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**Wellbeing in Developing Countries (WeD)
ESRC Research Group
University of Bath**

**Resources and Needs Questionnaire (RANQ)
Bangladesh, Ethiopia, Peru and Thailand**

**Guidelines for Administering the
Resources and Needs Questionnaire (RANQ)**

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Guidelines for Administering the Resources and Needs Questionnaire (RANQ)

GENERAL

1. The RANQ is a household survey instrument. It has been designed to produce data on what WeD regards as important information on the household as a whole and on the individuals that comprise the household. It is designed to capture data on the different categories of resources that the household and its individuals have at their disposal in their pursuit of well-being (*qua* resource profiles). The instrument is also designed to capture information on the extent of needs satisfaction for individuals in the household (*qua* Doyal and Gough. See needs satisfiers discussions in Theory of Human Need, p 190 and 219-220).
2. The RANQ is designed as a single respondent instrument. Where possible the single principal respondent to the questions should be the Head of Household. However, in the absence of the Head of Household another senior member of the household may be taken as the principal respondent.
3. Some of the questions ask for information about other members of the household or on subjects that may be better known by other members of the household (for example, areas of information better known by the women of the household). As such we encourage the interviewers to conduct the interviews in such a way as to allow the main respondent to be informed by other members of the household. It is often the case that this type of 'group' interview is unavoidable but here we are suggesting that the interviewers encourage the principal respondent to consult other available household members, if it is acceptable to do so.
4. In preparing this version of the Resources and Needs Questionnaire (RANQ), we have taken account of feedback from pilot surveys in the four project countries, as well as from members of WeD at Bath and our Statistical and Data Management Advisors at the University of Reading.
5. The main Resources and Needs Questionnaire (RANQ) for field interviews is complemented with four additional documents: A Household Roster Card; A Codebook; This set of Guidelines; and a Supervisor's Checklist. The first of these is a one-page household roster card that records the names, ages and sex of household members with their corresponding personal ID numbers. The roster card is used with the main RANQ questionnaire to identify the personal ID code of individuals for the interviews. The second document is a codebook containing all codes required for completing the RANQ questionnaire (although some questions are formatted in such a way that there are no codes in the codebook, rather the codes are actually part of the question). The third document is this set of Guidelines, providing the instructions for interviewers and supervisors on how the RANQ should be conducted. The fourth and final document is a brief checklist for Supervisors which provides a set of standard questions which are intended as a means of checking for mistakes or quality problems in completed RANQ survey forms
6. In the main questionnaire, all instructions to interviewers/enumerators are given in *italics*. Questions addressed to respondents are given in **bold** fonts (unless they are included in tables).

COVER PAGE

1. Interviewers/supervisors must make sure that the names and code numbers of the country and the site/village are filled in. Please use the pre-arranged code numbers for project countries and sites/villages provided in the codebook.
2. Researchers in the project countries should assign the household code numbers. In each site/village, **each household should be assigned a unique code number**. For example, start from 1 and continue assigning code numbers until the last surveyed household – which could be 250 if the maximum number of households is sampled in a site.
3. The interviewer's and supervisor's names and code numbers should be recorded. Co-ordinators of the fieldwork in the four project countries should assign unique identifying code numbers. Interviewers must sign and date the questionnaire at the end of each interview. Supervisors must sign and date the questionnaire after checking the completed questionnaire soon after the questionnaire has been filled in (within one day preferably).
4. In addition to interviewer and supervisor, space for the name, code number, signature and date are provided for data entry operators. These are used to identify who among the data operators has entered the data into the computer and when it was done.
5. The signatures by interviewers, supervisors and data entry operators identify the particular individuals responsible to the different tasks. These can be used for management and quality control purposes.
6. In accordance with the WeD Ethical Guidelines, it is extremely important to make sure that respondents have agreed to the interviews in the spirit of 'informed consent'. Interviewers must always start by explaining the purpose of the RANQ and reading the 'Statement of Confidentiality' on the cover of the questionnaire to the principal respondent and getting their agreement to be interviewed. Please check the box if the respondent agrees to the interview. If they do not agree, the interview should not proceed and the case should be reported to supervisors and co-ordinators.

