KAGERA HEALTH AND DEVELOPMENT SURVEY 2004

INTERVIEWER'S MANUAL

UNIVERSITY OF
DAR ES SALAAM

THE WORLD BANK

I INTRODUCTION

1) OBJECTIVES OF THE KHDS-2

The objectives of the Afya na Maendeleo research project are twofold. First, the project intends to estimate living standard in Kagera following a sample of individuals interviewed in 1991-1994. Second, the project will study the effectiveness of alternative policies in assisting the individuals and household in improving welfare. To these ends, the project is conducting household, community and school surveys in the region.

The research design has been developed by a team of researchers from the World Bank, Oxford University, E.D.I and the University of Dar es Salaam. This team will analyze the information collected in order to design and propose programs to help raise living standards. This will include households that have suffered economic shocks including the morbidity and mortality of the household's members. The Project has been approved by Tanzania Commission For Science And Technology (COSTECH).

The surveys collect information on the living standards and well being of households. Particular information to be collected includes:

- Age, sex, health, education, migration, of household members
- Economic activities and sources of income
- Income of the household from jobs, farming and family business
- Household Expenditures
- Housing
- Transfers, gifts and loans to the household and from the household
- Height and weight of all household members to assess nutritional status.

In summary, this research will be used to design programs to help households including those suffering from illness and deaths.

2) DESCRIPTION OF THE SURVEYS

Four types of questionnaires have been developed by the Project to meet its objectives:

- A ***Household Questionnaire*** will be completed in visits to each household in the sample. It includes a questionnaire on anthropometrics (height/weight) of household members.

- A ***Mortality Questionnaire*** will be completed for all of the original households in which a member has died since the 1991-1994 interviews.

- Questionnaires for communities. There are two of these. One is a ***Community Questionnaire*** that collects information on infrastructure, roads, health and schooling and economic activities of communities. A second is the ***Price Questionnaire***, which collects the prices of food and other items at the local market.

- A ***Primary School Questionnaire***. This questionnaire collects information on the availability, price, and quality of the primary schools serving the communities in which households reside.

The organization and methods of the Kagera Health and Development Research Project are designed to get good quality information, and to process the information without delay. To this end:

- All questionnaires are pre-coded so that the data can be entered on to computers directly from the completed questionnaires.

- The data will be entered into computers in Bukoba. A special computer program will search for inconsistencies in the data. In some cases, questionnaire will be sent back to the field team to be corrected by the interviewer by revisiting the household. However, it is expect that careful completion of questionnaires in the field, before being sent back to Bukoba, will minimize these occurrences.

- The quality of the fieldwork will be closely monitored by team supervisors and project management.

The household survey will interview the members of the original households interviewed in 1991-1994 KHDS in 51 clusters/communities. It is expected that the number of households interviewed in 2004 will greatly exceed the original sample as households split up overtime.

The original 1991-1994 households were selected in the following manner.

- All villages and urban communities in Kagera were classified according to their economic zone and whether they had high or low adult mortality rate, based on the 1988 census. This produced eight groups of communities (known as sampling strata).

- Fifty-one communities were randomly selected within these eight groups to be enumerated in the Kagera Region. In May 1991, information was collected on the size and health of adults in all the households in these 51 communities (about 29,000 households).

- Then a sample of 16 households was randomly selected in each community to participate in the household survey. The project *purposively* oversampled households with sick adults or households in which an adult had recently died. About 14 of the 16 households in each community was such a household.

For the KHDS 2004, the sample of households to be interviewed will consist of *any* household in which household members in the 1991-1994 sample now reside.

3) PROJECT TEAM ORGANIZATION

Figure 1 presents a chart of the project team's organization. The researchers (the ***Research Team***) recognized the need for the project and have designed the project. They must assure that the objectives of the Project are realized. With significant input from the supervisors, they have written the household questionnaire that you as an interviewer will be using in the village. They are also the link between the project and the University of Dar es Salaam, the World Bank, Government ministries and other interested organizations. Finally, they are responsible for the analysis of the data and the presentation and dissemination of the reports.

The ***Advisory Panel*** advises the researchers on matters concerning the technical part of the project. The membership of the panel consist of researchers who are doing similar analysis both in Kagera, in Tanzania, and internationally.

The management team is composed of a Project Manager, an Operations Manager, and a Data Entry Manager. The primary objective of the management team is to coordinate all activities of the project to ensure timely meeting of project objectives. The Project Manager, the Data Entry Manager, the Operations Manager will make unannounced visits to the field to supervise the work of the field teams.

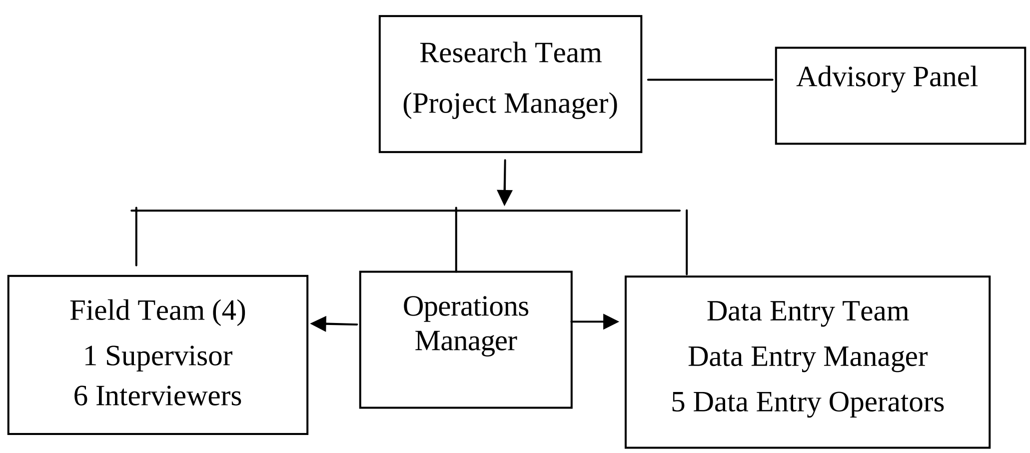
The project's ***Project Manager*** is a member of the Research Team. He is responsible for the project activities in Bukoba. He supervises all four Field Team Supervisors, the Operations Manager, and Data Entry Manager. Only if you have problems that interfere with your work and which you feel your supervisor or the Operations Manager cannot address, you should talk about these with the Project Manager.

The ***Operations Manager*** works with the Project Manager and Data Entry Manager. She helps oversee the day-to-day operations of the four Teams in the villages. She organizes the work schedule and coordinates the teams. She is responsible for managing the project in the absence of the Project Manager. If your supervisor is unable to assist you, you can address questions regarding your pay to her. Supervisors report directly to her regarding your sick days, vacation days, and leave days to her. She is in charge as well of the equipment/supplies for each team and equipment/supplies in the Bukoba office.

The ***Data Entry Manager*** assures that the data entry programs are working well and that the data is entered correctly and on time. He supervises the data entry process and the team of 5 ***Data Entry Operators***. His team will be checking the data carefully, reviewing output for inconsistencies in the data and to check mistakes that interviewers make in filling out the survey forms. He will provide feedback to Supervisors and Project Manager throughout the project on the problems with the completed questionnaires in an effort to improve subsequent fieldwork.

Each of the 4 field teams is led by a ***Supervisor*** and consists of 6 ***Interviewers***.

Figure 1: Organization Chart of the Kagera Health and Development Research Project 2004.



II THE INTERVIEWER'S TASKS

1) THE INTERVIEWER'S ROLE AND WORK CONDITIONS

The interviewer's role is central to the survey. The Project needs high quality information from the households and institutions that you interview. We depend on you to get us high quality information.

It is very important that all interviewers follow the same procedures. In order to assure this uniformity, we ask you to please be sure to follow all of the instructions contained in this manual.

You will be working closely with your supervisor. Inform him or her of any problems encountered in the field. When you are in doubt, ask your supervisor what to do. Again, it is better to take time and ask about proper procedure than to make a mistake.

The supervisor will provide you with all the necessary materials and instructions. He/she will collect and check your work and will help you solve any problems that may arise.

The household survey, like the other project surveys, will be carried out in urban areas, as well as rural areas. The living conditions will sometimes be difficult, and you will need to be flexible. The Operations Manager and Supervisors will have already made arrangements with the Village Chairman for your stay. You will be taking food supplies from Bukoba or the District towns to the village. You will need to buy food and firewood locally, as well. Sometimes you will have to plan your daily schedule carefully in order to allow time to walk several miles to get water or wash.

We ask you to go into this work knowing that you need to be very flexible. You may not get the food you want, and you may carry water in a bucket on your head. Often we will leave Bukoba at 6 a.m. to go to the villages and we expect everyone to arrive at the specified time, ready to go. Will you be ready to go on time?

Often your team will be in villages for one month without returning to Bukoba. Please think about this -- does your life in Bukoba permit you to leave and live far away for long periods of time? If you think that this could cause you problems, please start talking to us about this, and start looking for ways to adjust your life so that your are able to be away. And remember too that communications from the remote villages to Bukoba are difficult.

2) YOUR JOB: TO CARRY OUT HOUSEHOLD INTERVIEWS

Your principal task is to conduct household interviews. Depending on the size of the household, you may be able to conduct one, two or even more interviews in a day. Please remember that interviews may require one or more visits to complete, depending on whether or not all of the respondents are available at the time of the first visit. A wise person will keep this in mind as he plans his daily and weekly schedules.

You are to read the questions in the survey exactly as they appear in the questionnaire. We will give you guidelines on how to probe to get answers.

Please keep in mind that <u>you are responsible for interviewing all of the households assigned to you</u>. You and your supervisor need to make sure that you have planned the use of your time well, in order to be able to leave the village in time.

In conducting the interviews, please follow the instructions contained in this Manual.

You will be provided with the following materials for use in carrying out the interviews:

- an identification badge
- a calculator
- a bag
- this instruction manual
- lead pencils with erasers

Take good care of the materials and return them to us when our job is done.

In addition to this equipment, each field team will have 3 GPS (Global Positioning Systems) units with which to record the Longitude and Latitude of every household and facility surveyed.

For every household you interview, you will have the following paperwork:

1. Household Questionnaire (blank: to be completed)
2. Household Roster Card (blank: to be completed)
3. Network Roster Card (blank: to be completed)
4. Household Tracking Form (completed already during pre-visits)
5. Individual Tracking Forms (*if any* completed already during pre-visits)
6. Informant Tracking Forms (*if any* completed already during pre-visits)
7. Previous Children Living Elsewhere Roster (printed from the last survey)
8. Individual Tracking Forms (blank: to be completed if necessary)
9. Informant Tracking Forms (blank: to be completed if necessary)

In addition, for every household, there will be height and weight measurements of all members. The Anthropometrics Questionnaire is used for this. As there is limited amount of equipment, the supervisor for each team will manage which interviewers conduct the anthropometric measurements.

Finally for any members listed on the Household Tracking Form who have died since the 1991-94 surveys, a Mortality Questionnaire will be collected.

3) CHECK THE COMPLETED QUESTIONNAIRES

After finishing each interview, verify that all the sections of the questionnaire have been correctly completed. Check to see that your writing can be easily read. Be sure you have recorded the required information for all of the household members indicated in each section.

You should review your questionnaires immediately after each interview, before you hand the questionnaire to your supervisor, and -- most important -- before leaving the village. Otherwise, if you leave the village without checking, and if you have made a mistake, you will have to return to the village -- a waste of our time and yours.

It is also the task of the Supervisor to check the questionnaires before leaving the village.

You can correct minor errors on the interview forms, like sloppy writing or light entries. But <u>you should not make any other changes in the completed questionnaire without asking the respondent the questions again</u>.

Also, you may not copy the information you have collected onto a new questionnaire.

All interviews should be finished when you leave the village. It is your task to finish all of the interviews during the few days that you are in the village.

4) YOU AND YOUR SUPERVISOR

You should always follow the advice given by your supervisor, who represents the Research Director. Your supervisor will assign your work at the start of each field visit. She/he will carry out the following checks in the field:

- examining all of your questionnaires to make sure that each interview has been carried out correctly and in full;
- visiting some of the households that you have already interviewed. He/she will repeat some sections of the questionnaire in order to verify that you recorded that household's answers correctly;
- observing one or more of your interviews, to evaluate your method of asking the questions. You may or may not be informed of their "sitting-in" beforehand.
- discussing your work with you, and evaluating your work; she/he will report on your performance to the management team.

Your supervisor is the link between yourself and the project management team. You must inform her/him of any difficulties or problems that you encounter. If you do not understand a procedure, you should ask your supervisor for advice.

5) CORRECTING MISTAKES OR OMISSIONS MADE DURING THE FIELD VISIT.

Your work will also be reviewed by a data entry operator, who will carry out checks on the answers to many questions in the questionnaire. These checks will be carried out during the survey and during the data entry.

The data entry operator will enter data collected after every visit. Your supervisor will tell you which questions the data entry program flagged. The supervisor will have circled these questions with the red pen. She will make a printout of all of the answers that are not consistent, whether the fault is that of the interviewer or of the respondent

Please do not make changes in the complete questionnaire without asking the respondent the questions again.

III BASIC CONCEPT OF AN INTERVIEW AND SURVEY PROCEDURES

1) TYPES OF QUESTIONNAIRES

There are 6 questionnaires in the KHDS 2004: Household, Anthropometric, Mortality, Price, Primary School, and Community questionnaires.

The price questionnaire collects prices of food items, pharmaceutical and non-food items from the community where the household questionnaire is administered. It will be completed at the nearest daily market to every cluster of households and a second price questionnaire will be completed by Supervisor at the nearest shops (*duka)* of the cluster. It will be completed by field team supervisor.

The primary school questionnaire gathers information on characteristics, enrollment, fees and teaching materials available. It is administered to all primary schools serving the community (usually one or two). If there is not one within the community the information is collected from the nearest school. The administration of the primary school questionnaires will be the responsibility of the field team supervisor.

The community questionnaire will be asked to the village leaders and other persons in the community who knows the most about a range of topics, including:

- Birth, dearth and migration
- Economic activities
- Education
- Health services
- Social services
- Agricultural and livestock
- Cultural practices
- Health and health services

The administration of the community questionnaires will be the responsibility of the field team supervisor. However, we ask that you assist your supervisor in its completion by, for example, identifying knowledgeable individuals in the community who might serve as members of the small group to whom the community questionnaire will be administered.

The Household questionnaire is the main task of the interviewer. It collects the livelihood status of the households i.e. economically socially, culturally and their health status. It has questions on household characteristics, economic activities, education, health, migration, farming, asset and durables goods, expenditures, remittances, shocks and coping strategies. It is the focus of the remainder of the manual. In addition to the main Household questionnaire, there are two additional short questionnaires. The Anthropometric questionnaire collects the height and weight information for all household members. The Mortality questionnaire collects information about all deceased persons from the original 1991-1994 survey.

2) BASIC CONCEPT

Survey is a technique of collecting information from public by asking some structured questions to respondent. The interviewer's role to accomplish survey based on three conditions, namely:

- Interviewer plays a major role in getting responses from respondents.
- Interviewer is responsible for initiating and motivating respondent.
- Interviewer should handle parts of the interaction in the interview and interview proceeding in a standard procedures, so that is no bias. The key to a successful interview by making respondent feel that they have participation in the interview, keeping all secrecy and give sufficient information about the purpose of survey.

To achieve this, the interviewer needs to have potential communication skills. A communication skill is the art and science of attaining mutual understanding between two persons or two parties. This can be either verbal or non verbal. Sometimes and in most cases non-verbal communication is stronger and important than verbal communication. We should realize this when we meet with our respondents. Their behavior can be influenced by:

- Expectation of getting something from the interviewer.
- Suspicious on what does this outsider want from them.
- A feeling of being socially inferior to the visitor.
- Trying not to disappoint his guest.

All these factors can be the reasons for respondents not to talk openly and freely.

3) APPROACH TO RESPONDENT

Good approach will assist you to get proper response from the respondents. A good first impression can be created by being polite, being friendly, good attitude and showing confidence.

- Always start by greetings and introducing yourself.
- Explain the reason why you are visiting the respondent.
- Explain about the questionnaire itself in summary.

4) BEHAVIOUR OF INTERVIEW

Interviewer's behaviours can influence the respondent's answer. Avoid influencing them; our job is to record respondent's answers.

The way to ask questions:

- Read the questions clearly according to descriptions and don't be too fast.
- Read questions without adding reducing or changing. If respondent doesn't understand repeat the question slowly, don't explain by your own words.
- Don't change the chronological questions (deviation can change the answer).
- Don't pass a question due to previous answers or since you know the answer.
- Don't show your respondent that you are in hurry or tired. Give them time to think on their response.
- Follow exactly the questions' instructions like skips, brackets and capital letters.

