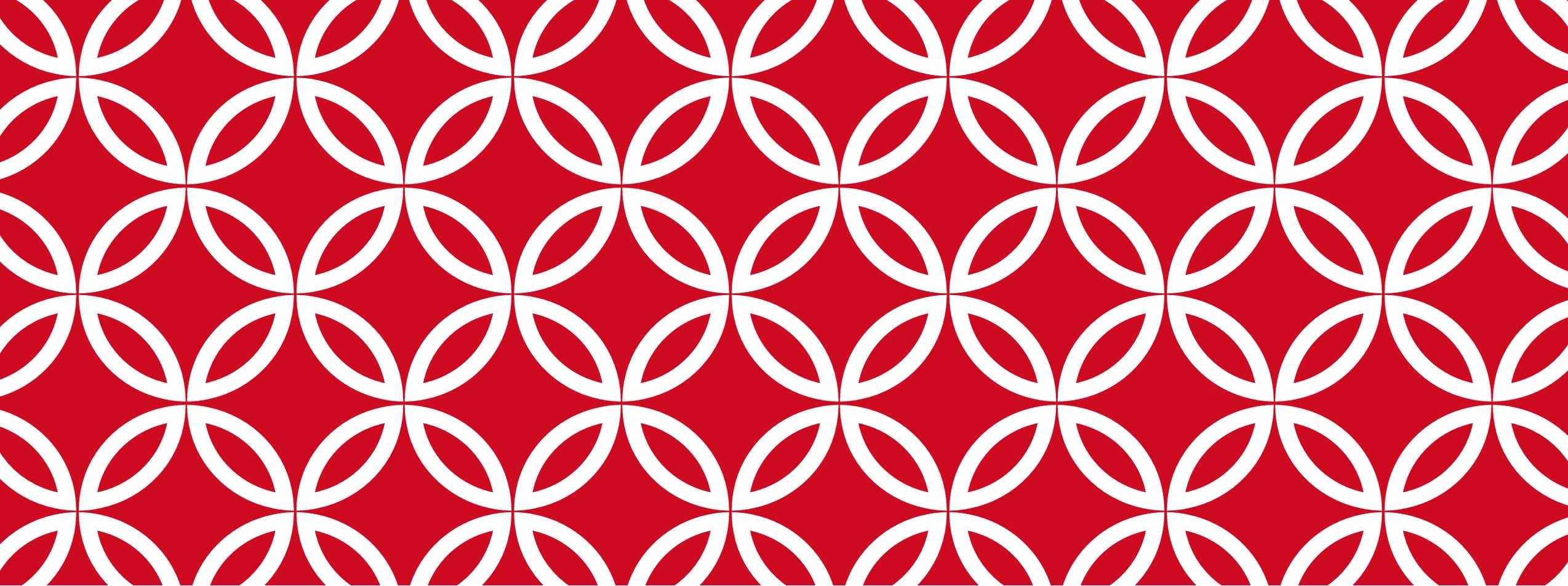
# SKIP PATTERN

Errors of this type mean **wasted time** and return trips to **households already visited** to obtain the correct information, and so interviewers should try as much as possible to avoid such careless mistakes.

# SKIP PATTERN

If you have to go too many times to the households, people might be scared of you!





# DATA ENTRY CONSIDERATIONS

HIES 2016

# DATA ENTRY CONSIDERATIONS

The interviewer will later have to enter the computer all data collected at during the interview. To **minimize mistakes**, the interviewer should:

# DATA ENTRY CONSIDERATIONS

- I. Write the names of persons, places and things clearly.** This is especially important for the household roster, because the names have to be put into the computer, and for answers that will be coded later, like the description of activities.