HOUSEHOLD ROSTER CARD

1. First complete the country and site names and code numbers as well as household numbers on the household roster card. Then ask and complete the names, sexes and ages of the household members (for the definition of household members, see below). Write the members in this order: 1 for the household head, 2 for the senior spouse and subsequent numbers for other spouses in order of seniority (if these exist). The numbers thereafter are for children of the head/spouse and then other members. If there are people normally living in the household but are not currently present (see next section for definition), please add their names. The assigned personal ID codes of the household members from the roster card should be consistently used in the questionnaire. The household roster card will help interviewers/enumerators to know what ID code each household member has. Since the household roster card is separate from the main questionnaire, enumerators/interviewers can refer to it easily.
2. Here, a household is understood as a group of people normally living together - mostly constituted of family members but does not exclude other non-family members. Household members are persons who are living 'permanently' at the same place. Family members or relatives that have left the household and are permanently living in other locations should NOT be included. For example, sons or daughters of the head that have married and left the household to permanently live in another place should not be included. On the other hand, those who temporarily left the household (but are expected to come back) should be considered as household members. For example, this may

include a household head that temporarily/seasonally migrates for a job, a child who goes to a boarding school, etc. Non-family and non-related persons living/sleeping in the household (servants, other workers, etc.) should also be included.

3. If a group of families related to each other live in a compound or in close proximity, identifying the household becomes more difficult. For practical purposes, if a group of families related to each other live in close proximity they will be considered as members of a single household only if they share a common food stock. Hence, families related to each other and living in close proximity should be divided up into households according to the way that they manage their food stock.

PART I: THE HOUSEHOLD AS AN ORGANISATION

1. This part records basic demographic information on household members: age, sex, relationship to household head, place of birth, number of biological children, marital status of the household head and if not present where and why members are not present are recorded. This section has to be completed for all household members. Use the names of the individuals with their corresponding ID codes provided on the household roster card to ask the questions in this section. You don't need to ask again about age and sex; copy the information from the household roster card.
2. Interviewers should check to make sure that the personal ID codes of household members used in this section correspond to that in the household roster card.
3. **Q. 1(2)** Age should be recorded in years, rounded to the nearest year. For example, the age of a child one year and seven months old is recorded as 2. For babies younger than 6 months, record 0.
4. **Q. 1(6)** Please ask how many biological children the household head and spouse/s of the household head ever had. This includes children that may have died very young. In cases where there is more than one spouse, make sure that information on all the spouses is included.
5. **Q. 1(7)** Ask about the marital status of the household head and spouse. Please make sure to distinguish between formal and informal marriages. In cases where there are more than one spouse, make sure that information on all the spouses is included.
6. **Q. 1(8)** If some members of the household – as defined above – are currently away where they are and what they are doing should be recorded under this question. This should be their primary activity or reason for the journey. For practical purposes, household members that did not stay/sleep in the house for the last week or for a longer period of time before the date of interview should be considered as not present. Remember these should be members of the household as defined above.
7. **Q. 2 & 3** If any member of the household died during the last 12 months, the relationship with the household head, age and sex of the person who died is recorded in question 3. Please make sure children that may have died very young are also included.

PART II: GLOBAL HAPPINESS

This question attempts to capture the overall happiness level of the principal respondent. Depending on the response of the respondent please tick only one box. This form of question is taken from the World Values Survey. Information from this type of question has been and is currently widely used to analyse happiness as a proxy for the subjective well being of individuals. In the RANQ it will be analysed in relation to the component satisfaction or adequacy questions included throughout the questionnaire.