When reading questions we must control voice intonation. This can differ from one respondent to the other. Avoid a low voice and loudness since that can bore the respondent.

5) REACTION TO RESPONDENTS

There three reactions that you ca come across during the interview.

- Respondents who need courage to talk, who looks tired and bored or even haste to give answers.
- People who are very talkative.
- People who can respond by crying.

Strategies:

- For those who looks tired or bored and try to respond to some questions I don't know try to keep them interested with the questions. Explain that questions are being asked to many others.
- Those who are very talkative be careful! (Especially with time and getting more information than needed).
- Those who cry give them time to cry, then show sympathy and continue to ask questions.

IV INTERVIEWING PROCEDURES

1) GETTING STARTED

i) Arriving in the Village

The team will usually arrive in the village the day before the start of the interviews. Often you will have "camp duties" in order to get settled, like arranging your living quarters, getting food, water, and fuel for your fire.

Very soon after arriving in the village, you and your supervisor will visit the village leaders. Your supervisor, the Project Manager, the Operations Manager have already talked with them about our work and your stay there. Of course, you have already been told that all government officials, at regional, district, ward, and village level, are encouraging us, and have agreed to work with us to facilitate your visit in the village.

It is important that within the first day, the supervisor and interviewers meet with the Village Chairman and sub village/street leaders in order to explain our work, and ask for their assistance. The active cooperation of the local leadership is most important. All local leadership should be well informed of what our Project is doing and why we are doing it.

ii) Meeting the Families To Be Interviewed

When meeting the household, explain the purpose of your interview:

- You are conducting a survey of families that were interviewed ten years ago. The purpose is to learn about present health and living conditions compared to what was found ten years ago. The survey is very important, because it will help government planners and other organizations improve the people's health and living standards.

- The villages selected in 1991 are visited again in the addition of the neighboring villages. The household to be interviewed has members from household that were interviewed ten years ago.

- If the issue is raised, you can inform them that the survey is not concerned in any way with taxes, and all the information recorded will be regarded as confidential and covered by the obligation of statistical secrecy.

The project will be giving a gift to all families who gave they time for participating in the survey.

iii) Selection of Interpreters

Our goal is to conduct all interviews in Kiswahili. You should make a great effort to encourage the respondent to use Kiswahili; it is better to explain a few difficult questions in another language than to change completely to the other language.

If no one in the household speaks Kiswahili well enough to interpret and no one in the team speaks the language of the household, you must ask the household to choose someone (for instance, a friend, neighbor or relative) to interpret for the interview. This person should be someone who speaks Kiswahili well and is trusted by the household, since the questions are confidential.

It is always best to use an interpreter chosen by the household, as this will help to ensure the confidentiality of the interview. If the household does not know anyone suitable, you must inform your supervisor, who will ask the village leadership to designate someone. The person chosen to translate should be a person who is respected in the community.

You should instruct the translator not to elaborate on the question asked, to be patient with the household members responding, and to remain neutral and professional in attitude toward the questions and answers obtained, and to maintain the confidentiality of the respondent and his or her answers.

If you do the translation yourself, you must be very careful to stick to the sense and meaning of the questions as they are written on the questionnaire.

If at all possible, the household interview should be conducted in Kiswahili. This is because great care has been taken to obtain the most precise translation of each question from English into Kiswahili to capture the exact intent and meaning. As soon as another language is used, either by the interviewer, or by someone else designated to serve in this role, the precision of each question in the questionnaire is compromised and an unknown bias may damage the quality of the information obtained.

In summary, certain problems can arise from the use of interpreters:

- It is difficult to know how good the translation is. It is possible that the respondent's friend who speaks Kiswahili does not speak it well enough to translate everything said during the interview, and he will not want to admit it.

- The interpreter may be so familiar with the household that he starts to answer for the respondent without asking the questions. In that case, you must politely remind the interpreter that it is the respondent that has been chosen for the interview, and that it is only his/her answers that you can write in the questionnaire.

2) THE INTERVIEW

The most important rule to follow during the interview is to **ask the questions exactly in the form in which they appear on the questionnaire**.

The questionnaire should be completed during the interview. Do not record the answers on scraps of paper and transfer them to the questionnaire later. Do not count on your memory for filling in the answers once you have left the household.

i) Pace of the Interview

You must maintain the pace of the interview. Avoid long discussions of the questions with the respondents. If you are receiving irrelevant or complicated answers, listen to the respondent and then lead him back to the original question. Remember that it is you who are running the interview and that you must be on top of the situation at all times.

ii) Objectivity of the Interviewer

It is extremely important that you should remain absolutely NEUTRAL about the subject of the interview. Most people are naturally polite, particularly with visitors. Respondents tend to give answers and adopt attitudes that they think will please the visitor. You must not show any surprise, approval or disapproval about the answers given by the respondent, and you must not tell him/her what you think about these things yourself. If he asks you for your opinion, wait until the end of the interview to discuss the matter with him.

You must also avoid any preconceived idea about the respondent's ability to answer certain questions or about the kind of answer he/she is likely to give.

iii) Private Nature of the Interview

All of the information collected is <u>strictly confidential</u>.

In principle, all of the questions should be asked of the respondent in complete privacy to ensure that his/her answers remain confidential. The presence of other people during the interview may cause him/her embarrassment and influence some of his/her answers.

The only exception to this rule is when a respondent is incapable of answering the questions, perhaps because he or she is too young or mentally handicapped. In these cases, ask the household head to indicate the household member who best knows the respondent to answer the questions for that respondent. For example, his or her mother typically provides answers for a child.

On the other hand, it is often difficult to limit the number of people present during an interview. The visit of an interviewer may be a big event for the household. The household members and the neighbors are bound to be curious.

There are many sections of the questionnaire that are not "sensitive" for most households, for instance, the Household Roster, the sections on children living elsewhere, parent's characteristics, housing, education, and migration. Some households may be sensitive about the sections on household expenses and home consumption of food. Most of the sensitive sections come at the end of the questionnaire. They are:

- Economic activities (Section 7, where the respondent is asked to declare income from his work or other sources);
- Farming and livestock activities (Section 11 and 12, where the respondent must declare income from farming and stock raising);
- Non-farm self-employment (Section 13, where he/she must declare his/her income from self-employment activities);
- Gifts and loans (Section 18);

When you get to these sections you should explain again to the respondent that the answers are confidential. Ask him/her what is the best place in the house where you are least likely to be disturbed. If another adult "does not understand" and does not leave you alone with the respondent, you must use tact and imagination to try to get rid of the other person. We have addressed this issue in the "Notes and Instructions" section below.

Some interviewers have said that they feel that it is okay for a respondent's friends to sit in, or be present at, the interview. We do not agree. First, it is probably not true that this "friend" is really such a good friend. And it is not true that s/he "knows everything about me and all of my secrets" as the respondent says. You will often need to insist that the friend or visitor leave.

How can you do this? During the first meeting in the village with the village leaders and sub village leaders, you need to explain that our interviews must be conducted in privacy. Even the leader must leave.

At the household level, you will need to persuade the respondent of the importance of our interview, and of our business. Our task is of great importance to our society and to the nation as a whole. You will need to "prepare the ground" for the interview, by explaining that we will be asking personal and confidential information, and that we will guard the confidentiality of this information. By "preparing the ground", we mean that you will carefully explain the purpose of the survey and to create a relationship of mutual respect with the respondent. You can say that you are under instructions not to proceed with the interview in a public way. Finally, you will have to repeat and repeat your arguments until the respondent complies. It will be a big mistake to start the interview with friends or family present.

iv) Establishing a Trusting Relationship with the Respondents

As much as possible, you should use a conversational tone while you are reading the questions. You must read the questions exactly as stated, but your eye contact with the respondent and your tone of voice is important in establishing a good relationship with the household members. Good eye contact is important, because you are learning about the respondent from his/her eyes, face, and body language. At the end of each question, we encourage you to look at the respondent while you are waiting for his or her reply.

You need to think about the answers you are receiving, and weighing them. Does the answer make sense in the context of this household and in the local environment? Most respondents will give truthful answers. However, you need to be on your guard for the respondent who is giving you false information, or who feels he can shorten the interview by either not telling you, or by making up a false story. When probing, you must be both "mpole na mkali", that is, you must be fully polite, but also firm in you desire to get a good and truthful answer. When a respondent does not give you truthful answers, you must make it clear in a polite way that you understand that the story you are hearing is not the real story, or full story. You may need to point out contradictions that you have understood.

If a respondent observes that you accept his first untruthful answers, then you can expect that you will get more false answers. As a result, you would be recording bad data, and none of us will be able to do our jobs. Please remember that you are there in the household and the village, to get good information that we can use for the betterment of your region and your country. If you accept false stories as answers, then you are failing to collect good quality data for us.

Before leaving, thank all the members of the household who took part in the interview.

3) AFTER THE INTERVIEW

After the visit to the household, you must fill out the SUMMARY OF SURVEY RESULTS on the second page of the questionnaire. You should also show the date on which you asked the questions and the result.

COMPLETE means that all the questions were asked of all the persons concerned.

PARTIAL means that certain questions were not asked, or that the questions were not asked of all the appropriate persons, for instance, if some persons were not available.

NOT RELEVANT means that the household should not be surveyed for that section. This can happen in only three sections: Section 11 (if the household is not engaged in any farm activities); Section 12 (if the household has no livestock) and Section 13 (if the household members do not engage in any non-farm self-employment).

Do not write in the columns reserved for the supervisor and the data entry operator.

You must also complete the OBSERVATIONS sheet opposite the second page of the questionnaire. You should indicate on this page how far the respondents were willing to cooperate, the problems they had in answering any of the questions, any unfavorable circumstances, and any other comments you may wish to make for the benefit of the supervisor. <u>You should write down these comments immediately after the interview, but never in the presence of the respondents.</u>

4) SUGGESTIONS FOR YOUR PROFESSIONAL BEHAVIOR

Remember that you are representing the Kagera Health and Development Project, The University of Dar es Salaam and the World Bank. You must observe the following rules at all times:

Be courteous towards everyone (the respondent and his/her family and friends, the supervisor, the other members of the team and anyone else involved). Your behavior can have an enormous influence on the opinions of people in the areas covered by the survey as to the value of the whole project.

- Avoid disturbing or upsetting anyone by your behavior.

- Be properly dressed, so that the respondent will be inclined to trust him, as a reliable and responsible person.

- Exercise patience and tact in conducting the interview, to avoid antagonizing the respondent or leading him/her to give answers that are not accurate.

- Never discuss the answers given by one household with the members of another household or with any other person except the team supervisor and the project management team. The project team has promised the Government, the village leaders and the household's strict confidentiality and all team members must conduct themselves according to this code.

V HOW TO COMPLETE THE QUESTIONNAIRES

The questionnaire has been designed to enable you to administer it with a little difficulty as possible. In spite of these design efforts, nevertheless, it is a complex questionnaire. To build your familiarity with it, as your prepare for your fieldwork with the survey households, make an effort to learn how the questionnaire is put together and how a typical administration to a survey respondent would proceed. However, given the numerous and wide range of skip codes used in the questionnaire, you should not expect that any two administrations will be alike. There are a number of basic principles that the interviewer should observe in completing the KHDS questionnaires.

1) READ QUESTIONS AS WRITTEN

Always read the questions exactly as they are written in the questionnaire.

After reading a question once in a clear and comprehensible manner, you should await the reply. If the respondent does not answer in the reasonable time, he has probably 1) not heard the question; or 2) not understood the question; or 3) does not know the answer. In any case, if there is no answer, repeat the question. If there is still no reply, you must ask whether the question has been understood. If the answer is 'No', you may reword the question. If the difficulty lies in finding the right answer, you should help the respondent to consider his/her reply.

2) LETTERING

Everything written in lower case letters should be read aloud to the respondent in Swahili. Anything written in capital (block) letters is an instruction to the interviewer, usually in English. Do not read it to the respondent.

For example, from Section 1, this is an instruction that you do not read it aloud to the respondent:

COMPLETE QUESTIONS 4 AND 5 ON THE HOUSEHOLD ROSTER CARD

This question from Section 1 is not to be read to the respondent; it requires an observation by the interviewer.

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8
CURRENT
HOUSEHOLD
MEMBER?


   CHECK THE
   CRITERIA

        YES...1
        NO....2
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This question from Section 11 must be read in Swahili to the respondent and the interviewer should note the answer; the interviewer should not read the answers to the respondent because they are in block letters:

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4

Why did you move from original homestead?

FOUND WORK..................1
TO LOOK FOR WORK............2
POSTED ON A JOB.............3
LOOKING FOR LAND............4
SCHOOLING...................5
MARRIAGE....................6
DIVORCE.....................7
PARENTS DIED................8
TO CARE FOR SICK PERSON.....9
TO SEEK MEDICAL TREATMENT..10
FOLLOWING INHERTIANCE......11
OTHER FAMILY PROBLEMS......12
OTHER (SPECIFY:_____) .....13
```

In this case from Section 7, the interviewer would read out both the questions and answers in Swahili, because everything is written in lower case letter:

```
6

For whom did you work in the
last seven days?  That is, did
you work for

The government?..............1
A state-owned company?.......2
```

```
A private employer?..........3
Cooperative unions?..........4
Religious institutions?......5
The party?...................6
Other? (SPECIFY).............7
```

3) CODING

The questionnaire is entirely pre-coded except in cases when a description in addition to a code should be recorded. Where the question responses are pre-coded, you simply record the code for the category that matches the respondent's response most closely. If the answer is an amount or a figure, write the amount in the box below the question. Two examples are below.

This example is from Section 6A:

```
13

Is this a public
or private
establishment?

PUBLIC.........1
MISSION........2
PRIVATE........3
DESIGNATED.....4
```

With the reply being "It was the government dispensary in my village", you will write the figure "1" in the box associated with this question.

This example is from Section 6A,

```
17

How many other
illnesses or
injuries did you
have in the past 4
weeks?


 NUMBER OF ILLNESS
```

If the reply is "3 illnesses." Write this figure in the box like this:

```
17

How many other
illnesses or
injuries did you
have in the past 4
weeks?


 NUMBER OF ILLNESS
```

3

In the following example from Section 7B, the answer will be coded and written out. When the response is to be written in, be sure to write the response clearly in upper-case letters.

```
15

"What did you do in this work?  What kind of trade
business is it connected with?"
```

DESCRIPTION	CODE

4) SKIP INSTRUCTIONS

In order to have a logical order in filling in the questionnaire, it has been designed with a system of flows that allow you to follow the logical sequence of questions based in the responses to questions already provided. If there are no additional instructions, you pass directly to the next question. In some cases, the next question will no apply based on the current reply. In this case, a skip instruction tells the interviewer which question should be asked next.

In this example from Section 5, whatever the answer, do on to Question 3, the next question:

```
2

Can…[NAME]…  read  a
news paper?


YES...1
NO....2
```

An arrow in parentheses (>) after an answer code shows the next question to be asked, as in this example from Section 6A. If the respondent says "YES", write 1 in the box and go to Question 8, the next question. If the respondent says "NO", write 2 in the box and go to question 6.

```
5

Did this
illness or
injury begin
less than six
months ago?

YES...1 (>8)
NO....2
```

An arrow followed by an instruction in a rectangle means that, whatever the reply, you must go on to the question or person shown. For example, in Section 15A, whatever the answer to the question, you must go on to the next item.

```
> NEXT ITEM
```

```
2

If you wanted to
sell this
...[  ]... today
how much would you
receive?



        AMOUNT
```

5) QUESTIONS WHERE YOU INSERT TEXT

You will often have to insert the name of a person, thing, or animal into a question. This is indicated by brackets ...[ ]…. Such as these questions from Section 14B:

```
5

What is the source of drinking water for your household?

INDOOR PLUMBING...............1
INSIDE STANDPIPE..............2
WATER VENDOR..................3
WATER TRUCK/TANKER SERVICE....4
NEIGHBORING HOUSEHOLD.........5
PRIVATE OUTSIDE STANDPIPE/TAP.6
PUBLIC STANDPIPE..............7
WELL WITH PUMP................8
WELL WITHOUT PUMP.............9
RIVER, LAKE, SPRING, POND....10
RAINWATER....................11
OTHER (SPECIFY:___________)..12
```

Reply: "Outside tap". In reading question 7, you must replace the words in the square brackets by the words "outside tap", so that the question reads "How far is this ***outside tap*** from your dwelling?"

