Schooling, Income and Health Risk

Household Survey

Field Manual

2007

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1. INTRODUCTION

The "Schooling, Income and Health Risk" (SIHR) project entails collecting a rich, multi-dimensional, longitudinal data set of young adult women in Malawi. As part of this project, the SIHR will field a household questionnaire to a sample of young women to collect socioeconomic information about these individuals. The SIHR household questionnaire covers a range of topics. The household survey has 16 sections, divided into two parts:

PART 1: Household characteristics	*PART 2: Core respondent (unmarried youth)*
1. Household Roster	8. Family Background
2. Dwelling Characteristics	9. Education and Labor
3. Durable Goods	10. Health and Fertility
4. Consumption of Food	11. Marriage
5. Expenditures	12. Sexual Behaviors
6. Safety Nets	13. AIDS
7. Economic Shocks	14. Social Networks
	15. Consumption
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The information in the SIHR household questionnaire will be obtained by approaching households and collecting detailed information from respondents.

The SIHR household survey is designed to be conducted over several months starting in October 2007. The questionnaire is quite detailed and long, and involves asking people some very personal questions. It requires a high level of professionalism among the survey staff at every stage in the process.

The purpose of this manual is to give an overview of the survey organization, survey sample, completion of the questionnaire, detailed instructions on specific sections, and final submission of the questionnaire. The over-arching objective of this manual is to provide the field staff with key information on how to conduct the survey, the intent of many of the questions and, consequently, how field staff should handle any problems that might crop up in administering the questions to respondents.

2. SURVEY ORGANIZATION

The field staff for the SIHR household survey consists of *interviewers* and *supervisors.* These staff are the critical foundation upon which a quality data set for use in analysis for decision-making can be built. Each interviewer is assigned a unique supervisor. Supervisors supervise a total of five interviewers. There will be seven supervisors in total.

The interviewers are responsible for completing the household questionnaires assigned to them by their supervisor. In order for interviewers to do a good job, they need to have adequate supervision and to be able to easily request rapid assistance if required. The supervisor is responsible for making sure that interviewers are able to do their work properly – that they have the correct information and tools needed for the job. The supervisor will review all questionnaires that interviewers have completed to make sure that there are no errors. He/she will regularly sit in on interview sessions with the households to assess interviewer work. After the interviewer submits the household questionnaires to his/her supervisor upon completing the interviews, the supervisor will return to the interviewer any questionnaires that are incomplete or that contain errors. In most cases, the interviewer will have to go back to the survey households to make the corrections. Interviewers should expect their supervisors to subject their completed household questionnaires to rigorous examination. The SIHR management team will assess the performance of the interviewers and supervisors primarily on the basis of the quality of the data that comes from interviewers and the proper reporting on any problems or issues in the field.

To facilitate the various activities of the field work, the SIHR household survey includes several forms. Annex 1 is a list of the most important forms and documents of the survey effort. While the Household questionnaire (Parts 1 & 2) is the main instrument, the other forms are nonetheless important for monitoring the field work and ensuring the quality of the survey effort.

3. SURVEY SAMPLE

The first SIHR Household Survey will be conducted in enumeration areas in Chiradzulu.[1] The process of selecting households involves the following steps:

1. <u>Select enumeration areas</u> in Chiradzulu, done by the management team
2. <u>List all households</u> in the enumeration areas selected to identify households with an eligible respondent (see below), done by the field staff.
3. <u>Randomly select households</u> with eligible respondents, done by the management team/supervisors.
4. <u>Survey selected households</u>, done by the field staff.

The total planned sample size is 5,000 households in 150-200 enumeration areas in Chiradzulu. In most households there will be one core respondent (defined in Manual Section 3.2 below); however, on occasion there may be two.

Broadly speaking, the households eligible for the SIHR survey must have an eligible core respondent. Eligible core respondents are young non-married women aged 13-22. For individuals that are still in school, they must also have completed Standard 6 to be eligible.