PART III: HUMAN RESOURCES

SECTION 3.1: MAIN ACTIVITIES/OCCUPATIONS OF HOUSEHOLD MEMBERS

1. This section has to be completed for all members of the household that participate in any productive and/or reproductive activity. It is not to be confined solely to defined occupations. The question is to be asked for all household members except babies and seriously disabled people; even young children may participate in some activities (for example, herding cattle). The main activities of household members can be paid or unpaid, formal or informal, inside or outside the household (i.e. activities controlled by the household itself or by others outside the household). Activities should also include both formal and informal apprenticeships – some members of households may be learning skills that are crucial in supporting their future livelihood. Remember people may report only one main activity if all their time is devoted only for one activity. Make sure to record the correct personal ID code of individual household members using the household roster card.
2. **Q. 1(2-4)** Ask for only two of the main activities in the last month. What kind of activities these were and where they were undertaken should be recorded using the codes provided in the codebook.
3. **Q. 1(5-8)** This question probes if the main activities/occupations recorded in question 2 are seasonally changing or not. In cases where there are significant seasonal variations in the activities of individuals, ask about their main activities/occupations in the last year (the year until the date of interview). What kind of activities these were and where they were undertaken should be recorded using the codes provided in the codebook. If there are no seasonal variations in the activities/occupations of the individual, ask about the next person.

SECTION 3.2: EDUCATION

1. This section focuses on literacy and the level of educational participation of household members. Here the focus is on formal education. If children are involved in informal forms of apprenticeship the information has to be recorded in Section 3.1.
2. **Q.1** The first part is to be asked of household members that are NOT currently attending school. Some individuals may never have attended school. If a household member has never attended school, only the first three questions (1-3) will be completed. If the household member attended school in the past (but is not currently attending), the remaining question (question 4) has to be completed.
3. **Q. 2** The second part of the section gathers information only on members that are currently attending education. The current grade of the individual, the type and location of the educational facility, the mode of transport and the time – one way - needed to travel to the educational facility on a daily basis should be recorded. Individuals may use different modes of transport at different times; please record the most frequent one. The time recorded in the last column refers to the time required using the most frequently used mode of transport.
4. **Q. 3** The last question deals with the principal respondent's level of satisfaction with the provision of education to children. This question and all other subsequent forms of this question have been widely used in the Living Standard Measurement Surveys. Using a simple three point scale record whether the provision of education is viewed as: not adequate, just adequate, or more than adequate. Please tick only one box. If the respondent does not have any children in education, tick the fourth box 'not applicable'.

SECTION 3.3: VACCINATION AND SUPPLEMENTS

1. **Q.1** Vaccination, supplements and some basic treatments taken by household members are recorded in this section. If the household has vaccination cards, please get the information from the cards. Interviewers must indicate this in the first box. If vaccination cards are not available, get the information from the household. Usually, mothers or carers are better informed and, if appropriate, efforts should be made to involve them in the answer to this question. If household members have taken a vaccination that is not listed, please write the name of vaccination in the last column provided.
2. **Q.2** This question deals with things that may have been given to the household by government, non-government organisation or some other form of charitable organisation in an effort to improve the health of members of the household. This ranges across different types of things from supplements, treatments, contraceptives or equipment. If items other than those listed (Vitamin A, milk, ORS (oral re-hydration solution), chloroquine, bed nets, contraceptives and condoms) have been received, please write the names in the spaces provided. The milk supplement referred to here is that provided either by government or other programmes; it does not refer to milk consumed from the household or purchased from the market.

SECTION 3.4: ILLNESS AND TREATMENT

1. This section seeks to gather some baseline information on chronic diseases, major disabilities, illnesses and accidents for all household members.
2. **Q. 1(2 & 3)** refer to chronic ill health. Chronic diseases are marked by persistence, long duration or frequent recurrence (for example, arthritis, diabetes, epilepsy, etc). If an individual person suffers from more than one form of chronic ill health, record the one considered more important by respondents.
3. **Q. 1(4 & 5)** refer to major disabilities. As the codebook indicates, major disabilities are characterised by significant physical and/or mental impairment (for example, loss of limbs, blindness, deafness, mental illness, etc.).
4. **Q. 1(6-8)** In contrast to questions 2 to 5, questions 6 to 11 focus on illnesses and injuries that have a less permanent nature. In particular, questions 6 to 8 look at major illnesses that made household members unable to perform their usual daily activities. For those household members that were seriously ill and did not participate in their usual daily activities, please record what the illness or injury was and how long it lasted in questions 7 & 8. If an individual was affected more than once during the six months, please record the severest illness.
5. **Q. 1(9-12)** These questions specifically gather information on illness and/or injury in the 2 weeks before the date of interview. If an individual was affected more than once during the two weeks, please record the severest illness/injury. If the individual has sought treatment for his/her illness/injury, information on the treatment should be gathered. Where treatment was sought (11a & 11c) and who manages the institution (11b & 11d) are recorded. If an individual has sought treatment in more than one place, please record the two most important. Some individuals who fell ill during the 2 weeks before the interview may not have sought treatment. For these individuals please record at most two reasons why they have not sought treatment.
6. **Q. 2** This question records the view of the principal respondent on their level of satisfaction with the health care the household gets. Whether the health care the