```
7
How far is this ...[SOURCE OF DRINKING WATER]...
from your dwelling?
```

In the Section 12 about livestock, there is a list of the types of animals kept by members of the household, including cattle, sheep, goats, etc. For each type of animal the following question must be asked:

```
3
How many ...[ ]... of all
ages are owned by your
household at present?
```

You must ask this question several times, each time using a different animal.

> "How many ***oxen or bulls*** of all ages are owned by your household at present?"
>
> "How many ***dairy cows*** of all ages are owned by your household at present?"
>
> "How many ***non-dairy cows*** of all ages are owned by your household at present?"
>
> etc…

6) "OTHER" RESPONSE

If the reply by the respondent is not in the list of answers written in the questionnaires, use the code number for OTHER. In that case, you will often be asked to give details. For example, in Section 7, for the question below, if the respondent replies "Because of heavy rains, the bridge was broken and I was unable to walk to work." Then you must put 8 in the box and write "HEAVY RAINS" on the line of the respondent.

4 Why did you not work your usual hours in the past 7 days? OWN ILLNESS..................1 ILLNESS OF FAMILY MEMBER.....2 OVERTIME DUE TO ILLNESS OF OTHER EMPLOYEE...............3 OTHER OVERTIME...............4 PUBLIC OR RELIGIOUS HOLIDAY..5 VACATION.....................6 FUNERAL/MOURNING PERIOD......7 OTHER REASON.................8 (SPECIFY: _________________)
8 HEAVY RAINS

7) WRITE CLEARLY

When you need to write the name of a person, place or thing, always write very legibly in capital (BLOCK) letters. This instruction is particularly important for the household roster, because the names have to be put into the computer. It is also important to write clearly in capitals when the coding will be done in the office. If the answer cannot be read, the supervisor cannot code it.

For the number seven, cross the seven with a bar in the middle like:

For the number one, be sure to write only a single vertical line like:

8) ROUNDING UP NUMBERS

When asking about distances, completed size of land area, or number of hours if there is no other instruction regarding recording decimals places, round up the reply. Thus,

0.00 to 0.49 mile = 0 mile
0.50 to 1.49 mile = 1 mile
1.50 to 2.49 mile = 2 miles
2.50 to 3.49 mile = 3 miles

9) AVOID "I DON'T KNOW"

Do your best to avoid the reply "I don't know" by helping the respondent to consider his answer.

In this manual there are many examples of questions that can be asked to help the respondent estimate the area of fields, income, the quantity of crops sold, etc. Nevertheless, it does happen that, even with the help of the interviewer, the respondent cannot give an answer. In that case, write "DK" in capital letters in the box reserved for the answer. There should be few such cases. The supervisor will review all "DK".

10) RECORDING TANZANIA SHILLINGS

When recording an amount of money in Tanzania Shillings, write only the amount.

Do not write the symbol /= and do not write Tshs on the questionnaire. Also, do not write commas. For example, to write 5,000 Tanzania Shillings write: 5000. Do not write 5,000/= or 5000 Tshs.

Always record the answer to the nearest whole shilling. Do <u>not</u> record cents.

Only record responses in Tanzania Shillings. For example if a respondent says 50$, use the approximate exchange rate to convert that into Tshs (50,000). If you are not sure, check with your supervisor.

VI A GUIDE TO THE HOUSEHOLD QUESTIONNAIRE

1) CONTINUATION QUESTIONNAIRES

The household questionnaires have enough space for only 12 persons. If your household consists of more than 12 persons, you will need second questionnaire. Please copy the household number, cluster, and head's name on the second questionnaire. The ID codes on each page of the second questionnaire will have to be renumbered by hand, from 13 to 24. The Household Roster Card has space for persons 13 to 24 on the reverse side, so you should not complete a second Household Roster Card for a continuation questionnaire, unless there are more than 24 persons.

The fact that you have used a continuation questionnaire should be indicated on the front cover of the continuation questionnaire itself by writing “2 of 2. Continuation Questionnaire”. In rare cases, a third and perhaps a fourth questionnaire may also be needed to complete the interview for all household members, or to complete the information requested in some sections. If a third questionnaire is required the numbering scheme for a set of questionnaires pertaining to any given household would be “1 of 3”, “2 of 3” and “3 of 3” written clearly on the cover page.

In order to anticipate the use of additional questionnaires and so that you will be fully prepared to complete the interview without unnecessary delay, it would be important for the interviewing team, including the supervisor and interviewers to review with the village leadership the list of sample households prior to conducting any household interviews to learn the approximate size of each.

2) THE SURVEY INFORMATION SHEET

The SURVEY INFORMATION SHEET is the first page of the questionnaire. There are a number of different parts, which must be filled out by different members of the team. Some information will already have been written by your supervisor -- such as the household number (old and the new temporary number).

Our survey will consists of sections one to nineteen of the household questionnaire that will be done in one round. The questionnaire consists of two removable cards being the Household Roster Card and a Network Roster Card. Also every household questionnaire will have its previous household roster (pre-filled HH tracking form).

When you arrive at the household, write your name, ID number and the date of the interview. Record the name of the head together with the contact details. If you find that there are more previous household numbers than those pre-filled Code the ethnic group of the head of household, the language of the interview, and indicate whether a translator is used.

3) BEFORE STARTING THE INTERVIEW

Before an interview begins, make sure your paperwork is prepared:

- check that the blank Household questionnaire have no missing pages or sections.
- enter the Household ID (6 digit) on:
  - the cover <u>and</u> Survey Information pages of the blank Household questionnaire

  - the blank Household Roster Card
  - the blank Network Roster Card
  - the blank Anthropometric Questionnaire
- confirm that you have:
  - the Household Tracking Form
  - Individual Tracking Forms (if any)
  - Informant Tracking Forms (if any)
  - Previous Children Living Elsewhere Roster (which may be blank if there are no such children)
- enter the names listed on the Previous Children Living Elsewhere Roster in Section 2 of the blank Household Questionnaire

4) SECTIONS OF THE HOUSEHOLD QUESTIONNAIRE

The household questionnaire has 18 sections, each with one or more sub-sections or "parts". The rest of the interviewer's manual discusses each of the 18 sections of the household questionnaire. For each section of the questionnaire, the manual presents four kinds of information.

- the <u>purpose</u> of the section, including <u>definitions</u> that are applicable to the entire section

- the <u>respondents</u> for the section

- <u>instructions</u> for specific questions

RESPONDENTS are the persons who are supposed to answer the questions. Not all sections of the questionnaire are asked of all respondents. For example, some sections are asked of the head of the household. Other sections are asked of all persons 6 years and older. Please try not to use proxy respondents. Usually these people do not have the first-hand knowledge of the lives of the other household members. It is vital that when we ask that each household member respond, that you make every effort to interview the real respondent, not a proxy. The only exception to this rule is when the respondent is incapable of answering the questions, perhaps because he or she is a child or is mentally handicapped.

The INSTRUCTIONS will indicate questions for which probing is often necessary and suggests how to probe for the answers. In order to collect high quality information, all interviewers and supervisors must have:

- the same understanding of what a question means;
- a standard manner of asking the question; and
- a standard manner of probing for the best possible answer.

SECTION 00: SURVEY INFORMATION

This part collects prior information of the household.

RESPONDENT

This section is completed by you, your Supervisor, and the data entry operator. Most of the information, however, will be recorded by you. You should ask who is the Head of the household before proceeding with the interview.

INSTRUCTIONS

Before you go the household, your supervisor will give you the Household Tracking Form and the new Household ID you will use for the household you interview. Every household in the KHDS 2004 will have a unique 6 digit Household ID. The first four digits are the old household id number from the 1991-1994 survey. The last two digits are the new number. For example, if a 1991-1994 household divided (split-up) into 3 households, then we will conduct 3 household interviews. For example, if the 1991-1994 household ID number was 32 27, then the 3 new households interviewed in 2004 will be numbered:

32 27 01
32 27 02
32 27 03

GPS coordinates should be done when the GPS receiver is available, as instructed by your Supervisor. You may be able to record the GPS location at the first contact, or else you can record this information during subsequent visits.

After asking the name of the household head, copy this to both the Survey Information page and the first line of the Household Roster Card.

Question 6 records both the name and the ID code of the interviewer. ID codes will be assigned before the field work begins. You will maintain the same ID code throughout the field work.

Questions 9 and 10 will be completed by your supervisor and the data entry operator, respectively.

Page 3 After completion of the interview, after leaving the household for the final visit, record your observations of the interview and note any information you think may be important for your Supervisor and the project management. In the second column of this page, write detailed, careful instructions on the location of the dwelling of this household. The purpose of this information is to be able to recontact the household in the future. If necessary and if you can do it well, draw a map. Otherwise, written directions should suffice.

Page 4 The date and results for each section should be completed before the questionnaire is returned to your supervisor.

SECTION 1: THE HOUSEHOLD ROSTER

PURPOSE

The purpose of this section is to identify every person who will be considered a member of the household and will be interviewed. Section 1 also collects basic information, such as age, sex, and marital status of everyone who normally eats and sleeps in the dwelling.

Section 1 has two parts: (1) a removable card, called the Household Roster; and (2) an introduction and 10 questions on page 6 of the questionnaire.

DEFINITIONS

A HOUSEHOLD is one or more persons who have usually slept in the same dwelling and taken their meals together during at least three (3) of the twelve (12) months preceding the interview. A DWELLING is the house, houses or apartment in which the household members are presently living.[1]

There are four exceptions to this definition:

- The following persons are household members, even if they have spent fewer than 3 months in the household in the past 12 months:

  (1) the person identified as the head of the household;

  (2) persons who just joined the household and expect to be long-term residents (i.e. expected to be residing in the household in the next 6 months), such as newborn infants aged less than three months or new spouses.

- The following persons are not household members, even if they have slept in the same dwelling and taken their meals with the rest of the household for the entire 12 months before the survey:

  (3) tenants and boarders; and

  (4) mkataba servants.

A BOARDER or TENANT is someone who pays for food and lodging. If a paying guest lives with the household being interviewed, he/she is not part of that household. You will often need to probe to see if a person is a household member or a tenant. Some tenants pay in kind rather than cash, and this can lead to confusion.

An MKATABA SERVANT is a servant who has a contract with the family, and is paid in cash or in kind according to that contract. The contract may be written, or it may be an unwritten verbal agreement. Usually a contract is for a certain length of time, such as one year.

A MAKUBALIANO SERVANT is not a blood relation to the head or his wife but lives and eats meals with the household, and works for household, either in the house, in the fields, or with the livestock. However, in contrast to the mkataba servant, the makubaliano does not have a written or a verbal contract with the household. Any compensation received by the makubaliano servant is arbitrarily determined by the household head or other household members and is more like a gift than a payment for services. If this makubaliano servant has been present in the household for at least three months of the past 12 months, then s/he is a household member.

The category UNRELATED PERSON is a person who is not a blood relative to the head and not a servant, but who lives with the household. If this person lived with the household for at least three months of the last 12 months, then he/she is a household member. Examples are students or friends who live with the household over the long term.

---

[1] Dwelling, in Swahili, is "maskani", from "kusakini".

There are many different types of HOUSEHOLD. For example:

- a household with a head, his wives and children, his father, nephew, and other persons, whether blood relations or not, who have slept in the same dwelling and taken their meals together for three of the twelve months preceding the interview;

- a household with a single adult;

- a household with a married couple, with or without children.

The household may include several persons who are blood relatives. However, it will only include the members of the extended family who live and take their meals together in the same dwelling for at least three of the last twelve months before the survey. Relatives who do not satisfy this criterion cannot be considered household members for the purpose of the survey. To avoid confusion for the respondents, the interviewer must be careful to read the instructions opposite page 6 of the questionnaire, and to use the term "kaya" for household, not "familia". If the term "kaya" is not understood, then you need to explain it's meaning, and differentiate the term from "familia".

RESPONDENT

The respondent for Section 1 is the HEAD OF THE HOUSEHOLD. The head of the household is the person identified by the household members themselves as the head. He/she is the person who is named in reply to the question: "Who is the head of this household?" Most often, but not always, it will be the person who is the main provider and who is familiar with all the activities and occupations of household members. The head of the household can be male or female.

When determining who is household head, pay attention to the customs and traditions of the area in which you are interviewing. Do not be prejudiced in thinking that only a man can be a household head. In Ngara, if the male head dies, the first wife will often replace him as the head of the household.

If the head of the household is absent on the day of the interview, you should obtain a list of household members from a PRINCIPAL RESPONDENT. The person selected as a principal respondent must be a member of the household and capable of giving all the necessary information.

If the head will not be available to answer during the interview then you must find a proxy respondent to answer for him. As long as some of the members of the household are present, the household must be interviewed. Naturally, the proxy will not give information that is as accurate as the information that the head could give. However, the answers of the proxy are still better than no answer at all. Try to select someone as a proxy who knows the most about the head's economic activities.

INSTRUCTIONS

The Household Roster and Section 1 are completed in three steps.

Step 1: Preparation

Remove the Household Roster Card from the back pocket of the questionnaire and copy the cluster and household numbers in the spaces provided. Then copy the name and ID code (when you know it) of the respondent opposite page 6 of the questionnaire. Slip the card into the back pocket of the questionnaire until it extends to the left of the questionnaire, and the lines for the names of the household members, and their ID codes, can be seen.

Step 2:

Read aloud the introduction opposite page 5 of the questionnaire. The respondent is asked to give you the names of all the people who usually sleep in the dwelling and take their meals together. The order in which people are to be recorded is laid down in the instructions:

- The first person must be the head of the household, even if he/she is not the respondent and even if he/she is absent;

- Next come the members of his/her immediate family (wives/husband and children) who sleep in the dwelling and take their meals together. If there is more than one wife, start with the first wife, followed by her children in order of age, then the second wife and her children in order of age, and so on.

- Other persons related to the head of household and his/her husband/wife who sleep in the dwelling and take their meals together; and

- Unrelated persons who sleep in the dwelling and take their meals with the household.

Write only the name and sex of each person mentioned on the card on the Household Roster Card. Make sure to write the names legibly in block letters.

Step 3: Questions 1-10

Now ask questions 1 to 10 about each of the people on the list from the first question. You must get to question 10 each time before going on to the next person on the roster.

Questions 2. Age is among the most important pieces of information for the survey. It is recorded on the Household Roster Card after completing Section 1.

If the head knows the exact age of the person, fill in the age or month in question 2. Age must be recorded in years for persons aged five (5) years or more, and in years and months for those under 5 (question 2). The column for months should be left blank for people 5 years and older. The age is that on the day of the interview. If, for example, the respondent's eighteenth birthday falls the day after the interview, you must record 17 as the respondent's current age.

If the respondent does not know his/her age, you must make an estimate by reference to the events that have taken place in his life or that of the community (village, town, district, region) or the world, such as the independence of Tanzania or the World wars. Intensive probing is required to obtain the complete date, month and year of birth. Often families will refer to refer events such as:

- Community events/weather conditions
- Religious occasions/holidays
- Public holidays e.g. Independence Day, Union Day, Idd-el-Fitr, Idd ul Hajj, Maulid Day,

Christmas, Easter, New Years

- Regional disasters
- Birth intervals
- World events e.g. World War I, II
- The famine that occurred in Tanzania after World War II, in 1946 and 1947, was called "ikambura mabati."
- National independence in 1961.
- The birth of TANU.

Interviewers have suggested these additional questions in order to estimate the age of household members:

- Ask when the household member got married, then add the age of the oldest child to the age of the parent when s/he was married. (However, if the oldest child was born several years before or after the marriage, this method can lead to large errors.)

- Compare the age of the household's child with that of a neighbor's child, an age-mate, or playmate.

- Establish the dates of specific events in a given location where the interview takes place and ask how old the member was when the events occurred.

Questions 3: Marital status. PRESENT MARITAL STATUS is the marital status on the day of the interview. You must read each category to the respondent; otherwise he/she will reply, for example, that he is a bachelor instead of divorced or separated. MARRIED includes all types of marriage (for example, civil, traditional or common law). There is no term for widower (a man who has lost his wife) in Kiswahili. Both widows and widowers should be given code 5 (MJANE).