The questionnaire has two parts: Part 1: Household Characteristics (Sections 1-7) and Part 2: Core Respondent (Sections 8-16). In Part 1, the head of household and/or spouse, assisted by other household members if necessary, will be asked these sections. The questions pertain to the general characteristics of the household. Part 2 will be administered to core respondents only. The sections in this part are very personal and private and pertain to the core respondent specifically.

3.1 SIHR Households

The household and the core respondent are the main units of the SIHR survey.

A *household* may be either a person living alone or a group of people, either related or unrelated, who live together as a single unit in the sense that they have common housekeeping

[1] An enumeration area (EA) is a relatively small, contiguous area established by the enumeration agency (the National Statistical Office in Malawi) as a data gathering area. In Malawi, approximately 250 households reside in an average EA. In rural areas the EAs will consist of several small villages or one large village. In urban areas, EAs will cover parts of urban locations or neighbourhoods.

arrangements (that is, share or are supported by a common budget). A standard definition of a household is “a group of people who live together, pool their money, and eat at least one meal together each day”. It is possible that individuals who are not members of the household may be residing with the household at the time of the survey. In most cases, but not all, someone who does not live with the household during the survey period is not a current member of the household.

It is important to recognize that members of a household need not necessarily be related by blood or by marriage. On the other hand, not all those who are related and are living in the same compound or dwelling are necessarily members of the same household. Two brothers who live in the same dwelling with their own wives and children may or may not form a common housekeeping arrangement. If they do not, they should be considered separate households.

One should make a distinction between *family* and *household*. The first reflects social relationships, blood descent, and marriage. The second is used here to identify an economic unit. While families and households are often the same, this is not necessarily the case.

In the case of polygamous men and extended family systems, some household members are distributed over two or more dwellings. If these dwelling units are in the same compound or nearby (but necessarily within the same enumeration area) <u>and</u> they have a common housekeeping arrangement with a common household budget, the residents of these separate dwelling units should be treated as one household.

The *head of household* is the person commonly regarded by the household members as their head. The head is often, but not always, the main income earner and decision maker for the household, but interviewers should accept the decision of the household members as to who is their head. There must be one and only one head in the household. If more than one individual in a potential household claims headship or if individuals within a potential household give conflicting statements as to who is the head of household, it is very likely that the interviewer is dealing with two or more households, rather than one. In such cases, it is extremely important that the interviewer apply the criteria provided to delimit membership in the survey household.

Note that it is possible that the household head may not be residing in the dwelling at the time of the interview. He or she may be living and working, temporarily or permanently, in another part of Malawi or in another country. This is permitted. However, other individuals who do not reside in the household at the time of the survey and are actually residing elsewhere should in most cases not be listed on the SIHR Household Roster (Section 1).

<u>3.2 SIHR Core Respondent</u>

The core respondent for the SIHR household survey is a young women aged 13-22 who is non-married. For individuals that are still in school, they must also have completed Standard 6.

The SIHR household survey will only be conducted among households with at least 1 eligible respondent. So, for example, if a household in the selected enumeration area has only 2 household members who are both over 22, the household will be listed on Listing Form A, but never selected for the SIHR survey. All households, regardless of having eligible members, should be included in Listing Form A, but only households with eligible members will be given Listing Form B and be eligible for surveying.

<u>3.3 SIHR Listing of Households</u>

In order to select households for the SIHR household survey, all households in the selected enumeration areas (EAs) will be listed. The listing of households is a list of all private dwellings within an enumeration area (EA) which is used to randomly select from eligible households within the EA for interviewing by the SIHR household survey.

Using maps that the National Statistical Office has for the selected EAs, the field staff will spend ***one*** day in each EA to compile a list of households in the EA.