household gets is not adequate, just adequate or more than adequate should be indicated. Please tick only one box.

PART IV: MATERIAL RESOURCES

SECTION 4.1: LAND AND NATURAL RESOURCES USE

1. **Q1.** The total amount of land currently **used** for agricultural purposes includes land owned, rented in, sharecropped in or acquired in any other means and currently used for any agricultural purpose (for crops or for grazing) by the household in this agricultural year. We are also including here land under cultivated tree crops, such as rubber or other mass production orchard tree or bush crops. We are not including single or small clumps of trees or bushes. The question acknowledges the importance of land in predominantly agrarian societies, but the survey does not wish to identify this as the only or even necessarily a major indicator of wealth. You should make an effort to check on land that is owned but is currently not being actively used for a crop (i.e., land which is being left fallow). Note that some of the land used by the household may be located outside the community in which the household lives and this should be recorded.
2. **Q2.** This should be a rough estimate of the proportion of the land under irrigation.
3. **Q3.** This question is designed to elicit what types of relationships the households are involved in in relation to the household's command of agricultural land. If the answer to the first question about whether it owns all land is "No" then the interviewer should then ask all of the remaining questions.
4. **Q4.** Natural Resources are defined here as those elements of nature which we either consume directly following extraction or harvest (oil, fruit, fish) or use directly in order to produce goods for consumption or further production (land, water). We are not including indivisible and more amorphous forms of natural resource such as the air, a beautiful view, etc. Natural resources as conventionally analysed by economics can either be non-renewable (once you have used them they are gone – oil, coal, etc.) or renewable, because they will regenerate (fish, trees, etc.). Given that the literature conventionally notes that poor people are often particularly dependent upon natural resource exploitation, then we are interested here in exploring which households make use of which resources. We also note that conversely, households may be wealthy because they have privileged access to other forms of natural resource other than agricultural land. We are interested in the range of different resources households have access to as this may be an important indicator of a more diverse portfolio of sources of food or income than just looking at agriculture would suggest.
5. **Q5.** Following on from above, it is then important to know who owns and controls the resources that the households cite as important. Here respondents should identify up to (a maximum of) five of the most important natural resources they use. The natural resources they list can be less than five. Having established who 'owns' these natural resources, the question then seeks to give an indication of the type of relationships into which the household must enter to gain access to them. We should expect that code 6 'illegal access' will be sensitive and the interviewer and supervisor should judge whether it can be included as an option.

SECTION 4.2: LIVESTOCK OWNERSHIP

1. **Q.1** This section records the livestock and small animals owned and shared by the household. Remember, **livestock and small animals owned by the household but staying with other households should be included. Livestock kept by the household but not owned by them should not be included.** In addition, the household being interviewed may have shared ownership of some livestock with other households. The question focuses on ownership of livestock, whether solely owned exclusively by the household or shared with others. Hence, if the household either owns or shares livestock or small animals, please tick the 'Yes' box and ask about the details in question 2.
2. **Q. 2** Please write down the number of livestock and small animals owned and shared by the household. If the household owns less than one animal, please record the percentage owned (e.g. half share of a bull = 0.5). If there are no livestock or small animals please write 0.
3. The types of livestock and small animals kept by households in different communities in the four countries are different. During piloting a list of the animals found in the four countries has been compiled. If there are still some that are not included in the list provided in the questionnaire, please write them down at the end. If necessary, supervisors may assign them a temporary code for use by all interviewers in that location.
4. All the livestock and small animals listed in the questionnaire will not be relevant for each individual community. For example, there are no alpacas in Bangladesh, Ethiopia or Thailand. In cases where some livestock or small animals are unambiguously absent, obviously interviewers should not ask about them. Researchers in each country can block out those that are obviously absent in the communities to simplify interviews. But researchers **MUST NOT** change the code numbers corresponding to each livestock or small animal.