If the husband or wife is listed in question 1, on the household roster card, write their identification code in question 5. The IDENTIFICATION CODE is located to the right of the list of names in column 1. Each person on the list has a unique two-digit code number that will apply to him/her throughout the questionnaire. If a man has several wives, record the ID code for all the wives living in the Household in question 5. For each of the wives, record the ID code of the husband in question 5.

For example, suppose that the head has two wives and they have ID codes 02 and 07. Write 02 and 07 for the answer to question 5 for the head, and write 01 for the answer to question 5 for both wives:

ID CODE	PERSON	ANSWER TO Question 5
01	(Head)	02 and 07
02	(First wife)	01
07	(Second wife)	01

Questions 6: Household membership. In question 6, we want to know how many months the person in question has been away from home, to help identify whether he/she is a household member. If a person has been resident for 3 months or more, then he/she has been absent for 9 months or less. For example:

MONTHS IN HOUSEHOLD	MONTHS AWAY		
12	0		
11	1		
10	2		
9	3		
8	4		
7	5		
6	6		
5	7		
4	8		
3	9		
2	10	←	These persons
1	11	←	are not
0	12	←	household members

- If the person has been present 3 months or more, then the answer to question 6 will be between 0 to 9. You will skip to question 8 where you will classify the person as a household member (code 1), unless he/she is a tenant, boarder, or other visitor.
- If the person has been present for less than 3 months, then the answer to question 6 will be 10, 11 or 12. You will then go to question 7. The answer to question 7 will help you decide whether the person is a household member.

<u>Question 7</u> is asked only about persons who spent fewer than 3 months with the household. (That is, they were away from home for 10,11 or 12 months.) Examples are newborn babies less than 3 months old or new wives who joined the household less than three months ago, but who intend to stay with the household until in 6 months. Someone might also come to join the household for many months to nurse a person with a very long illness. Question 7 asks: "Do you expect that..[NAME]..will be residing here in the next six month from now?"

- <u>If the respondent expects the person to stay with the household in 6 months' time</u>, then the answer to question 7 will be YES (code 1). You will go to question 8 and record the person as a household member (code 1).

- If the respondent says that the person will <u>not</u> be staying with the household in 6 months' time, then the answer to question 7 will be NO (code 2) -- unless the person is the head of the household. You will go to question 8 and record that the person is currently not a household member (code 2).

<u>Question 8</u> is where you must decide whether the person is currently a household member. To help you decide, the rules are summarized to the right of question 10, in a box of instructions for the interviewer.

- THE HEAD IS <u>ALWAYS</u> A MEMBER. (This is the person with ID code 01).

- MKATABA SERVANTS AND TENANTS/BOARDERS (CODES 13 AND 14, QUESTION 1)

ARE NOT MEMBERS.

- IF THE ANSWER TO QUESTION 7 IS NO (CODE 2), THE PERSON IS NOT A HOUSEHOLD MEMBER.

- EVERYONE ELSE IS A MEMBER. (That is, everyone else will have an answer of 0 – 8 in question 6 or an answer of YES (code 1) in question 7, so they are members.)

Questions 9 and 10 To complete these questions, you will need to refer to the Household Tracking Form, which has the complete list of previous household members. The Household Tracking Form includes the list of household members that were found in the household that was interviewed ten years ago. The household being interviewed must have at least a person from this previous household. The persons listed on the previous household roster are here referred to as *previous household members*.

Completing the Household Roster card. To complete the Household Roster Card, you need to do the following three things:

- Copy each person's age in complete years from question 2 of Section 1 onto the Household Roster card in column 1. If the person was less than one year old, the age in completed years is 0. Do not copy the number of months onto the Household Roster Card.
- If the person is a household member (code 1 in question 8), then write X in column 4 on the Household Roster Card.
- If the person is a previous household member (code 1 in question 9), then write X in column 6 on the Household Roster Card.

At the end of the interview of Section 1, you need to complete filling in the Household Roster Card. The following information for each household member should be on the Household Roster Card:

COLUMN 1: AGE
COLUMN 2: SEX (Male is code 1 and Female is code 2.)
COLUMN 3: NAME
COLUMN 4: INDICATION IF A PERSON IS HOUSEHOLD MEMBER
COLUMN 5: ID CODE (pre filled in)
COLUMN 6: INDICATION IF THE PERSON IS A PREVIOUS HOUSEHOLD MEMBER

SECTION 1: COMPLETING THE NETWORK ROSTER CARD

The Network Roster Card is completed in two steps. This is the first step. After completing Section 1 and the Household Roster Card, the interviewer will add to the Network Roster Card:

- names of all Previous Household Members (PHHM) who are not current household members (Household Roster Card column 4 is marked "X").

The second step is completed *while* doing Section 2. This part involves completing the Network Roster Card by listing "Previous Children Living Elsewhere" having at least one of the parents in the household.

After finishing Sections 1 and 2, the Network Roster Card will be done. Every person on the Network Roster Card (every name) must have an ID code in *either* column 2 or 3. No one can have an ID code in both columns.

SECTION 2: PREVIOUS CHILDREN LIVING ELSEWHERE

PURPOSE

This section collects information on the location, occupation, and education of all "Previous Children Living Elsewhere" (recorded during the 1991-94 surveys). These "children" may range in age from about 10 years to be fully grown adults. In the last interview (1991-1994), they were the non-resident children of household members.

RESPONDENT

The respondent for this section is the household head. If the parents are available, they should answer themselves. If the parents are not able to do so (e.g. being too old or due to illness), the household head or another person who knows more about their children can answer on behalf of them.

INSTRUCTIONS

The interviewer should refer to the Previous Children Living Elsewhere Roster in order to complete Section 2. The Previous Children Living Elsewhere Roster will include blank rows. These blank rows exists because some children who either moved into the previous household during the 1991-1994 survey and are listed on the Household Tracking Form. We did not want to list these children on both the Household Tracking Form and Previous Children Living Elsewhere Roster. Or, in some cases children died during the 1991-1994 survey and we did not want to list these people on the Previous Living Elsewhere Roster.

From the Previous Children Living Elsewhere Roster, the interviewer should enter the name, sex and estimates current age of each child onto questions 1-3 of Section 2 ***before*** the interviewer arrives at the household and starts the interview. The ID code from the Previous Children Living Elsewhere Roster must match the ID for the same child when entered on in Section 2.

If there are blank rows on the Previous Children Living Elsewhere Roster, the interviewer should write "BLANK" for the name of the child and skip to the next row.

For example, if the Previous Children Living Elsewhere Roster is:

KHDS-2 PREVIOUS CHILDREN LIVING ELSEWHERE ROSTER

1991-1994 HOUSEHOLD ID: 53 23

1 CLE ID	2 Name	3 Sex	4 Estimated Current age	From Household Tracking Form ID of Mother	 ID of Father
1	ANDREA RWEYAMAMU	F	20		1
2					
3	FREDRICK RWEYAMAMU	M	17		1
4	MARIA RWEYAMAMU	F	13		1

Then Section 2 will be filled in by the interviewer <u>before</u> the interview starts as follows:

COPY FROM PRE-FILLED 1991-1994 CLE ROSTER			
OLD CLE CODE	1 NAME	2 SEX MALE......1 FEMALE....2	3 ESTIMATED CURRENT AGE
01	*ANDREA RWEYAMAMU*	*F*	*20*
02	*BLANK*		
03	*FREDRICK RWEYAMAMU*	*M*	*17*
04	*MARIA RWEYAMAMU*	*F*	*13*
05			
06			

If there are no children listed on the Previous Children Living Elsewhere Roster, the interviewer should enter "2" at the top of Section 2 and skip Section 2 entirely.

Question 1. If the household has any children on the Previous Children Living Elsewhere Roster, then you will proceed to Question 4. The names, sex, and estimated current age of the children are from the Previous Children Living Elsewhere Roster which was pre-printed from the 1991-1994 survey.

Questions 2-4. The interviewer will have filled in the names, sex, and estimated current age of all children before they start the household interview so the respondent does not have to wait for them while they write names in Section 2 of the Household Questionnaire.

Question 4. We ask question 4 for every name listed. The interviewer should refer to columns 5 and 6 on the Previous Children Living Elsewhere Roster to guidance regarding the parents of the children as previous household members.

Question 5. If the answer in question 5 is code 0 (living in the same household) meaning that has returned to the household, skip to question 11. For those who still live somewhere else complete questions 6-10.

Question 8. The HIGHEST GRADE COMPLETED is the last grade actually finished, not the last grade attended. See the description of the schooling codes in Section 5 below.

Question 10. If the child is not living in the household but has at least 1 parent in the household, then the child will be listed on the Network Roster Card. Mark "X" in question 10 after adding the child's name to the Network Roster Card.

Question 11 Record his or her ID from the current Household Roster.

SECTION 3: MAIN ACTIVITIES OF THE HOUSEHOLD

PURPOSE

This section collects information on the major economic activities of the members of the household and who among the household members is the most knowledgeable about each activity. You and your supervisor will be referring back to this section later to identify the respondent for later sections. This section should be completed immediately after Sections 1 and 2. It will be important in organizing and planning your interviews for Sections 11, 12, 13 and 16.

RESPONDENT

The respondent is the head of the household.

DEFINITIONS

UTAALAMU and MTAALAMU WA KUJIAJIRI are licensed professions. This means that a person has completed the educational requirements for the profession and has been licensed to practice by the state or by a professional society. Examples would include lawyers, accountants, and medical doctors. However, these questions are only concerned with persons exercising their professions in a self-employed capacity. That is, they must be in private practice. For example, a lawyer who is fully employed by the government or by a private firm should not be recorded in questions 5-7.

INSTRUCTIONS

Questions 5 and 6. These questions ask about businesses owned by household members or professions/skilled trades (other than farming) in which household members are self-employed. Examples would include: restaurants or dukas owned by members of the household; a shoe-repair business owned by a household member; a household member self-employed in a skilled trade such as carpentry, masonry, or tailoring; a traditional healer; a bicycle-maintenance shop owned by a member of the household; and so forth.

Question 5 asks whether the household has any of these businesses or professions. If the answer to any one of these types of businesses or professions is YES in question 5, then the respondent is asked to provide a list of all of them in question 6.

Question 8. Occasionally you may interview a household in which the person who does the shopping and preparation of food is not a member of the household. In this case, for question 8 you should write in the box for the ID code of the person, the number 99.

SECTIONS 4-10: FOR CURRENT HOUSEHOLD MEMBERS

It will be easiest if you conduct Sections 4, 5, 6, 7, 8, 9 and 10 all back-to-back of each respondent since these are asked of every current household member.

Current household members are identified in column 4 of the Household Roster Card. For individuals who are not current household members, sections 4-10 can be skipped.

SECTION 4: INFORMATION ON PARENTS

PURPOSE

This section collects information on the schooling of all parents of members of the household. The parents may be living elsewhere or may have died (for example, in the case of orphans). This is the first section that is asked of current household members listed on the Household Roster Card. It will be easiest if you conduct Sections 4, 5, 6, 7, 8, 9 and 10 all back-to-back since these are asked of every current household member.

RESPONDENT

All household members are respondents. Parents or other responsible adults may respond for young children.

INSTRUCTIONS

Questions 3 and 12. You will need to probe the respondent in order to confirm whether the parent is on the Household Tracking Form. You can do this in steps. For the father, for example:

- First, ask the respondent the name of his/her father.
- If the father's name is listed on the Household Tracking Form, read the name aloud to the respondent for confirmation.
- If the father's name is not listed, look for men listed on the roster whose estimated current age is at least 10 years older than the respondent. Read that name(s) aloud to the respondent.

Questions 5 and 14. If the respondent does not know whether his/her parent is still alive, write "DK" as the answer, and skip to question 8 on part on information on father and question 17 on information on mother.

Questions 7 and 16. SAME PLACE AS HOUSEHOLD means in the same town or village as the household being interviewed. An URBAN AREA is a city or a town. Examples of towns in Kagera are: Bukoba, Muleba town, Biharamulo town, etc. Examples of urban areas in Tanzania other than Dar es Salaam are: Arusha, Morogoro, Mwanza, etc.

Questions 9 and 18. The HIGHEST GRADE COMPLETED is the last grade actually finished, not the last grade attended. See the description of the schooling codes in Section 5 below.

Question 1 and 10. The NATURAL FATHER is the biological father of the person. The NATURAL MOTHER is the woman who gave birth to the person.

Questions 19, 20, and 21. If the answer to Question 19 is YES, then the person is under 15 years of age. With a YES answer, you go on to question 20: "ARE BOTH OF THE PARENTS ABSENT?" If both of the parents are absent, then the child may be an orphan or may be living away from both parents. In that case, ask question 21 to the head of the household about the household member, since the child may not be able to give accurate information.

SECTION 5: EDUCATION

PURPOSE

This section collects information on the education of all members of the household 6 years and older. For children who are currently attending school, it collects information on the type of school, on the amount paid by the household for the child's education and on any assistance the household receives to pay school expenses.

RESPONDENT

All household members who are 6 years and older are respondents. Parents or other responsible adults may respond for young children. The parents of children attending school will often have to be consulted to obtain accurate information about schooling expenses.

INSTRUCTIONS

Question 1. If the respondent is a child less than 6 years of age, then skip to the next Section.

Question 4 does not include pre-school and nursery school.

Question 6. The HIGHEST GRADE COMPLETED is the last full grade completed, not the one in which the respondent is currently enrolled.

For instance, if the respondent is currently enrolled in the third year of primary school (P3), the *highest grade completed* is P2.

The codes for the grades are as follows:

- NONE: No schooling completed. It should be used for:
    - children who have only completed kindergarten
    - people who start P1 but did not complete the school year
    - children currently attending P1 or kindergarten/nursery

- ADULTED: Adult education classes only; no other formal schooling completed.

- KORANIC: Koranic schooling only. If both Koranic and formal schooling, then use codes for formal schooling.

- P1 - P8: First through eighth year of primary school. The current system has 7 years of primary school. However, some respondents will have gone to school under the previous system which had eight years at the primary level, in which case you should enter P8.

- S1 - S4: First through fourth year of secondary school.

- A1, A2: A Level

- U1 - U8: First through eighth year of university. If the respondent attended graduate school (post-university), these years should also be counted. A bachelor's degree is normally a four-year course of study, a master's degree can be one or two years, and a doctorate is generally four years. Training in professional schools, such as medical school or law school should be counted as U level.

Some people will have completed A2 (form 6) and then attended special or technical courses or obtained a diploma in a technical course (for example, courses in accounting, secretarial courses, teacher training, or computer courses). They should be recorded as A2 for question 6. should not be counted as U level.

Question 8. This question requests the actual number of hours spent in school in the last 7 days, not the usual number. The answers should reflect absences from school for holidays, illness, vacations, funerals, tardiness, vagrancy or any other reason. If the questionnaire is administered during a school holiday, an, in consequence school was no in session over the past 7 days, then hours will be "zero" for all days in the past week. If the interview occurs on Monday, the last 7 days refers to the previous Monday through Sunday (yesterday). Round up to the nearest hours from .5 and higher. Round down from below .5 For example, if the hours reported is 1 hour and 20 minutes, record 1 hours. If the hours reported is 5 hours and 45 minutes, record 6 hours.

If the student attends boarding school, count the number of hours in class or attending lectures. Do not count hours sleeping, doing homework etc outside of the classroom.

Do not count hours that a student attended special tutorial classes with a tutor or in a private lecture.

Do not count the transport time to get to school.

Question 13. This question asks about the distance between the household's dwelling and the school attended by the child. If a household member attended a very distant school during the past year (for example, in Dar es Salaam or Kampala), even as a boarder, please report the estimated distance to this school.

Schooling expenditures (Questions 14-22)

There are three sets of questions in Section 5 where you may be asked to record information on schooling expenditures for a member of the household. They are:

- Question 15: ***Household***: Expenditures by household members for the student's schooling, in the past 12 months

- Questions 16-19: ***Organizations***: Value of sponsorships for the student in the past 12 months received by the household from an outside organization(s).

- Questions 20-22: ***Other Relatives/Friends***: Expenditures by persons outside the household for the student's schooling in the past 12 months.

If a person (instead of an organization) gave the student a contribution in kind (for example, an uncle in Nairobi sent textbooks as a contribution), then you should record that information in questions 20-22, on individual contributions from outside the household.

No expenditure should be entered in more than one of these groups in Section 5. For example, you should never enter the same expenditure in questions 15, 19 and 22.

The expenditures may include those for the current school year and also for the previous school year, provided that they fall within the past 12 months. For example, if the interview takes place in December of 2003, the school expenses for the first term of the current school year will be included, along with those for the second half of the last school year.