# DATA ENTRY CONSIDERATIONS

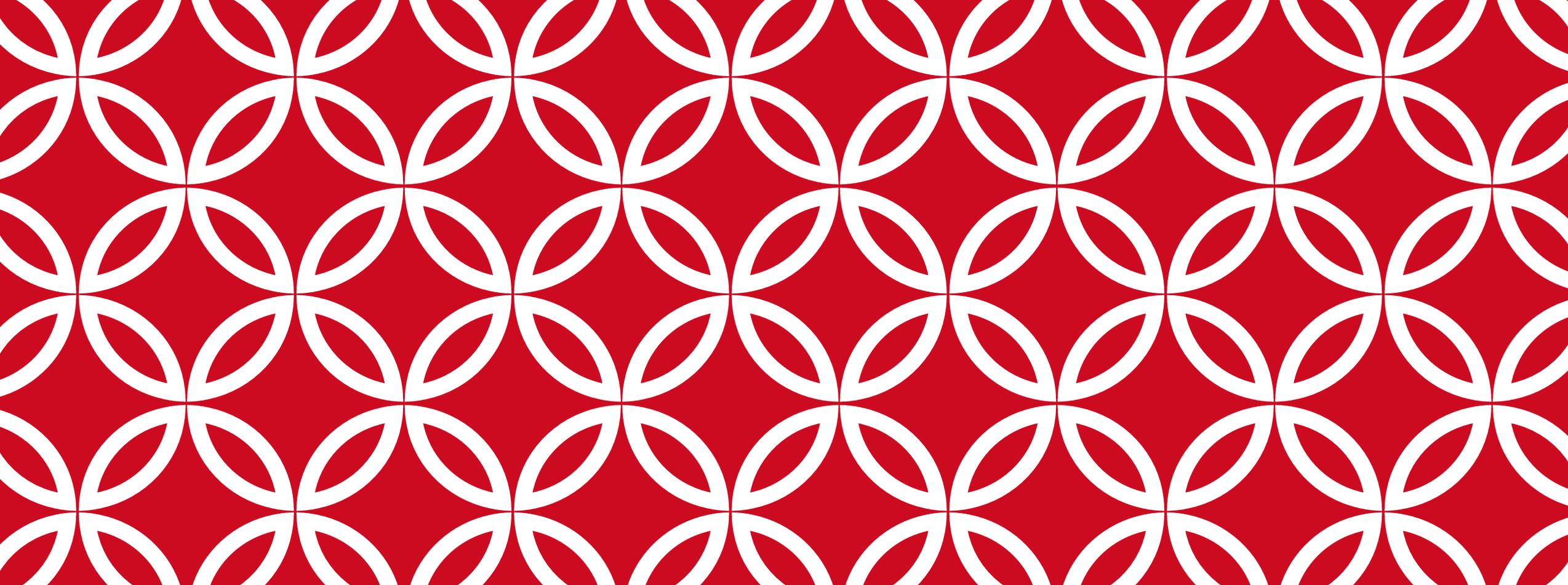
- II. Write only answers to questions **in the boxes** or **columns** of the questionnaire, and avoid writing notes to themselves or comments. **Calculations should not** be written into the boxes.

# DATA ENTRY CONSIDERATIONS

- III. Avoid going beyond the space allotted for the answer to a question, even if the next space is not used. If the space provided is not enough, the interviewer should make a note of it and **inform the supervisor.**

# DATA ENTRY CONSIDERATIONS

- IV. Write legibly in **pencil**, without crossing out or overwriting. If interviewers make a writing error, they should **erase** it completely and **write** the **correct** entry.



# CONVENTIONS FOR NUMBERS AND QUANTITIES

HIES 2016

# CONVENTIONS FOR NUMBERS AND QUANTITIES

In order to **reduce errors** during data entry, the interviewer should strive, as far as possible, to follow these rules and conventions:

# CONVENTIONS FOR NUMBERS AND QUANTITIES

1. Write numbers only in **Western script**, and avoid using Bengali numbers. Mixing the two styles will cause endless confusion.

**0 1 2 3 4**

**5 6 7 8 9**

# CONVENTIONS FOR NUMBERS AND QUANTITIES

2. Data on prices, quantity of food purchased, or size of land should **never be rounded off**. For price units, both the rupee and paisa amounts should be recorded if they are supplied by the respondent.

# CONVENTIONS FOR NUMBERS AND QUANTITIES

Paishas should be recorded as a decimal amount i.e., “**ten taka, fifty paisha**” as “**10.5**”. In most instances where the amount in paishas is likely to be relevant, there are separate columns for Taka and Paisha.

# CONVENTIONS FOR NUMBERS AND QUANTITIES

The values reported in rupees and paishas should always be recorded in the in the appropriate column.

# CONVENTIONS FOR NUMBERS AND QUANTITIES

3. In writing amounts and figures, always separate each group of three figures with a comma, starting from the right.

# CONVENTIONS FOR NUMBERS AND QUANTITIES

For instance, “**one hundred thousand**” must be written as “**100,000**”, not as “**100000**”, or “**10,00,00**”.