SECTION 4.3: ASSET OWNERSHIP

5. This section is on the different types of assets owned by the household. Some of these can be used in productive activities but others can be consumer durables. The types of assets are classified into six groups: hand tools, mechanised productive assets, other productive assets, transport, electrical consumer goods and other household assets. If there are important assets that are not included in the list, please add them in the spaces provided at the bottom of the respective columns. If necessary, supervisors may assign them a temporary code for use by all interviewers in that location. Please focus only on the more important assets.
6. Some of the assets given in the list will be totally irrelevant for some of the communities. In this case, interviewers should skip those that are obviously absent in the community. But care should be taken that some relevant items will not be excluded.

SECTION 4.4: HOUSING, UTILITIES AND SANITATION

1. This section captures some basic information on the quality of the shelter and facilities that the households have. It explores the type of dwellings households live in, the utilities they access and sanitation. Since some of the items are directly observable (for example, the type of house), please quickly check that the information provided by respondents is accurate.
2. **Q. 1** The first question gathers information on the type of dwelling the household lives in. The rows list general types of dwellings and the columns, types of roofing. Please select

the rows and columns corresponding to the dwelling of the household and tick only one box. If households live in more than one dwelling, please focus only on the main one. If other types of dwelling and/or roofing are mentioned please write the descriptions in the spaces provided under 'Other, specify'.

3. **Q. 2 & 3** The two questions refer to ownership of the main dwelling. If the household owns the dwelling, tick the 'Yes' code and go to question 4. But if the household does not own the dwelling, please ask if they are renting it.
4. **Q. 4** This question asks about the ownership of the land on which the main dwelling referred to in question 1 is built. Even in cases where households own the main dwelling in which they live, they may not own the land on which it is built.
5. **Q. 5** Ask if the dwelling has electricity, private piped water, piped gas and telephone (land) line. Multiple responses are possible.
6. **Q. 6** This question asks about the main source of drinking water. Households may have different sources; concentrate only on the main source. In some cases, even when piped water is available the household may use others as the main source of drinking water (for example, bottled water).
7. **Q. 7** Most households in developing countries use a variety of fuels to cook; even rich households usually do not depend on one fuel, regardless of its quality. In this question, only the most important cooking fuel is to be recorded – tick only one box. Since the most important single cooking fuel may vary seasonally, the question takes the last 12 months into account.
8. **Q. 8-10** These three questions deal with key additional facilities: a separate kitchen; a food storage facility (this could be a hut shed or other form of grain store) and a livestock house or yard. In many developing countries kitchens are not separate from other rooms in dwellings, which can affect the health of household members (e.g. sore eyes due to smoke from cooking fires). If there is a separate kitchen, please tick the 'Yes' box in question 8. Likewise, in the main living space food may be stored and livestock kept. Please ask if there is a separate food storage and livestock house/yard in the household.
9. **Q. 11-13** These questions deal with the type of toilet facility available to the household. Question 11 identifies the general type of toilet used. If household members routinely use more than one toilet facility, please consider only the most important one. Questions 12 & 13 record whether the toilet is inside the main dwelling or not and if it is shared with other households.
10. **Q. 14** The last question in this section captures the respondent's overall satisfaction with the family's housing condition. Please tick only one box.