Questions 15 and 22. The schooling expenditures made by household members in the last 12 months for children living in the household who attended school are recorded in question 15. The schooling expenditures made by other persons on the pupil's behalf are recorded in question 22. In each of these questions, there are seven columns in which to record itemized expenditures, and an eighth column in which to record the total amount spent by household members in the past 12 months. The rules for recording information are as follows:

1. If you know the amount spent on an item, record it in the correct column (columns A - G).

2. If nothing was spent on an item, write 0.

3. If the respondent cannot provide itemized expenditure, include the non-itemized amount in the total (column H) and leave the columns for the items included as blank.

4. Always write a TOTAL amount in column H. This should be the sum of all items A-G and non-itemized amounts, if any.

5. If there was an expenditure on an item but the respondent doesn't know the amount, write "DK" in the column. But this cannot be included in the TOTAL column, since the respondent doesn't know what the amount was.

EXAMPLE 1. The following expenditures were made on behalf of student with ID code 03 by household members in the last 12 months: 300/= for school fees; 2,000/= for a uniform; 3,200/= for books and school supplies; nothing for transportation to school; nothing for boarding and lodging; 8,000/= for additional payments for teacher's pay (to top-up teacher's salaries); and 5,000/= for extra tutoring. The answers to question 15 are:

A School fees	B Uniforms/ sports clothes	C Book/school supplies	D Transportation to school	E Board & lodging	F Contr. To school	G Other schooling expenses	H Total
300	*2000*	*3200*	*0*	*0*	*8000*	*5000*	*18500*

EXAMPLE 2. In another household, members have made schooling expenditures for a student who is member of the household: 300/= for school fees, 8000/= for other contributions in the form of building materials given to the school, and a total of 6500/= on uniforms and school supplies (they cannot itemize the 6500/=). The student lives at home, so the household paid no transportation, lodging/board, or other expenses for him. The answers to question 15 are:

A School fees	B Uniforms/ sports clothes	C Book/school supplies	D Transportation to school	E Board & lodging	F Contr. To school	G Other schooling expenses	H Total
300			*0*	*0*	*8000*	*0*	*14800*

EXAMPLE 3. In a third household, the head gave the student 15,500/= with which to pay for all school supplies, uniforms, etc. for the next school year. In this example, the respondent has not been able to itemize, so we write the total amount in column H.

A School fees	B Uniforms/ sports clothes	C Book/school supplies	D Transportation to school	E Board & lodging	F Contr. To school	G Other schooling expenses	H Total
							15500

Question 16. A SPONSORSHIP is a cash contribution to the schooling of a household member from an organization. The value of a sponsorship in the last 12 months may include part of one or two school years. If during the last school year, the student in question received a sponsorship but is not receiving one for the current year, ask how much the monthly scholarship payments were and the number of months in the past 12 months that the sponsorship was received and calculate the total.

If during the past 12 months the person had two sponsorships of different amounts, the total amount received from each must be calculated, taking into account the number of months in each case.

Other sections where you must record schooling expenditures

You should not count twice any expenditure within section 5 (the schooling section). However, there are other parts of the household questionnaire where you must record these expenditures again:

- Cash *sponsorships or in-kind contributions* for schooling from an organization or institution (questions 16-19) should also be recorded in Section 17C.
- *Expenditures by persons outside the household* for the student's schooling should also be recorded as an incoming gift or loan for the student in Section 18A and/or 18B.

Some examples are:

Item	Where recorded:
School uniform donated by Social Welfare Office	Section 5, questions 16-19, Section 17C
Contribution for school fees fund by uncle living in Dar	Section 5, questions 19-22, Section 18A&C
Exercise books paid for by a household member	Section 5, question 15
School lunches contributed by World Vision	Section 5, questions 16-19, Section 17C
Textbooks purchased by a relative in Nairobi	Section 5, questions 19-22, Section 18A&C

Expenditures for schooling made by the household school not be recorded in any other sections (such as Sections 8, 15B, and 15C).

SECTION 6: HEALTH

PURPOSE

This section collects information on the illnesses suffered by household members in the 4 weeks before the interview. Questions are asked about the use of health care for the illness and the symptoms of the illness (Part 6A). The section also collects information about recurring health problems that have lasted at least six months (chronic conditions in Part 6B) and general health status (in Part 6C).

RESPONDENT

All household members are to respond to the questions in this section. Parents or other responsible adults may respond for young children. Knowledge of an illness is very personal information. For this reason, you must try to ask each household member this section directly rather than use a proxy respondent.

If a household member is not available use a proxy respondent. Sometimes, because the household member has been away for such a long time, the proxy will not be able to know whether the missing member has been sleeping under the mosquito net in the past 4 weeks. In that case, you will have to write DK in question 1 of Section 6A and skip to Section 6B, question 1. If the proxy respondent doesn't know the answer to question 1 of Section 6B, then you should write DK and skip to question 1 of Section 6C.

INSTRUCTIONS

SECTION 6 PART A: ACUTE ILLNESS IN THE PAST 4 WEEKS

This section asks some questions about use of bednets (questions 1-3) and more detailed questions about acute illness.

In Part 6A, information is collected on ACUTE CONDITIONS. These are illness or injury that existed in the 4 weeks before the interview but that began less than 6 months ago.

The following illnesses or injuries would be included:

(a) An illness or injury that began and ended within the past 4 weeks (that is, one that began 3 weeks ago and ended 2 weeks ago).

(b) An illness or injury that began within the past 4 weeks and is still afflicting the respondent on the day of the interview.

(c) An illness or injury that began earlier than 4 weeks before the interview, but ended within the past 4 weeks.

(d) An illness or injury that began earlier than 4 weeks before the interview and is still afflicting the respondent on the day of the interview. This illness started less than 6 months ago.

Question 2. If the respondent reports the number of months, round down from 5 or lower; round up from 6 or more months. For example, if the respondent reports using the bednet for 6 months, you will record "1" as the number of years. If the respondent reports 5 months, record "0" as the number of years.

Question 4.

- If the respondent has had more than one illness in the past 4 weeks, use code 1, ILLNESS, and continue to question 5.
- If the respondent has had both an illness and an injury in the past 4 weeks, use code 1, ILLNESS, and ask question 5.
- If the respondent has had no illnesses but more than one injury in the past 4 weeks, use code 2, INJURY, and ask question 5.

If the respondent reports having no illness or injury in the past 4 weeks, but looks visibly ill to you, you can repeat the question if you think they did not understand. However, if the report no illness having understood the question, you should nevertheless record them as having no illness. Moreover, even if the respondent reports, "I have not been ill, but I have had a small cough," you should record the respondent as having no illness. If the respondent asks, "I have a cough, is that an illness?", you should rephrase the question, "Do you consider yourself ill in the past 4 weeks?"

Question 5. If the respondent had more than one illness, ask if *any* of the illness started less than 6 months ago.

Questions 8-15. These questions refer to the details of the most recent illness or injury which started less than 6 months ago.

Question 8. If the respondent replies any amount of time greater than 180 days, you need to re-ask the respondent how long they have had the illness and reconcile this with question 5 (or question 7).

Question 9. Record the first five symptoms named by the respondent. If there are fewer than five symptoms named, leave the remaining columns blank. Although you should probe for additional symptoms, please do not suggest any specific symptoms to the respondent.

Question 10. USUAL ACTIVITIES means the work or duties that are performed regularly, including housework and schooling. If the respondent reports in weeks, convert into the closest number of appropriate days. For example, if the respondent says "1 and a half weeks", write "11" as the number of days.

Questions 11-13. These questions collect information on the first place that was consulted for the illness or injury.

SECTION 6 PART B: CHRONIC CONDITIONS

This part is about health conditions that began more than 6 months ago and continue to the present. We have called these conditions CHORNIC CONDITIONS. Chronic illness can be contrasted to acute illness, which come suddenly, and, once cured, usually do not have long term effects.

Question 2. If the respondent has more than one chronic condition, refer to the most sever /debilitating condition.

Question 4. If there is more than one diagnosis for this condition, refer to the diagnosis made by the most educated/best trained health care practitioner.

Questions 6-9. These questions will be asked of all respondents regardless of their current acute or chronic health conditions.

SECTION 6 PART C: GENERAL HEALTH

This part collects information on general health of the respondent as should be judged by him/herself. It is important that you not assign people their general health status or health limitations, regardless of how healthy/fit or unhealthy the respondent appears to you.

SECTION 7: ECONOMIC ACTIVITIES

PURPOSE

This section collects information about all of the economic activities of the members of the household in the past 7 days before the interview. Economic activities include all of the jobs and work done in the past 7 days, either at home, in the shambas or away from home. These are broadly defined as activities that contribute to the household income or production of home-consumed items. It is not limited for formal employment activities. This section also asks questions about the income of the respondents from formal activities.

- Part A (Time Use) asks about the respondent's main activities during the past 7 days and the past 12 months. The answers help to decide which parts of Section 7 will be completed.

- Parts B, C, D, and E collect information on the respondent's activities in the past 7 days: as an employee (Part B); as a self-employed farmer (Part C); as a self-employed businessman or professional (Part D); or in performing household chores or seeking medical care (Part E).

- Part F collects information on the respondent's main job in the past 12 months. The MAIN JOB is the work on which the most time has been spent. Often, this will be the same as the activities for the past 7 days, already described in Parts B - D. However, this section will be completed if the main activity in the past week was not the same as that in the past 12 months.

- Part G collect information on the respondent's non-labor income in the past 12 months.

RESPONDENT

All household members age six and older are respondents for this section. Since this section collects information on income earning activities, it is very important that you interview the respondent him or herself, and not a proxy. Except in extreme circumstances, proxy respondents are not acceptable in Section 7 for adults (persons aged 15 and older). Parents or other responsible adults may respond for young children.

DEFINITIONS

The PAST 7 DAYS are the 7 days preceding the interview. If the interview is taking place on a Tuesday, then the past 7 days begin on Tuesday a week ago and extend until Monday the day before the interview.

The PAST 12 MONTHS are the 12 months preceding the interview. The interviewer must be specific by referring to the same date one year ago. If the interview is on December 14, 2003, then the interviewer should ask about activities since December 14, 2002.

A SELF-EMPLOYED person is someone who has no boss and works for his/her own account. He/she pays all the expenses of the activity and controls all of the income.

A FAMILY WORKER is a person who helps in a business, trade or profession owned by the household. He/she may or may not receive compensation for his/her work.

COMPENSATION or REMUNERATION is the payment in money, goods or services for a service rendered.

There may be some confusion concerning the difference between an allowance and a subsidy. An ALLOWANCE is always in cash. It is a sum of money given to pay for an explicit item. For example, a person may get an allowance of 5000 Tsh per month (in addition to their salary) with which to pay for housing. This is different from a housing SUBSIDY. A professor, for example, may have a house provided free by the university. The rental value of the house is the value of the subsidy provided to the professor, but he/she receives no cash. Thus, the professor receives a subsidy, not an allowance.

Throughout this section, you will be asked the value of goods or services that have been received as "in kind" income. If the respondent does not know the value of the "in kind" goods or services received, you will need to help him/her estimate the value.

INSTRUCTIONS

REFERENCE PERIODS: Section 7 has seven parts, labeled Part A through Part G. They include different reference periods.

SECTION 7 PART A: ACTIVITIES

Question 1. If the respondent is a child less than 6 years of age, then skip to the next Section.

SECTION 7 PART B: EMPLOYMENT DURING THE PAST 7 DAYS

Question 1. Write down the exact description of the job of the respondent in block letters. Then find the code for the type of job that most closely fits the description, from among the 13 codes listed. Write the code number in the column labeled CODE.

For example, suppose that the respondent is a mason. A mason is in the CONSTRUCTION industry, which is code 5. You should write the following:

DESCRIPTION	CODE
MASON	5

DO NOT write the code label CONSTRUCTION as the description.

Question 2. This question asks about the actual hours worked, not the usual hours. Do not include time lost from illness, holidays, or authorized absences.

Question 8. The units in which the respondent reports how much they have worked in the past 12 months should match the units they used to report their pay in question 7.

Question 9 and 10. Allowances to probe include: meal allowances, housing allowances; traveling allowances; hardship allowances; training allowances; field allowances; and night allowances. A BONUS is a sum of money paid to an employee in addition to his/her regular wage as a reward for good performance or as an incentive to work harder. A GRATUITY is a tip, or an extra amount paid by a client for good service. Overtime is time worked beyond working hours, for which the respondent is compensated.

SECTION 7 PART C: SELF – EMPLOYED FARMERS

Questions 2 and 4 Record actual time spent working on the household shamba/garden or tending livestock per day for the past seven days. Count from the previous day of interview.

SECTION 7 PART D: SELF-EMPLOYED BUSINESSMEN IN THE LAST 7 DAYS

Questions 1. As discussed in Question 1, Part 7B, please write an exact description of the respondent's job. Then select the code that is closest to that job. Do not copy the name of the code in the description column.

Questions 2 and 8 Record actual time spent working in non-farm businesses, counting from the previous day of interview.

SECTION 7 PART E: OTHER ACTIVITIES IN THE LAST 7 DAYS

Questions 4 and 5 ask about the number of days that the respondent's work was restricted due to illness (question 4), the number of days that the respondent was too sick to perform any work (question 5) in the last 7 days.

Questions 6 and 7. Ask about the time spent caring for or visiting a sick household member. This includes time spent caring for a sick household member at home and also the time spent caring for a sick household member in a health establishment.

Calculations box. Use this box to make any calculations necessary in computing total hours in the past week.

SECTION 7 PART F: MAIN JOB IN THE LAST 12 MONTHS

Parts F collects information on the main economic activity of the respondent in the past 12 months. Some specific notes regarding Section 7 Part F:

- ***Students***. Since we already collected information about students enrolled in school, in Section 5, schooling will not be counted as one of the activities for Sections 7F. You should record the main activity that is not schooling. If the respondent had no other activity except schooling in the past 12 months, then you should write STUDENT (code 13) in question 1, part 7F, and skip to part 7G.

  For example, suppose that the respondent was enrolled full-time in school in the past 12 months, but after school every day and on weekends he helped his father work on the shambas. This is the only activity that the child worked at in the last 12 months, other than schooling. Then, in Section 7F, you will write FARMING\LIVESTOCK (code 1) as this child's main activity in the past 12 months.

- ***Housewives***. The same rule applies to women who may consider themselves housewives. Since we already collected information on household chores in Section 7E, we do not want to write housework as the main activity in the past 12 months in Section 7F. Instead, you should ask about the main activity that is not housework or schooling. If the woman had no other activity except housework in the past 12 months, then you should write HOUSEWORK (code 13) in question 1, part 7F, and skip to part G. There is only one exception to this rule -- if someone works as a cook or housekeeper for someone else, then the work should be recorded as OTHER (code 14), with the DESCRIPTION: "DOMESTIC WORKER".

- ***Retired***. If the person is retired from a job/profession, and have done no work for income in the past 12 months, then you should write HOUSEWORK (code 13) in question 1, part 7F, and skip to part G.

Question 1. See the instructions for question 1, part 7B.

Question 2. This question asks the interviewer whether the activity just described is the same as one of the activities described in Parts 7B, 7C or 7D, in the past 7 days. You must compare the description in question 1 with the descriptions in questions 1 of Parts 7B and 7D. If part 7C was completed, then the respondent was also a farmer in the past 12 months.

If the respondent did not work at a job in the past 7 days (Parts 7B, 7C, and 7D are not completed), or if the job last week was different from the main job last year, then the answer to question 2 is no, different work, and you must complete the rest of Part 7F.

Question 7. The units in which the respondent reports how much they have worked in the past 12 months should match the units they used to report their pay in question 8.

SECTION 7 PART G: NON-LABOR INCOME

Each of these questions on sources of income will require detailed probing. Dowry or bride price will require a number of questions from you on what exactly was received. You will need to note all expenditures and add them together.

Section 7 Part G does not include:

- gifts/remittances or loans in cash or in kind from relatives or friends living in other households. These are recorded in Section 18 (and are also recorded in Section 5 if related to transfers to the household for schooling).
- assistance in the form of cash or in kind from organizations such as Red Cross or World Vision. These are recorded in Section 17C (and are also recorded in Section 5 if related to schooling).
- transfers in cash or in kind from informal organizations in which someone in the household is a member. These are recorded in Section 17A.

To do Part G well, you need to stop and think about what has happened in the family over the past year which the respondent may have already mentioned. These include major events associated with income coming to the respondent such as recent marriages (question 6) and deaths (question 7).