# CONVENTIONS FOR NUMBERS AND QUANTITIES

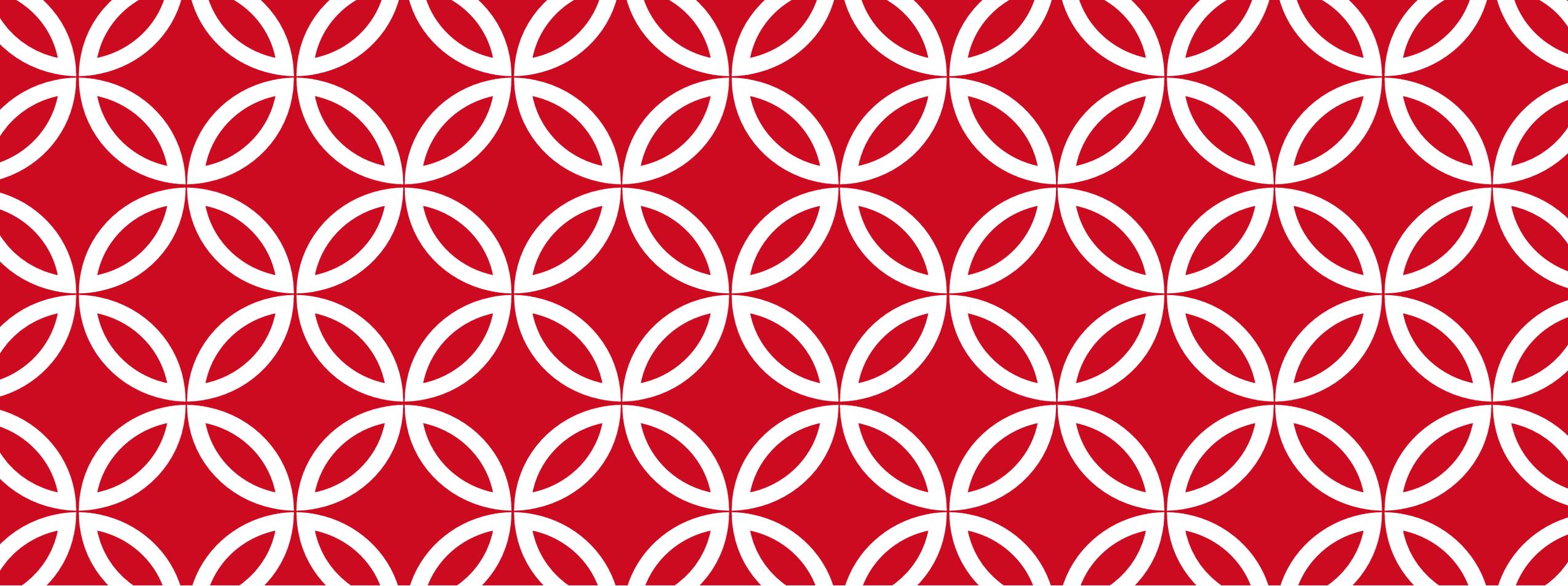
4. For questions to which the reply is a quantity or amount, the interviewer should write only the numeral in the appropriate box, and not the unit of measure.

# CONVENTIONS FOR NUMBERS AND QUANTITIES

If, for example, the answer to a question is “**fifty Taka**”, the interviewer should record this as “**50**”, not “**Tk50**”.

# CONVENTIONS FOR NUMBERS AND QUANTITIES

Anyway, if a reply to a question specifically calls for a unit of measurement, the code for the unit will usually also be pre-specified in the answer space.



# ZEROS AND BLANKS

HIES 2016

# ZEROS AND BLANKS

You should understand the **difference** between **zero** (“0”) and **blank** (empty answer).

# ZEROS AND BLANKS

**You should write “0”** when the answer to questions asking for an **“amount”** or a **“quantity”** or **“number of...”** is **“zero”** or **“Nothing”** or **“None”**.

For instance:

# ZEROS AND BLANKS

**Section 5:** Non-agricultural enterprises,

Question 15: *“Expenditure on rent in the past 12 months”:*

If the household members didn't spend on rent for a particular household's enterprise, then the answer given by the respondent will be

- *“We didn't spend” or*
- *“Nothing” or*
- *“We don't rent”, etc.*

# ZEROS AND BLANKS

... In this case, you should write “0”!

0

# ZEROS AND BLANKS

In many cases there is an explicit instruction for you, for instance:

➤ Section 3, Health.