SECTION 4.5: LONG-TERM SHOCKS AND FORTUNES

1. **Q. 1** This section focuses on major negative as well as positive events that have significantly affected the household's livelihood. Generally these events are unexpected, in the sense that they are not 'routine' or 'normal' events. Please concentrate on the worst, not the most recent, shocks in the last five years. If two shocks are deemed to be equally significant for the household, focus on the more recent one. Record the year the shocks happened. Multiple responses are possible since the household may have experienced different shocks in the last five years. If there are shocks other than the listed ones, please write down a description and the year they happened.
2. **Q. 2** In addition to negative shocks, households may experience 'good fortune'. Please concentrate on significant 'good fortune' – they must be events that significantly improved the welfare of the household or some of its members. The events should also have an unexpected nature. The question focuses on 'good fortunes' that have a material

or financial nature. For instance, they do not include such events like the birth of child. If there are 'good fortunes' other than the listed ones, please write down a description and the year they happened.

SECTION 4.6: FOOD SHORTAGES AND CLOTHING

1. **Q. 1** This section inquires about food shortages the household may have experienced during the last 12 months and whether the food consumption and clothing of the household is adequate. The food shortages are classified into four categories: shortages of staple food (cereals, etc.), vegetables/fruit, vegetable proteins and animal proteins. Even though in most cases cereals are expected to be the main staple food, in some communities other types of staple food may be more important; in such cases, these should be treated as the staple food. The category vegetables/fruit includes those that are NOT sources of protein (e.g. leafy and root vegetables and fruit such as cabbage, carrot, onion, orange, papaya, banana, etc.). Vegetable proteins refer to pulses (beans, lentils, peas, etc.) that are important sources of protein in some communities. Animal protein includes meat (beef, lamb, goat meat, etc.), fish, as well as dairy products (milk, yoghurt, cheese, butter, etc.).
2. **Q. 2:** Record the months during which the shortages identified in **Q.1** occur; more than one month can be recorded. Concentrate only on those months where the shortage is most acute.
3. **Q. 3 & 4:** The two questions capture the perception of the respondent about the adequacy of their food consumption and clothing of all members of the household. Only one answer is needed for each question.

SECTION 4.7: WEALTH, TRANSFERS AND INCOME SUPPORT

1. This section focuses on the relative standing of the household in the community as perceived by the principal respondent. In addition, questions on transfers and support from different sources (relatives, government, NGOs) are included.
2. **Q. 1** The relative standing of the household according to the perception of the head is recorded in question 1. Only one box should be ticked.
3. **Q. 2** The second question refers to the adequacy of the total income of the household according to the perception of the household head. Remember the total income to be considered is that of the last month (the month before the interview).
4. **Q. 3** The third question refers to changes in the perceived total income of the household over the LAST FIVE YEARS.
5. **Q. 4** This question refers to significant transfers/remittances from family members and relatives, charity organisations, the government, NGOs and other sources in the last 12 months. Transfers from family members and/or relatives include those from immediate family (children, parents and siblings) as well as from other relatives. The charity organisations could be religious or otherwise.
6. **Q. 5** This question focuses on the transfer household members made in the last 12 months to other households. The transfer may have been made to immediate family members, relatives or other individuals.
7. Remember the transfers the household received as well as gave could be either in cash or in kind (for example, food, clothing, etc.)

PART V: SOCIAL RESOURCES/LIABILITIES

SECTION 5.1: KIN AND FICTIVE KIN CONNECTIONS

1. **Q. 1** This question explores the extent of routine contact with close relatives for the head of household and spouse/s. While we may expect a large amount of contact, the lack of routine contact with relatives may be an indicator of social isolation and a lack of people to fallback upon in times of need. This can be divided into contacts with blood relatives and affinal relatives, that is, relatives by marriage. Fictive kin are common in some countries, and refer to those people who may be called by a kin name (brother, uncle, etc.) but who have no blood or marriage relation to the person. In some contexts this type of relationship is quite formalised (e.g. *compradazgo* in Peru). We are exploring contact for both male and female senior partners in the household in order to begin to gain some insight into whether there is a gender balance in contacts with relatives or whether one or other partner may be more isolated. The types of contact should be routine and may only be fleeting, they should not include unusual events (such as ceremonial occasions) where large numbers of kin may come together. The answers will broadly fall into the five frequency categories given in the codebook.