Question 2. A PENSION OR RETIREMENT FUND is money paid at regular intervals to the beneficiaries of a retirement pension.

Question 4. This question asks about income from the INTEREST on bank accounts, not the amount of money in the account.

Question 9. Income from other sources includes income from selling shambas, dwelling or other very large assets.

SECTION 8: INDIVIDUAL EXPENDITURES

PURPOSE

This section requests information on two types of expenditures:

- items purchased or acquired by each household member for their own personal use over the last 12 months (questions 1-4).
- items purchases by each household member in the last two weeks (questions 5-10)

RESPONDENT

All household members are respondents for this section. Parents or other responsible adults may respond for young children.

<u>INSTRUCTIONS</u>

Questions A and B, Ask questions A about each item and record the answer to A and ask question B.

<u>Questions 1-4.</u> These cover acquisitions and expenditures for personal use in the past 12 months.

The REFERENCE PERIOD for questions 1-4 is the past 12 months.

An item that was ACQUIRED by the respondent is an item that was bought by the respondent or given to the respondent by someone else.

here should be no double-counting of expenditure in this section across individuals. If one person in the household bought an item for another member, such as a parent who bought an item for a child, then the expenditure should be recorded on the line for the person receiving the item (the child).

For example, suppose the head of the household bought 3 kitenges in the last 12 months – two for his wife and one for his eldest daughter. Then the expenditure for two kitenges should be recorded in question 1A on the line for the wife and the expenditure for one kitenge should be recorded in question 1A on the line for the eldest daughter.

This means that the value of all of the clothing purchases or given to each member of the household in the past 12 months will be recorded on his/her line for question 3B.

If an item was given to the respondent by someone living outside the household, then that first should also be recorded in Section 18A or 18B.

Question 4 asks about expenditure on medicines and on other medical services in the past 12 months. This should include the expenditure on these services by household members in the past 12 months and also the value of medicines and medical services paid for by others for that person. The amount should include any expenditures noted for that individual related to illness in Section 6.

<u>Questions 5-10</u>. Purchases in the last 2 weeks.

The REFERENCE PERIOD is the last 2 weeks since the interview day.

Unlike questions 5-10, you should record all expenditure by the person who made the expenditures/purchase, even if the purchase was for someone else. If the purchase was made for someone living outside the household, then that gift should also be listed in Section 18A or 18C.

Do not use DK for any value of the items in Section 8; you must help the respondent estimate his/her expenditures.

<u>SECTION 9: MIGRATION</u>

<u>PURPOSE</u>

This section collects information on why household members moved from their location when interviewed in the original survey about 10 years ago.

RESPONDENT

This section is to be asked to all household members, but only in households that are not on the original homestead or plot from the 1991-94 KHDS interview.

INSTRUCTIONS

The HOMESTEAD 10 years ago refers to the land/plots on which the household was residing during the last interview (in 1991-1994).

Question 1. This question is asked only once of the household and determines if you need to ask the remaining questions 2-7.

If the household is residing on the same plot or homestead, then the entire section is skipped.

For example,

- the son lives on the same land, but built a new dwelling next to his parent's household. The answer to question 1 is YES.
- the son moved out from the previous household (where his mother and father live now), is now living in a new dwelling but on a different plot of land which is 100 meters form his parent's house. his plot was a plot the parents owned and farmed. They gave it to him 2 years ago to build the house and farm. The answer to question 1 is YES.
- the son moved out from hi parents household and moved to a new dwelling in a different part of the village (or in a different village or town). The answer to question 1 is NO.
- the parents live on the same land, but built a new dwelling. The answer to question 1 is YES.

You will need to clarify for the main respondent what you are referring to by the homestead 10years ago. You can refer to the Household Tracking Form which lists all the people who were living together 10 years ago. this will help explain which plot(s) of land the term homestead refers to.

Question 2. If the person is a previous household member (question 6 on the Household Roster Card), then continue to ask questions 3-7. Otherwise, if the person is not a previous household member, skip to the next section.

SECTION 10: SHOCKS EXPERIENCED IN THE LAST TEN YEARS

PURPOSE

This section compares the living standard of the household for ten years. The comparisons are made by the respondent him/herself. The interviewer should not use his or her opinion to compare the years. The comparisons are marked with five categories, 1 being very good and 5 being very bad. For 1 and 5 the respondent should give the reason(s). All reasons are coded with their respective titles. For 5 (very bad) the respondent should be asked the copping mechanisms used.

RESPONDENT

The respondents for this section are all members on the Household Roster Card who were indicated to be Previous Household Members (question 5 on the Household Roster Card).

SECTION 11: FARMING

PURPOSE

This section collects information on the shambas and gardens owned by the household, the income from farming and the costs of farm production.

RESPONDENT

The respondent for this section is the person in the household who is most knowledgeable about the farming activities of the household. This person was named in Section 3. His/her name and ID CODE are written in the box for RESPONDENT at the beginning of Section 11.

INSTRUCTIONS

SECTION 11 PART A: LAND

Question 1. Make a complete list of all the fields and gardens owned by the household, including fields that are in fallow, before proceeding to questions 2-8.

Many fields are planted in several crops, and all the crops contribute to the production from that field. In this case, if a field has several crops together, this should be listed as a "MIXED" field. Then list the two main crops under "description".

Examples are: "MIXED: BANANAS/CASSAVA" or "MIXED: MAIZE/BEANS"

Other fields or gardens will have only one crop, such as cotton, potatoes, or peanuts. In that case, list it as the potato field. If the field is currently not being used, describe the field as FALLOW.

Question 2. For each field or garden, we are depending on the respondent's estimate of the size of the field. You do not have time to go out and walk the field in order to estimate its size. We also feel that the family itself, or the neighbors, may think that you want to buy the field, if you walk the field and measure it.

Note that you are to record area to the nearest half unit, except for small fields or gardens that are less than one unit. A field that is less than one hectare or acre is listed as "0.1" "0.2", "0.3", "0.4", "0.5", "0.6", etc., whichever is closest to its actual size. For "a quarter acre" or "a third of an acre" use "0.3", for "two-thirds of an acre" use "0.7" and for "three-quarters of an acre" use "0.8".

Question 4.When the answer is code 1 probe more to know the name of the person and record the ID code in question 5.

Question 6. This question determines if the family is receiving rent income from persons using a field that belongs to the household.

Question 8. This question asks: "If you wanted to sell this field, how much money would you receive?" If the respondent does not have an answer, there are several probing techniques to use:

- Have other fields been sold recently in the neighborhood or nearby in the village? Are these fields similar to the field in question? If yes, the value of a field that was recently sold in the area is an excellent indicator of price.

- Have neighbors offered to buy this field? If yes, this price is also a good indicator of the value of the field.

- Remember that location is an important determinant in the price of a field. Within a particular village, there will be a range of prices for field, and as you get to know the village, you will get to know this range. For example fields near Bukoba are running from 250,000 to 300,000/ per acre, while fields in Kabirizi are only 60,000/. This is because Kabirizi is far away from the good market, Bukoba, and because transport Kabirizi to Bukoba is not good. Fields closer to the road carry a higher price than fields five or six kilometers from the road.

SECTION 11 PART B: CROPS

Part B is printed on several pages. First, ask question1 about all crops listed in all pages of Part B. Then return to the crops on each page for which the answer to question 1 was YES. For these crops, ask questions 2-11.

<u>Question 1.</u> This question establishes whether the farmer has planted a new field or is caring for an old or existing field. We want to know all the crops in which the household has been active in the past year. This would include all crops in which household members were engaged in the planting, maintenance or harvesting in the last twelve months. For example:

- Crops that household members have tended on land belonging to the household

- Crops that household members have tended on land that the household has rented or borrowed from someone else;

Note that crops grown on land belonging to this household that has been rented to someone else should not be included, since the crops are not being maintained by the household being interviewed.

For coffee (items 01-04), to facilitate the flow, you can ask if the household farmed any coffee, and then proceed to ask about the specific type of coffee. If they farmed none, then skip to the next crop (item 05). The same holds for trees (items 08-10) and bananas (items 11-16).

<u>Questions 2 and 3</u> If the respondent has no idea of the amount of his crops that he has sold (as may be the case, for example, if he/she sold small quantities of cassava), you can ask him/her about how much was sold each time, and how often did he sell cassava during the past 12 months. (Once a week? During which months? and so on). You will thus be able to calculate the number of sacks (or other measure) sold in the last 12 months.

The QUANTITY CODES are to be used in the columns marked UNIT. If the respondent has difficulty citing the unit price of any of these crops that were sold, but if he/she can estimate the total amount received, you can use quantity code 15, TOTAL. If the respondent sold his entire crop of bananas for 25000 Tshs, then you would write as the answer to question 3:

AMOUNT	UNIT
25000	*15*

However, the code for TOTAL cannot be used in the answers to question 4.

SECTION 11 PART C: FARM INPUTS

This section collects information on farm inputs. It should include cost in made for own shamba. Hiring of farm equipment like tractors should be recorded on line 07.

SECTION 11 PART D: SALES OF PRODUCTS FROM HOMEGROWN CROPS

The purpose of this part is to measure products that the household processed for sale, from their own agricultural production. The banana beer that they produced and consumed in their household from their own bananas is not counted, because it is not sold. (The value of the bananas consumed will be taken into account in Section 13.) Likewise, the banana beer that they produced and sold that was made from bananas that they bought in the market is not counted here, because the bananas are not from their own production. (This would be considered a banana beer business, covered in Section 13.) These distinctions are very important to avoid counting the same activity twice.

SECTION 12: LIVESTOCK

PURPOSE

This section collects information about the number of animals of different types owned by members of the household, the income of household members from their animals and animal products in the past 12 months and the costs of raising animals.

RESPONDENT

The respondent for this section is the person in the household who is most knowledgeable about the livestock activities of the household. This person was named in Section 3. His/her name and ID CODE are written in the box for RESPONDENT at the beginning of Section 12.

DEFINITIONS

This section collects information about ANIMALS OF ECONOMIC IMPORTANCE. These are animals that the household raises, sells, buys or consumes. The animal may also be economically important because it gives milk, eggs, hides, honey or other products. You should not include information about household pets, such as dogs or cats, which are merely companions and have no economic importance. However, you may come across a household that raises hunting dogs to sell to hunters. In this case, the dogs are of economic importance and should be included in the answers to this Section.

INSTRUCTIONS

SECTION 12 PART A: ANIMALS

Question 1, Item 11. In this question other animals includes such animals as horses, donkeys, bullocks, i.e. any domesticated animals that have economic importance.

SECTION 12 PART B: SALE OF ANIMAL PRODUCTS

Question 2, Item 1. This item should read "Milk and milk products". Milk products include cheese, yoghurt, sour milk, cream, etc.

SECTION 12 PART C: LIVESTOCK EXPENDITURES

Question 1, Item 7. COMMISSIONS ON THE SALE OF ANIMALS are fees paid to persons (including auctioneers) who sell the animals for the owners. This item includes the expenditure on commissions only.

Question 1, Item 9. “Other expenses” includes transportation costs (transport of animals, feed, supplies), and sales taxes.

SECTION 13: NON-FARM SELF EMPLOYMENT

PURPOSE

This section collects information on from one to three non-farming activities run by members of the household. If the household had more than three activities, you should complete a continuation questionnaire, changing the business ID codes in the continuation questionnaire by hand so that they begin with code 4 and stop at code 6.

RESPONDENT

This section will often have two or three respondents within a single household. They should be the persons best informed on each of the businesses (up to three trades, professions or other income earning, non-farming activities). This persons were named in Section 3. There names and ID CODEs are written in the box for RESPONDENT at the beginning of Section 13.

DEFINITIONS

A BUSINESS may be some kind of trade (in food, clothes or various articles) or a professional activity (like a private lawyer, for instance), or a store, a carpenter or cabinet maker's shop, etc.

An INVENTORY of products or goods not yet sold would include all final products of the business that are on hand but have not been sold. For example, the following items are inventory in these businesses:

Business	Inventory
Carpenter	Unsold, finished furniture (chairs, beds, tables)
Duka	All of the products on the shelves that

	have not been sold
Restaurant	Bottled drinks and prepared food that have not been sold at the time of the interview. For example, cases of beer purchased but not yet sold, cakes that have been baked but not sold, etc.

INSTRUCTIONS

In Section 13, ask each question according to the type of business carried out.

Ask all questions in all Parts of Section 13 about each single business before proceeding to ask about the second business.

SECTION 13 PART A: INFORMATION

Questions 1-3. These columns are to be filled out by the interviewer after referring to Section 3 for the most informed person.

SECTION 13 PART B: INCOME

Please try to avoid using the answer DON'T KNOW (DK) for any of the amounts in this part. Help the respondent to estimate the amounts.

Question 5. This question refers to the total payments for labor hired for the business. It should include the value of in-kind payments as well as cash payments.

Question 6. The English translation of this question is "After paying for expenses for this business, including hired workers, purchase of goods for sale or inputs, such as raw materials, fuel and electricity, but before purchasing personal items for yourself or your household, how much money did you receive from this business in the past 12 months" Here we are looking for the net income of the business, before subtracting cash or goods that the respondent took out of the business for his personal use.

You will need to take a lot of notes, and do probing on the cost of expenses, in order to do a good job on this section. How many employees does the business have? How much are they paid? What commercial taxes are paid? What raw materials are purchased, and what was their price?

Question 10. This question in English is: "How much money from the business did you use for yourself or your household?"

Question 7. This question in English is: "After making purchases for the business and after using some money for yourself or your household, was there any money left?"

Question 11. This question in English is: "How much money was left after purchases for the business and after using some of the money for yourself or your household in the past 2 weeks?" (Here we are asking for the net income of the business.)

Question 14 in English is: "How much could you sell all of these goods for today?" This question asks the respondent to place a value on his inventory. Probe to obtain the total value of his unused raw materials and his unsold finished and unfinished goods.

SECTION 13 PART C: NON-FARM EMPLOYEMENT ASSETS

Question 1. This question asks whether the respondent has owned any business assets in the past 12 months. In some cases you will find that the respondent owned a building within the past 12 months, but sold it also. These cases should also be recorded in Part C.

SECTION 14: HOUSING

PURPOSE

This section gathers information on all houses owned by household members or used by the household for living and sleeping, including information on the characteristics of the buildings, on their value and on the household expenditures necessary to maintain them. Questions in Part 14A refer only to the household's "dwellings" or "maskani". Part 14B questions refer both to the dwellings and to other houses that are owned by the household but not lived in by them.

Keep in mind that expenditure on buildings that are part of a family business is collected in Section 13C. Information on farm buildings should be included in Section 11F, on farm equipment, in the item labeled "other".

RESPONDENT

The respondent for this section is the head of household (or most knowledgeable household member).

DEFINITIONS

A DWELLING is all of the buildings in which the household lives. The dwelling may be a hut, a group of huts, a single house, a group of houses, a flat, several adjacent rooms, or any other type of dwelling.

A FLAT is a dwelling consisting of one or more rooms either in a multi-story building or in a single story building with many units.

A COMPOUND is a number of huts or houses, sometimes surrounded by a fence or wall, occupied by one or several households. Compounds found in urban areas sometimes consist of side-by-side flats around a central courtyard.

A FLUSH TOILET is one equipped with a water tank to flush away waste. A PIT LATRINE is a hole in the ground with a platform on top for use as a toilet.

A WATER VENDOR is someone who sells water to other people.

INSTRUCTIONS

SECTION 14 PART A: TYPE AND OWNERSHIP OF DWELLING

Please complete questions 4-9 for each building occupied by the household before going to the next building.

SECTION 14 PART B: HOUSING EXPENDITURES

Questions 5-13. These questions refer to the dwelling(s) in which the household resides and do not refer to the other dwelling(s) the household may own and rent out to other people.

Question 13 asks about the expenditure on fuel. If the household purchased firewood record the amount of the expenditure. If they used firewood from their own production (that is, from their own fields), then record the value of the firewood used.

If the household consumed nothing of the fuel type, record “0” for that fuel type.

SECTION 15: DURABLE GOODS, HOUSEHOLD ANNUAL EXPENDITURE

PURPOSE

This section collects information on the durable goods owned by members of the household. It also collects information about daily and annual expenses for non-food items and about any bride prices and inheritances received in the past 10 years.