8
আপনার অসুখের লক্ষণ দেখা দেয়ার কতদিন পর আপনি চিকিৎসকের পরামর্শ নিয়েছিলেন?
লক্ষণ দেখা দেওয়া মাত্র হলে "00" লিখুন
দিনের সংখ্যা

# ZEROS AND BLANKS

**You leave “blank”** when there is an **skip** in a previous question, or when you **couldn't get an answer** (respondent refuses to answer, doesn't remember or doesn't know).

# ZEROS AND BLANKS

In other words, a question left in blank means there is **no answer** to that question.

# ZEROS AND BLANKS

Sometimes this is explicitly written in the question.

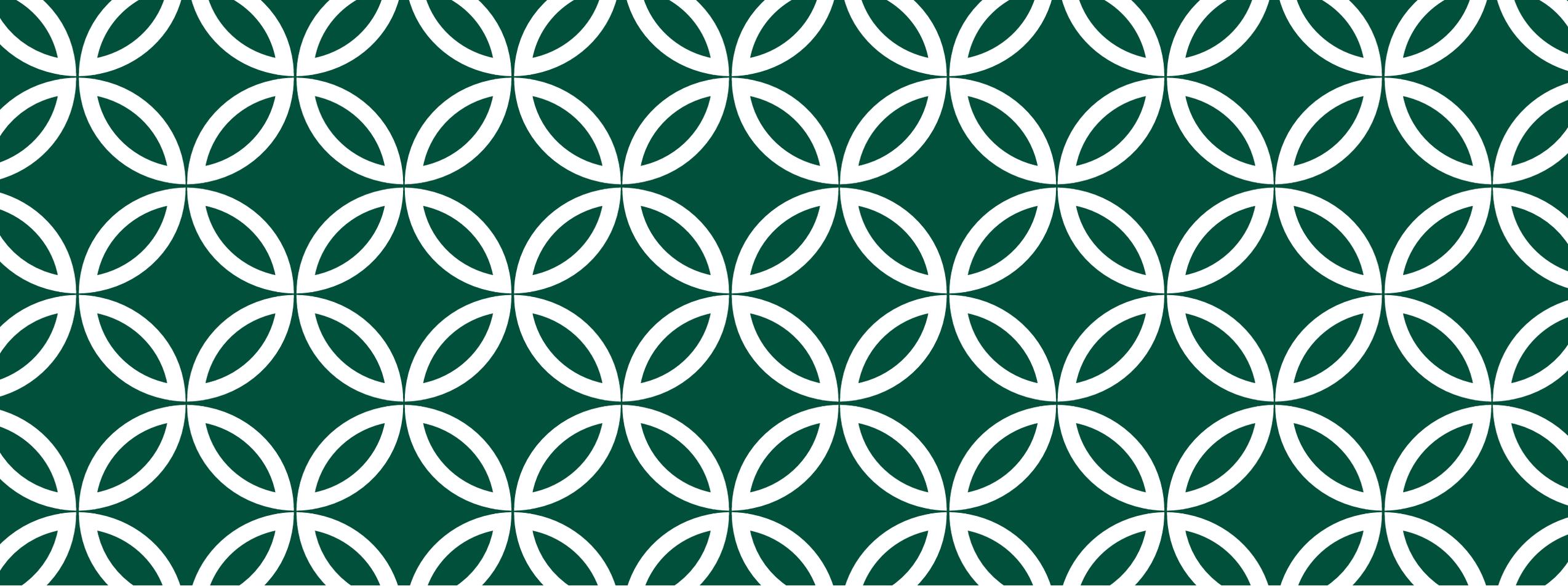
For instance:

➤ Section 3, Health. Question 14:

“What was the total cost of outpatient treatment during the past 30 days?”

**IF NOTHING WAS SPENT, WRITE "0" (ZERO) IF UNKNOWN, LEAVE BLANK”**

14				
গত ৩০ দিনে চিকিৎসা বাবদ কত টাকা খরচ হয়েছে?				
চিকিৎসা ক্ষেত্রে খরচ টাকায় লিখুন				
যদি কোন খরচ না হয়ে থাকে তাহলে '0' (শূন্য) লিখুন				
যদি জানা না থাকে তাহলে খালি রাখুন				
A	B	C	D	E
পরামর্শ খরচ (ডিজিট)	ঔষধ খরচ	পরীক্ষা/তদন্ত খরচ	যাতায়াত খরচ	মোট খরচ



# GENERAL INSTRUCTIONS

HIES 2016