SECTION 5.2: CONNECTIONS TO THE LOCAL COMMUNITY

1. **Q.1** The first of these questions is concerned to explore what forms of organisation, which are operating within the community, the household and its members have connection to. We are seeking to establish what type of organisation it is and particularly where the impetus for its activity comes from. For the purposes of the next phase of the research we will be keen to record the names of the organisations reported. Finally, we are also seeking to establish what kind of roles the members of the household might have played in these.
2. **Q. 2** The second question broadens this out from membership of an organisation to participation in collective community activities. This is taken to be a looser form of arrangement than is being referred to in the previous question. We have only three different categories of this community activity: 'Social and cultural' is an attempt to capture things such as fairs, special ceremonies, *fiestas*. 'Political' intends to capture events such as collective lobbying, political meetings, rallies. 'Economic' refers to wide range of possible events which might include large-scale, communal agricultural work, public works, etc.

SECTION 5.3: CONNECTIONS TO THE WIDER WORLD

1. **Q.1** This section records overnight journeys members of the household made to places outside the community during the last 12 months. First, the number of journeys made by the household members and then information on the most important journey is collected. The place of the most important visit, who was visited, the main and secondary purpose of the visit and how long the household member stayed are recorded in the corresponding columns.
2. **Q. 2** This question explores the sources of general information for the household. It gathers data on the most important modes of communication households use to get information about events from outside their community, in the capital city or in other parts of the country. For example, this could be about the results of elections, results of football matches, religious events etc. More than one answer is possible so please tick the appropriate boxes.

SECTION 5.4: CONNECTIONS TO MARKETS

1. The overall aim of this section is to explore the type and quality of relations that the households have with key markets: labour, foodstuffs, input, output and financial.
2. **Q. 1 & 2** The first question inquires if any member of the household has actually worked outside the household – i.e. in activities that are not controlled by the household. But even in cases where no member of the household actually worked outside, some may have wanted to work outside but may have been unable to do so. Question 2 covers the latter cases. The second question identifies if there is a demand for outside work.
3. **Q. 3** This question gathers information on the means household members use to look for work. In addition to the means used for getting the information, its name and location should be recorded. In column 3 write the name of the location and in column 4 write the location code.
4. **Q. 1** This question refers the main food items bought by the household. What proportion of the main food item bought and where it is bought are recorded. The three most important sources for buying the food items should be recorded using the codes provided in the codebook.
5. **Q. 1** This section inquires particularly about productive inputs. The sources for inputs required for the main productive activity are recorded. The three most important sources for acquiring the listed productive inputs should be identified. If there are other crucial inputs required for the most important productive activity please specify in the spaces provided.
6. **Q. 1** This question covers what proportion of the household's main outputs is sold to the market. In addition to the proportion, the outlet for their sale is also recorded using the codes provided in the codebook. If households do not sell any part of their main output, after recording the output type please write 0 (zero) for 'proportion sold'.
7. **Q. 1** The first question asks whether any member of the household has a bank account. The bank account can be of any type: current, deposit, etc.
8. **Q. 2** The spouse(s) and the household head may borrow from different sources. In addition, each individual may borrow from different sources. Record up to three different sources for borrowing money by the household head and spouse (s). The questions in column 2 and 9 are slightly different: the first asks if the individual has actually borrowed money, and the second, if the person ever wanted to borrow money, but may not have actually borrowed.

SECTION 5.5: CONNECTIONS TO GOVERNMENT

1. This section explores the nature and quality of the households relationships to government. By government here we are referring to structures and institutions of governance. All of the country study teams will have to decide what forms of organisation are to be considered as contributing to 'governance' – if necessary you should discuss this with local political scientists. This certainly means all levels of formal government, (enacting and enforcing laws, dispensing government services such as education or health, and the allocation of government or public resources). However, it may also include some organisations that contribute to the overall governance of the community and society within which the household lives, although they have not been formally constituted by the government. This may be particularly relevant at the community and lower levels
2. **Q. 1** This question asks if any individual member of the household ever held a recognised government position. We ask you to list up to three. All levels of government structures

are included: village/local, regional and national. If any one person held more than three positions, record only the three most important positions. Hence, the same person ID code may appear more than once. Using the codes provided in the codebook, please record the level of government, when and for how long the position was held, the nature and responsibilities of appointment. This does not include working as a cleaner, tea person, or servant in a government office.