RESPONDENT

The respondent for this section is the head of household (or most knowledgeable household member).

INSTRUCTIONS

SECTION 15 PART A: DURABLE GOODS

Questions 1 and 2. First ask the respondent whether anyone in the household owns any of the items on the list of items in question 1. Then complete question 2 for all of the items the household owns according to question 1. If there is more than one of an item owned (for example, two radios), write the value of the all of the items (both radios) owned in question 2.

For STOVES, please do not record the value of the local "JIKO LA MAFIGA", which is essentially three stones used as stands over an open fire.

Durable goods reported in Section 15 Part A should not also be reported in Sections 11, 12 and 13. That is, if the item is primarily used for the household business (either farm related or non-farm), then the asset should be reported in the other sections and not reported in Section 15 Part A.

Question 3. This question asks the respondent to estimate the current value of the item. The respondent, not the interviewer, is to provide the answer to this question. You may help the respondent in coming up with an estimate by discussing:

- the year which a certain item(s) has bought;
- the type or brand of the item(s);
- if the item(s) purchased second hand;
- the wear and tear of the item(s).

The value of items received as gifts will often be hard to estimate. Many people will not have an answer, and you will have to help them estimate the values. One tactic is to ask the current value at a store, and then estimate the current resale value of the used article. For vehicles, motorbikes, and radios, a market price usually exists, and you'll need to ask around about prices, if the respondent does not know.

SECTION 15 PART B: HOUSEHOLD ANNUAL EXPENDITURES

The REFERENCE PERIOD for Part 15B is the past 12 months.

Questions 1 and 2. Ask question 1 about all of the items on the list. Then ask question 2 about all items with a YES in question 1. Do not use the answer DK for any of these items; you must help the respondent to estimate his/her expenditures.

SECTION 15 PART C: HOUSEHOLD EXPENDITURES FOR TWO WEEKS

The REFERENCE PERIOD for Part 15C is the past 2 weeks. Do not use DK for any of these items; you must help the respondent estimate his/her expenditures.

SECTION 15 PART D: INHERITANCE OR BRIDE PRICE RECEIVED.

This part collects information on ANY inheritance or bride price received in the last ten years by any member of the household.

Question 2-4: From the Household Tracking Form check which Previous Household members have died and write their two-digit ID codes in Question 2. Each Deceased Previous Household Member gets his own line. Then, for each Deceased Previous Household Member, ask whether their death was associated with any inheritance. If it was, fill in the value of the inheritance in TSh. The value of the inheritance is split up into the value of cash received, value of in-kind goods received (excluding land) and the value of land received. Note that it is possible that a death is associated with an inheritance, but the household being interviewed did not receive any of it. For example, Juma was living with his uncle in 91/94. When his uncle passed away in 1996 his cousins received the inheritance, but he did not. The answer to Question 3 will then be YES (code 1) and the answer to Question 4 will be 0 in all 3 columns.

Questions 5-8: ask information on any other inheritance received by the household, that is any inheritance not related to the death of a Previous Household Member. Make sure no inheritances mentioned in Q2-4 are repeated.

Questions 9-13: collect information on ANY bride price received. Each bride price should be recorded on a separate line. In Question 10 you are asked to verify whether the bride price was associated with anyone on the Network Roster. For example, if Father and Mother were living together with Daughter and Son in 91/94. The Son is now married and so is the Daughter. The son has sent a bride price to his in-laws, but this is bride price not recorded anywhere in this section (because it is given, not received). The Daughter has married off and her husband and in-laws have sent a bride price to the Parents and her Brother. This bride price will be recorded on both the questionnaires of the Parents and of the Brother. The answer to Question 10 will be yes in both cases, Q11 will record the ID number of the Daughter in her brother and her parents' network roster cards respectively. A bride price associated with a Previous Household Member who has passed away, will not be linked to their ID code, because s/he will not be listed on the Network Roster. You need NOT refer to the Household Tracking Form in this case.

SECTION 16: FOOD CONSUMPTION

PURPOSE

This section collects information on food expenditures and on the value of food that was produced and consumed by the household. It has three parts:

- Part A: The seasons of the past 12 months
- Part B: Consumption of Home Production
- Part C1: Food expenditures, seasonal foods
- Part C2: Food expenditures, non-seasonal foods

Like the other sections on expenditures, it is essential that you obtain an estimate of all expenditures from the respondents. Do not write DK for any of the answers in this section.

RESPONDENT

The respondent for this section is the person who is responsible for going to the market and preparing food. This person was named in Section 3. His/her name and ID CODE are written in the box for RESPONDENT at the beginning of Section 16.

INSTRUCTIONS

You are first asked to write down the current date. From this you can derive the recall period, which is 12 months before the current date (month 12) and the previous month (month 1). For example if you are conducting the interview on 15 April 2004, then Month 1 will be March 2004 and Month 12 will be April 2003. On each page that follows in this Section the months are pre-printed and you are expected to fill in 01 and 12 in the boxes above the months.

SECTION 16 PART A: THE SEASONS OF THE PAST 12 MONTHS

Question 1 collects information on the timing of the seasons in the household's community. There are 12 answers to question 1. For each month of the year in the past 12 months, the respondent must indicate whether the month fell in the *masika* rains, the *vuli* rains or the *kiangazi* dry season. You must ask about the actual seasons in the past 12 months, not the usual seasons. You must obtain this information from the respondent. It is the respondent's opinions about the rainy and dry seasons that will be relevant to the answers for the rest of Section 16. Do not obtain the season information from any other source than the respondent.

Question 2. This question allows you to skip over Part B and go directly to Part C if the household did not consume any of its own farm production. If the respondent says that the household has not consumed any of its own farm production, you should refer back to Section 11B. If the household grew food crops, probe to see if the household consumed any of them.

SECTION 16 PART B: CONSUMPTION OF HOME PRODUCTION

The REFERENCE PERIOD for Part B is the past 12 months.

Question 1. Part 16B is spread over 3 pages. You should ask question 1 about all of the items on all four pages. Then go back to the first page and ask questions 2-7 for every food item that was marked YES in question 1.

Question 3. The respondent is asked to cite the months in the past 12 months during which the household consumed food that was produced by the household. There should be 12 answers to question 3; all 12 columns should have either code 1 (YES) or code 2 (NO). Do not leave any columns blank. Only write YES for food items consumed and produced by the household; food items that were purchased will be recorded in Part 16C.

Questions 4 and 6. Question 4 asks how often the members of the household usually consume their own production of each crop during the rainy season. The RAINY SEASON includes both the masika and vuli rains, and it is defined as the months with codes 1 or 2 in question 1, Part 16B.

Question 6 asks how often the members of the household usually consume their own production of each crop during the dry season. The DRY SEASON includes all months with code 3 in question 1, Part 16A.

You should record the number of times and the time unit. For example, if a household consumes its own cassava 1 time per week during the rainy season and 3 times per week during the dry season, then the answers to questions 4 and 6 will be:

Question 4: TIMES: 1 TIME UNIT: 4

Question 6: TIMES: 3 TIME UNIT: 4

Questions 5 and 7 ask how much it would have cost to buy the amount that the household ate each time during the rainy season (question 5) and the dry season (question 7). EACH TIME should correspond to each of the times noted in the TIMES column of questions 4 and 6. (It does not correspond to the time unit.)

Because most crops are more available during some times of the year than other times, the price of crops is different in the rainy season and dry season. This means that even if the household consumes the same amount of cassava each time in the rainy and dry seasons, the value of that amount may not be the same in the rainy season and the dry season. Thus, in our example above, the value of the cassava eaten each time in the rainy season might be 250 Tshs and in the dry season 200 Tshs each time.

The last page of Part B asks about consumption of animal products that were produced by the household, and consumption of fish and game that was caught by the household. The questions for these items are basically the same as for the earlier items, except that there is no need to ask question 2. For all items on the list page marked with a YES in question 1, write code 1 for question 2 and ask questions 3-7 for each item.

SECTION 16 PART C: FOOD EXPENDITURES

Part C collects information on all food expenditures. The items are organized into two groups: the first group (part C1) includes foods whose consumption and prices change, depending on the season; the second group (C2) includes non-seasonal foods.

Question 1. Ask question 1 of all items in Parts C1 and C2 (4 pages), marking YES if they were purchased in the past 12 months and NO otherwise. Then return to the beginning of part C1, and ask questions 2-6 about all items marked YES in question 1. Finally, ask questions 2-4 about all items in Part C2 marked with a YES in question 1.

Part C1. Questions 2-6 are similar to the same questions in Part B, except that you must ask how often the household bought each food item.

Item 20: Mangoes. The price of mangoes changes during different seasons, but they are not the rainy and the dry seasons. When you ask questions 4-5 about mangoes, ask about the mango season (instead of the rainy season). When you ask questions 3 and 5 about mangoes, ask about all other seasons (instead of the dry season).

Part C2. The questions in Part C2 are the same as for Part C1, question 3 and 4 ask how often the food item was bought during the rain season.

SECTION 17: ORGANISATIONS AND COPING

PURPOSE

The purpose of this section is to collect information on the organisations to which the household belongs, the coping strategies available to household and assistance from outside organisations.

RESPONDENT

The respondent for this section is the head of household (or most knowledgeable household member).

SECTION 17 PART A: INFORMAL ORGANIZATIONS

This section asks about informal organisations to which any member of the household belongs. It concerns any type of informal organisation that provides help in case of funeral, illness or other events (e.g. wedding or baptism) or hardships (e.g. harvest loss). Groups that have no insurance element in them should not be listed. For every group mentioned by the respondent you should probe first whether it provides insurance before listing them. For example many choirs, a herding groups, ROSCAs, labour sharing groups, prayer groups, etc. do not provide insurance to there members (but some do).

Be careful to probe for memberships of all household members. If your respondent does not know the details of the groups other members are in, ask the individual members.

Make sure the respondents is talking about a group (kikundi, chama) and not about informal help they got from neighbours and friends. A group will have a clear membership structure, leadership, a chairman and secretary and clearly specified insurance arrangements. Any help that is given informally, i.e. not through groups should be recorded in Section 18. Any help that is given through formal organisations (mashirika) is recorded in Part C.

In Question 2 you should record the name of all groups. To identify the group, write down its name (if it has one) and the name of its chairman (e.g. C/M: Michael Angelo).

Then ask questions 3-20 for the first organization, then for the second and so on. If the household belong to more than 5 organizations, ask about the five most important organizations (as defined by the respondent).

Question 3. The number of members including the members of the household being interviewed

Question 4. If more than 3 members of the household belong to the organization, record the three most active members of the organization.

Question 6. If there are different rules depending on the relation of the deceased to the group member, then probe for contributions in case of death of a group member him/herself. One manday is the labour provided by one man or woman in a day. Someone who has worked 5 half days will have worked 2.5 mandays and should be recorded in the questionnaire as 3 mandays.

Question 9-10. Asks whether the group provides assistance in any other event or hardship, other than funerals and illness. Question 10 asks you to specify this event/hardship (not coded).

Questions 6, 8 and 11. The amounts contributed to and received from the organization are not considered as gifts or loans in Section 18. This is the only part of the questionnaire where these amounts will be recorded. They should not be recorded again in Section 18.

Question 16-17. Some groups will have either funds (kept in the bank or at the house of one of the members) or stocks of goods (e.g. beans). Question 16 asks whether any stock or fund is kept and Question 17 asks its purpose. Q17 has 4 columns: A-D. If the fund/stock is used for insurance purposes, write YES (code 1) in column A. If the fund/stock is not used for insurance purposes, write NO (code 2) in column A. Do the same for columns B and C. In column D write 2 if the fund/stock has no other purpose. If it does write 1 followed by the specification of the other purpose.

SECTION 17 PART B: ABILITY TO COPE

This part collects information about the capability of a household in acquiring 20,000 Tshs in one week's time.

SECTION 17 PART C: RECEIPT OF ASSISTANCE FROM OUTSIDE ORGANIZATIONS.

This section does not include any assistance received from private individuals, as those are collected in Section 18 (or, if from informal organizations to which the household member belongs, which are recorded in Section 17A).

Any assistance from outside organizations for schooling should be recorded here in Section 17C and also in the sections on schooling.

Questions 1-3. These collect information on the past twelve months. If the household did receive some assistance, ask for each organization from which the household received this assistance in the past 12 months. In question 2, record the code for the organization. If the organization is not pre-coded, record the answer "12" and write the name of the organization next to "12". Try to get an approximate value of the help the household got, i.e. what would it have cost them to buy the same goods/services on the 'market'.

Questions 4. The recall period is the past 12 months.

SECTION 18: INTERACTIONS, GIFTS AND LOANS

PURPOSE

The purpose of Section 18 is to collect information on the household's interactions with other households with respect to gifts and loans in particular. It is divided into 3 subsections (parts A-C)

RESPONDENT

The most knowledgeable person who is aware of the gifts and/or loans received and sent out with emphasis on the person who knows the most about interactions with the network members.

DEFINITION

A LOAN is a sum of money or goods that is given to the borrower for y use. It must be repaid, and sometimes the borrower must pay interest to the lender.

<u>INSTRUCTIONS</u>

The amounts contributed to and received from other people should not include:

- amounts that members of the household contributed to or received from informal organization. These are recorded in Section 17 Part A
- amounts received from outside organizations. These are recorded in Section 17 Part C.

SECTION 18A INTERACTION WITH NETWORK MEMBERS[2]

This part collects information on the gift loans received from network members during the past twelve months. You should record the total amount received only once per network member even if the item received was in kind. If this happens the goods in kind should be valued into cash.

Each gift or loan should be listed only once. In some cases, the gift or loan comes from two people on the Network Roster Card. For example, the mother and father are on the Network Roster Card. They send a member of the household a birthday gift. This gift should be recorded only once in Section 18 Part A. You will need to probe to make sure no gifts or loans are counted more than once.

<u>Question</u>.2-8 These questions ask whether they have received any gifts or loans from the Network Roster Card in the past twelve months. To get a good answer, you need to remind the respondent of the major events that took place in the family over the past twelve. Probe for gifts and money that have been received for:

- Religious holidays
- Birthday parties, or other family celebrations
- Bride price
- Gifts received for funerals
- Money received to help pay for the children's school expenses (refer back to Section 5)
- Money received to help pay for medicine or medical treatment of sick household members

<u>Question 5.</u> If the gift or loan was meant for everyone in the household equally and there is no main recipient, record 99. If someone collects a gifts on someone else's behalf you should write the code of the end recipient. For example if the Father gets a gift for the school fees of his daughter then the daughter's ID code should be entered.

<u>Question 8.</u> For the labor assistance got should be recorded in persons' days (eight hours are equivalent to one persons' day).

<u>Questions 9-15.</u> These questions of are identical to questions 2-8, except that they involve lending from household members to network members and sending gifts from household members to those on the Network Roster Card. With this exception, all of the instructions are the same.

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[2] The network members are the previous household members who live outside the current household and previous children living elsewhere who have at least one parent living in the current household.

Question 12. If the gift or loan was meant for everyone in the household equally and there is no main recipient, record 99.

Question 15. For the labor assistance got should be recorded in persons' days (eight hours are equivalent to one persons' day).

Questions16-21. These questions collects information on interaction between network members and current household members for the past ten years. The questions seek information on the last time they were living together, if they visit each other and if they rely on each other

SECTION 18 PART B: GIFT AND LOANS RECEIVED FROM OTHERS

This part collects information on the gifts or loans received from others during the past twelve months. You must list the persons from whom the respondent received a gift or loan, in cash or in kind, in the past 12 months. The persons described in each line should be different. That is, if the respondent's father sent money 8 times during the last 12 months, record the names/code for father only once and add together all of the money received in question 6. Do not record the father more than once.

People listed in Section 18 Part B should not be on the Network Roster Card.

Question 11. For the labor assistance got should be recorded in persons' days (eight hours are equivalent to one persons' day).

SECTION 18 PART C: GIFT AND LOANS SENT TO OTHERS

This part collects information on the gifts or loans sent out to others during the past twelve months. You should record the total amount given only once per person even if the item given was in kind. If this happens the goods in kind should be valued into cash.

People listed in Section 18 Part C should not be on the Network Roster Card.

Question 11. For the labor given out should be recorded in persons' days (eight hours are equivalent to one persons' day).

ANTHROPOMETRICS QUESTIONNAIRE

PURPOSE

After completing the Household Questionnaire, every member of the household will be weight and their height will be measured. This information is used for assessing nutritional status. See the separate Anthropomtrics Instructions which accompany this Manual.

MORTALITY QUESTIONNAIRE

PURPOSE

The purpose of this section is to collect information on the circumstances of deaths of previous household members in the past 10 years. This includes information on the cause of death and when was the death. Also collects information on the status of inheritance. This information will be collected once all related households have been interviewed (households with the same first 4 digits in their household id number). This questionnaire is highly sensitive. It is likely that your supervisor will complete this questionnaire. Otherwise s/he will assign it to an interviewer who interviewed at least one of the related households.

RESPONDENT

The respondent for Section 18 is a previous household member interviewed during the 2004 household interviews will knowledge about the circumstances of the deceased persons from the original household.

DEFINITIONS

The REFERENCE PERIOD for recording deaths in Section 18 is the past 10 years ago.

INSTRUCTIONS

Question 1-4. These questions are pre-filled before the interview from the household tracking forms.

Question 6 and 7. These questions ask the previous household members who were living with the deceased during the period of death(quest.6) and two years before the death (quest.7).

Question 8-13. Ask about the cause of death. On question 12, please record the respondent's opinion about illness from which the deceased was suffering. Do not attempt to make a diagnosis yourself or to influence the diagnosis of the respondent.

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2004

ANTHROPOMETRIC MEASUREMENT

INSTRUCTIONS

ANTHROPOMETRIC MEASUREMENTS

These are physical measurement of individual parameters which could be used to ascertain or infer the levels of nutrition of an individual(s)or a community. Most common anthropometric measurements relate to weight, height and length. Others includes mid-upper arm circumference, thickness of adipose tissue, head circumference, etc....

For the KHDS 2004, we are concerned with measurement of weight, height and length. You are required to measure all the members of the household as they are defined in the household questionnaire. In most cases a household will be composed of adults and children of all ages. Anthropometric measurements will in all cases be executed <u>after</u> the household questionnaire is completed by the interviewer. The interviewer should explain to the household that the team would return to conduct these measurements.

At the onset approach the household as described in the interviewers manual and remind them that you are part of the interviewers team but with the anthropometric measurement task. Politely ask for their consent and explain the procedures you are going to perform.

INSTRUMENT PROVIDED

(a) Adult weighing scale
(b) Adult height measurement board.
(c) Children weighing scale
(d) Kitchen scale

The purpose of any measurement is to get the true value of what is being measured, in other circumstances you are required to measure the true difference between two measurable quantities. There are several reasons for measurements being measured not being the true values or differences. These reasons could be attributed to:

(a) Measurer
(b) Measuring instruments
(c) The measured

In order to maximize the possibility of getting nearer true values. We need to adopt standard methods *of* conducting the measurement. As earlier stated, we are involved in the measurement of heights, weights and lengths, here follows summary procedures for anthropometric measurement of either for an adult or child.

CHILD HEIGHT MEASUREMENT SUMMARY PROCEDURE

Step 1: Place the measuring board on a hard flat surface against a ,wall, table, tree, staircase, etc. Make sure the board is stable.

Step 2: Ask the mother to remove the child's shoes and unbraid any hair that would interfere with the height measurement. Ask her- to walk the child to the board and to kneel in front of the child. Request that the mother with both knees on the right side of the child .

Step 3: Kneel on your right knee only, for maximum mobility, on the child's left side.

Step 4: Place the child's feet flat and together in the centre of and against the back and base of the board. Place your right hand just above the child's ankles on the shins, your left hand on the child's knees and push against the board. Make sure the child's legs are straight and the heels and calves are against the board. Once the child is in position ask the mother to assist in making sure the child maintains the position.

Step 5: Tell the child to look straight ahead at the mother who should be in front of the child. Make sure the child's line of sight is level with the ground. Place your open left hand on the child's chin. Gradually close your hand. Do not cover the child's mouth or ears. Make sure the shoulders are level, the hands are at the child's side and the head, shoulder blades and buttocks are against the board. With your right hand, lower the headpiece on top of the child's head. Make sure you push through the child's hair.

Step 6: Check the child's position. Repeat any steps as necessary.

Step 7: When the child's position is correct, read and record the measurement to the nearest 0.1 cm. Remove the headpiece from the child's head, your left hand from the child's chin, ask the mother to support the child during the recording.

Step 8: Check the measurement you recorded on the questionnaire for accuracy and legibility.

CHILD WEIGHT MEASUREMENT SUMMARY PROCEDURE

Step 1: Hang the scale from a tree branch, ceiling beam, tripod or pole held by two people. You may need a piece of rope to hang the scale at eye level. Ask the mother to undress the child.

Step 2: Attach a pair of the empty weighing pants, infant sling or basket to the hook of the scale and adjust the scale to zero, then remove from the scale.

Step 3: Have the mother hold the child. Put your arms through the leg holes of the pants. Grasp the child's feet and pull the legs through the leg holes. Make certain the strap of the pants is in front of the child.

Step 4: Attach the strap of the pants to the hook of the scale. DO NOT CARRY THE CHILD BY THE STRAP ONLY. Gently lower the child and allow the child to hang freely.

Step 5: Check the child's position. Make sure the child is hanging freely and not touching anything. Repeat any steps as necessary. Done by you or by the mother.

Step 6:Hold the scale and read the weight to the nearest 0.1 kg. Read out the measurement when the child is still and the scale needle is stationary. Even children who are very active, which causes the needle to wobble greatly, will become still long enough to take a reading. **Wait For The Needle To Stop Moving.**

Step 7: Record the measurement, then hold the child in one arm and gently lift the child by the body. **Do Not Lift The Child By The Strap Of The Weighing Pants.** Release the strap from the hook of the scale with your free hand.

Step 8: Check the recorded measurement on the questionnaire for accuracy and legibility.

CHILD LENGTH MEASUREMENT SUMMARY PROCEDURE:

Step 1: Place the measuring board on a hard flat surface, i.e. ground, floor or steady table.

Step 2: Advice the mother to kneel with both knees behind the base of the board, if it is on the ground or floor.

Step 3: Kneel on the right side of the child so that you can hold the footpiece with your right hand.

Step 4: With the mother's help, lay the child on the board by doing the following:

> Mother: Support the back of the child's head with her hand and gradually lower the child onto the board.
> You: Support the child at the trunk of the body.

Step 5: Ask the mother to kneel on the opposite side of the board facing the measurer to help keep the child calm.

Step 6: Cup your hands over the child's ears. With your arms comfortably straight, place the child's head against the base of the board so that the child is looking straight up. The child's line of sight should be perpendicular to the ground. Your head should be straight over the child's head. Look directly into the child's eyes.

Step 7: Make sure the child is lying flat and in the centre of the board. Place your left hand on the child's shins (above the ankles)or on the knees. Press them firmly against the board. With your right hand, place the footpiece firmly against the child's heels.

Step 8: Check the child's position.

Step 9: When the child's position is correct, read and record out the measurement to the nearest 0.1 cm. Remove the footpiece, release your left hand from the child's shins or knees and ask the mother to support the child during while you record the length on the questionnaire.

Step 10: Check the recorded measurement on the questionnaire for accuracy and legibility.

ADULT HEIGHT MEASUREMENT SUMMARY PROCEDURE

Step 1: Place the height measuring on a hard flat surface against a wall table, tree, staircase, etc. Make sure that the board is stable.

Step 2: Ask the person to take off his/her shoes, and, if necessary, unbraid any hair that would interfere with the height measurement.

Step 3: Place the questionnaire and pencil on the **ground directly next** to you. Stand on the left side of the person. Make sure you are at eye-level with the reading area on the measuring board.

Step 4: Ask the person to place his/her knees and feet together so they are against the base and back of the measuring board. Make sure the feet are flat on the board and touching both the base and the back of the board at the same time. Make sure that the heels and calves are against the board.

Step 5: Tell the person to look straight ahead. Make sure that the person's line of sight is level with the ground. Place your open left hand on the person's chin. Gradually close your hand. Do not cover the person's mouth or ears. Make sure the shoulders are level, the hands are at the person's side, and the shoulder blades and buttocks are against the board. The head of an adult may not touch the back of the board.

Step 6: With your right hand, lower the sliding headpiece on top of the person's head. Make sure that you push through the person's hair.

Step 7: Check the person's position. Repeat any steps as necessary.

Step 8: When the person is in the correct position, read and call out the measurement <u>twice</u> to the nearest 0.1 cm. Remove the sliding headpiece from the person's head and your left hand from the person's chin.

Step 9: Immediately record the measurement on the questionnaire.

Steo 10: Check that the measurement you recorded on the questionnaire is correct and readable. If you have made an error, erase it completely and record the correct measurement.

ADULT WEIGHT MEASUREMENT SUMMARY PROCEDURE

Step 1: Place the scale on a hard, flat and level surface (you may have to use a plank of wood on which to place the scale). Adjust the scale to zero.

Step 2: Place the questionnaire and pencil on the floor or ground near the scale.

Step 3: Ask the person to take off his/her shoes and any heavy outer garments such as a coat, sweater, etc. Ask the person to stand on the scale. You may want to support him/her at the elbow as he/she steps on the scale. Make sure he/she is standing up straight and in the centre of the scale.

Step 4: Kneel on the floor or ground next to the scale. Make sure not to touch the person being weighed.

Step 5: Check the person's position. Repeat any steps as necessary.

Step 6: Read and call out loud the measurement <u>twice</u> to the nearest 0.1 kg.

Step 7: Immediately record the measurement on the questionnaire.

Step 8: Check that the measurement you recorded on the questionnaire is correct and readable. If you have made an error, erase completely and record the correct measurement.

READING MEASUREMENTS

The reading areas of the tape on the measuring board is in centimetres which are numbered. Each centimetre is divided into ten gradations, i.e. small vertical lines, which at each o.i centimetre, or millimetre. The line at five millimetres is slightly longer. Large numbers appear every ten centimetres.

Similarly, there are numbers on the hanging scale at each kilogram, small lines at each 0.1 kg. and a slightly longer line at each 0.5 kg.

Be careful to read the scale on the measuring equipment properly. The tape on the measuring board should be read in an upward direction for height and left to right for length; and the hanging scale clockwise. Do not read the numbers in a backward direction.

Make sure to count the number of visible lines, i.e. millimetres, when you read the tape. The headpiece falls almost directly on the seventh line. Since it can be seen, it is counted towards the measurement.

If the dial of the hanging scale or the head piece fall directly on a line count that towards the measurements.

If the movable headpiece or footpiece or the dial of the scale fall between two lines, record the measurement of the LOWER number.

CHECKING YOUR MEASUREMENT TECHNIQUE:

ALL MEASUREMENTS

a. Did you follow the procedures you were taught in training?

b. Were you firm yet gentle with the child? Did you control the child?

c. Were you at eye level with the site of each measurement, i.e. top of the head for height; bottom of the feet and heels for length ; face of the scale for weight?

d. Did you read and record carefully? Did you follow the Reading and Recording System?

e. Was the Questionnaire near when you recorded the measurement?

f. Did you record the measurements in the correct places on the questionnaire?

g. Did you check the equipment after each measurement? Were the board and scale working properly and positioned securely?

h. Did you double check to make certain you had not left any equipment behind in a household?

HEIGHT/LENGTH

a. Did you determine if the child was less than, equal to, or greater than two years of age? If less than two, did you measure length? If two years of age or older, did you measure height?

b. Were the footwear and headgear removed? Was interfering hair untied before the measurement? If this was not possible because it was too cold or the child or mother were uncooperative, did you note this on questionnaire?

c. Was the child in the correct position, i.e. the head, body, knees and feet? Was the child's head level and child looking straight ahead for height? Was the child's head against the base of the board and eyes looking straight up for length?

d. Did the mother support the child during the recording?

WEIGHT

a. Write all numbers clearly and legibly.

b. Was the scale hung correctly and from a strong place?

c. Was the scale zeroed with empty measuring pants, infant sling or basket?

d. Was the child undressed? If not, did you note this on the questionnaire?

e. If the scale needle wobbled, did you wait until the child was still before taking a reading?

f. Was the strap of the weighing pants in front of the child?

g. Was the child hanging freely during the measurement?

NUMBERS

a. Were you careful to make all the numbers as instructed?

b. Did you place the numbers in the boundaries of the bores on the questionnaire?

c. Did you record the measurements in the appropriate places on the questionnaire?

EQUIPMENT STANDARDIZATION

Weighing and measuring equipment must be regularly checked during data collection, approximately twice a month, since weather changes, humidity and continued use may affect measurement reliability. Anthropometrist/interviewer should be able to check their own equipment while collecting data.

MEASURING BOARD

a. For each measuring board, measure an object of known height such as a pole, twice for each board.

b. If the Board is in two sections, measure two different poles. The first pole should be less than the height of the lower section of the board. The second pole should be less than the total height of the board when both sections are together. Measure each pole twice for each board.

c. If there is 0.3 cm. or more difference between the known height of the pole and its height when measured on the board, then check the measuring tapes and the boards in question.

d. Check each board for the following:

   i. Loose screws

   ii. Broken or loose parts

   iii. Rough edges that may need sanding

   iv. Sliding headpiece/footpiece: (1)Less than 0.2 cm. lateral wobble, i.e. that it is not too loose to fit when on the board.

SCALE

For each scale, weigh three objects of different known weights. Repeat this procedure a second time. A large plastic bottle with different marks on the outside of the bottle can be used for this purpose. Weight the bottle after filling it to each line with water and record the weights.

If there is a 0.1 kg. or more difference between repeated weights on the same scale or between weights on different scales, check that the scale was zeroed, and reweigh each of the weights.

Check the scale for the following:

i. SCALE 'ZEROS' PROPERLY.

ii. STITCHING OF WEIGHING PANTS AND INFANTS SLINGS TO MAKE SURE THEY ARE NOT TORN.

iii. OUTSIDE SCALE CASE FOR ANY BREAKAGE.

iv. MISSING SCALE HOOKS.

v. DIAL OF THE SCALE IS STRAIGHT.

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GPS INSTRUCTIONS

WHAT IS GPS?

Global Positioning System: a space based, 3-dimensional measurement and positioning system that operates using radio signals from satellites orbiting the Earth. It has been in development since 1973. The first satellite launched in 1978. It was declared fully operational in 1995.

WHAT IS A GPS RECEIVER?

A GPS received is a ground-based devices that can read and interpret the radio signals from a number of the GPS satellites at once. It calculates a location on the Earth's surface with varying degrees of accuracy, depending on receiver quality and other conditions. The result from the GPS received is that it is a system for determining geographic position that is globally available, 24 hours per day, to anyone with the appropriate receiver units.

WHY ARE WE USING GPS?

1) As a supervision tool. By recording the location of the households or facility interview, the Field Manager and team Supervisors will be able to more easily locate them in order to verify interviews and monitor the field work.

2) Once the survey is completed, the points you collect will be used to link other data sources to better understand the health and well being data.

STEPS TO USING GPS DURING FIELD WORK OF KHDS 2004.

Each team will have 2 GPS Receivers for use during the KHDS 2004 field work. The Supervisor will manage the use of these GPS Receivers, assigning them out to interviewers as necessary during the field work.

Step 1: Select the Point Collection Location. Find a place near the point of interest (household, facility, market, school) with a clear unobstructed view of the sky.

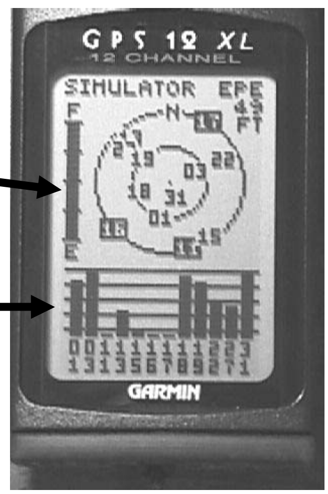
Step 2: Turn on the Unit. After a couple of seconds, the GPS unit will start looking for satellites.

Off/On
Button

Step 3: Wait for the GPS receiver to search for Satellites.

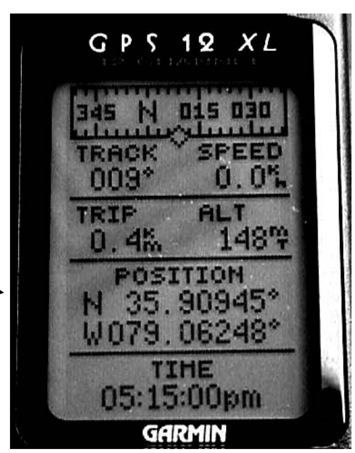
I.1.A.1 Battery Gauge

Indicato
r for
acquirin
g the



Step 4: Once enough satellites have been located, the GPS unit will provide you with a position.

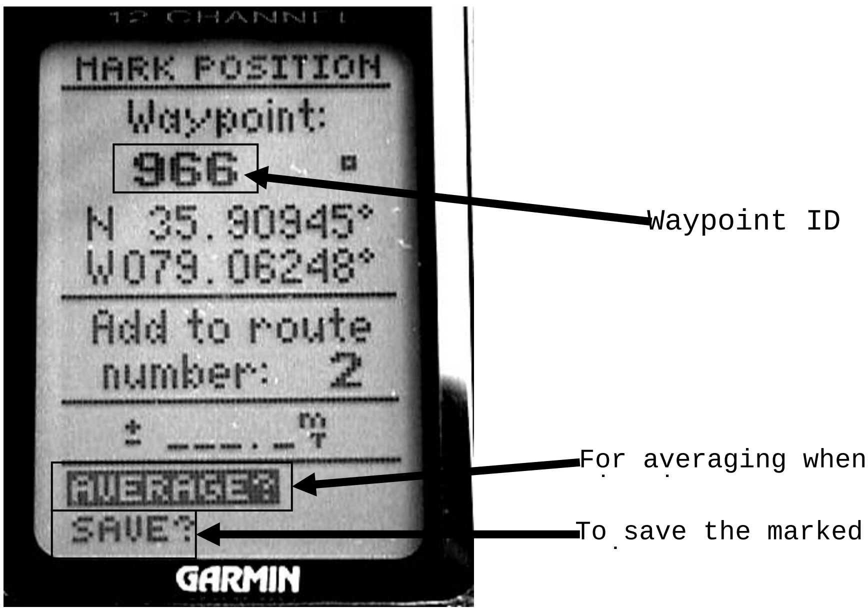
GPS Coordinates



Step 5: Marking the position.

- Press mark

- After marking the Mark position page appears.



Step 6: Enter your ID code.

- Highlight the Waypoint ID number
- Enter in the DHS Cluster/Household ID

Use the up and down arrows for alphabet and numbers, left and right arrows for moving the cursor.

Step 7: Begin Point Average.

- Highlight "*Average*", press the *ENTER* key and begin averaging repeatedly for 5 minutes
  <u>While in Point Averaging, do not move from your location</u>.
- Highlight the word "*Save*" and press Enter.
  The Averaged Location is saved on the GPS Receiver

Step 8: Record Average Location on the KHDS 2004 Questionnaire.

Page up to the *Main Menu* Page and highlight "*Waypoint List*" and press Enter.

- Select the correct waypoint in the list and press Enter. This will display the averaged coordinate.

I.1.A.2.2 Main Menu Page

I.1.A.2 M

Marked Posi

I.1.A.2.1 Waypoint Page