3. **Q. 2** This question gathers the same information as question 1 but for close relatives of the household rather than for household members themselves. We are only asking for one (the most important) position.
4. **Q. 3** If members of the household held any recognised responsibility in any other kind of organisation (excluding government positions covered in question 1) similar information to questions 1 and 2 should be gathered. The organisations can be NGOs, religious and other types of organisations that may operate at different levels (local, regional or national). Up to three should be listed.
5. **Q. 4** This question addresses the same question as 3 but for close relatives of household members rather than for the household members. Only one should be listed.
6. **Q. 5** This question asks you to list the five most important government services used by household members in the last year. The ID code of the individual who has used the government services, the type of the service used and the level of satisfaction the household got from the service are recorded using the codes provided in the codebook.
7. **Q. 6** In addition to government services, households may get additional services from non-governmental or other forms of organisation. These could be in the form of formal NGOs, community-based organisations (CBOs), religious groups, charitable trusts, etc. The type of services provided, the individual member that utilised the services, the providers and the level of satisfaction with the services should be recorded.

PART VI: CULTURAL RESOURCES: LANGUAGE, SOCIAL IDENTIFICATION AND HONORIFIC TITLES

1. **Q. 1** This question deals with the straightforward question of which languages members of the household can and do use. In some countries a failure to be able to use some languages may result in exclusion from key information and services; it may also result in discrimination. In this respect we could regard proficiency in languages as an aspect of human resources. However, as the issue of discrimination suggests, it also has strong cultural resource implications. Conversely, being able to use some languages may be a distinct advantage to some households and a reason for respect. Thus, in rural Bangladesh, a household in which some people are able to speak some English to a good standard may result in them being well regarded within the community. We ask the question for all members of the household in order to explore the possibility of younger generations learning and using other languages in an effort to escape some of the discrimination they may perceive their parents as having experienced.
2. **Q. 2** This question is intended to explore the ways in which the senior members of the household identify themselves and may be identified by others within the community. It is to be asked only of the head of household and their spouse(s). Not all of these categories will apply in all of the countries but as a comparative question it will yield some information on the extent of cultural differentiation across our communities. Within the country studies it can begin to provide us with insights into what cultural identities are significant. The first category (place of origin) differs from place of birth in that it explores the ancestral place of origin. Thus though a household in Thailand may report itself as having being born in the village in which they are located they may nevertheless

report their place of origin as China. This may or may not overlap with the ethnicity question, depending on what ethnic grouping labels are used by people. Kin group refers to more immediate kin relations and any distinctive title for those. Lineage or clan refers to broader and not necessarily blood relationship groups. In Bangladesh, kin group and lineage/clan may be difficult to distinguish (*gushti* and *bongsho*), but in other countries it is an important distinction. Conversely, caste identity is important in some Bangladeshi communities, but may not be relevant in some of the other countries. The claimed religious identity of the senior members of the household will be important in all of the country studies. If any categories are clearly shown by preliminary study to be not relevant to a particular country then they can be excluded (but we must have clear discussion of this).

3. **Q.3** This question is essentially to explore the ways that special or honorific titles can be used to highlight the distinctiveness of an individual or household. They are called 'honorific titles' because the regular use of the title means the assignment of some form of honour or status to the person within the community. Thus, for example, a Muslim person who has made the *haj* pilgrimage may be known as *Hajji*, thus denoting a particular status within Islam and within the immediate community. In Thailand teachers are formally addressed as *ajaarn*, indicating a degree of learnedness. In the other countries other such titles may apply. We do not expect negative titles to emerge here, though they may exist. We are only asking for up to three such titles so as to identify only the most important titles and to avoid recording more trivial forms of address.