The aim of the listing exercise is to (i) develop *a list of all private dwellings* within the EA and (ii) determine which of these private dwellings has an *eligible individual*. **Listing Form A** is used to list the private dwellings. Non-private dwellings, such as prisons and hospitals, will not be listed, although private dwellings associated with institutions (e.g., caretakers' residences at a hospital) should be listed. No buildings that are not now dwellings should be included on the list. This includes dwellings that are in ruins or have been destroyed by fire so that they cannot be inhabited. However, vacant buildings that could be inhabited should be listed on Listing Form A. Listing Form A will include a unique dwelling unit number for each dwelling found in the EA, together with some identifying characteristics of the dwelling so that the interviewer and others can readily identify the dwelling. Households residing in each dwelling will then be listed. When completing Listing Form A, field staff should bear in mind that it is possible for a single household to be resident in several dwellings or, vice versa, for several households to be resident in a single dwelling.

Listing Form A also establishes whether the dwelling has an eligible individual. This is established through Question 4 on Listing Form A which asks the enumerator to mark an "X" if a never married female(s) aged 13-22 is living in the HH. If the answer to Q4 is "Yes", then the enumerator proceeds to Listing Form B. If the answer to Q4 is no, then the enumerator moves on to the next dwelling.

Listing Form B is ONLY be used for households that have an ELIGIBLE individual. As mentioned throughout this document, eligible individuals are never married young women aged 13-22. Listing Form B gathers some basic characteristics of the ELIGIBLE members of each household. To save time, do not gather information on non-eligible respondents. Specifically, the Listing Form B identifies the name, age, marital status, and schooling information of the eligible respondent. It is important that Listing Form B be as accurate as possible, particularly with respect to the schooling information which includes whether they are currently in school, when they last attended school, and the highest grade they completed. The reliability of this information is crucial for the success of the study.

3.4 Household Selection after Listing

The SIHR management team will select core respondents at random among all households from Listing Form B with at least one core respondent that fits one of our X eligibility criteria. The field staff will be given a form which lists the selected households. This is the **Selected Households Form**.

3.5 Household Interviews

If the interviewer is unable to interview any of the selected SIHR households, the interviewer must contact his/her supervisor as soon as possible. The supervisor will investigate the problem and as soon as possible and if necessary instruct the interviewer on the replacement household to be interviewed. The replacement household is listed on the Selected Households Form. However, it is expected that there will be *very* few cases where the interviewer will need to replace any the originally selected SIHR households. If the household must be replaced, the supervisor completes a **Replacement Form**, explaining in detail why the originally selected household was replaced.[2]

Locating the households and beginning the interviews should not be delayed. Prudently, the interviewer should plan their interview schedule within an EA. Likely the interviewer will have to make two or three separate visits over different days to each SIHR household to complete Part 1 & Part 2. It is permissible to assign Part 1 and Part 2 to different interviewers. This is up to the discretion of the field team, under the leadership of the supervisors.

4. Instructions on Completion of the household questionnaire

This section will give a general over-view of how the household questionnaire interview is to take place, and how the questionnaire is to be completed. The section that follows will examine the SIHR household questionnaire sequentially in order to address possible problematic issues relating to each section. These notes here should be the first reference as field staff encounter any problems in administering any sections or questions in the household questionnaire.

The questionnaire is produced in Chichewa. Do not assume that skills in Chichewa will allow an interviewer to conduct interviews throughout Chiradzulu. Although Chichewa is the national language of Malawi, many rural residents are not fluent in the language. It is possible that a small number of the households to whom interviewers administer this questionnaire will not be able to respond to the questions if they are asked in Chichewa.[3] Consequently, interviewers might have to translate the questions into a language in which the survey household members are fluent. The questionnaire should be administered in a language that the survey household members understand fluently. If an interviewer find that he/she has been assigned to conduct SIHR interviews in households which are only fluent in a language in which the interviewer is not fluent, the interviewer must immediately inform his/her supervisor.

One point to bear in mind in this regard is the following. There are several key terms that reappear throughout sections or throughout the questionnaire as a whole such as ‘household’. Terms should always be translated into local languages using the exact same words. The questions have been carefully worded to ensure that the desired concept is being asked. Study the questions so that the interviewer can ask them in a consistent and natural manner. If this is not done, the responses to the same question across households may not be comparable. During interviewer training, attention will be paid to the translations that should be used for these terms in the various languages and alternative terms.

4.1 Identification codes

In order to keep track of respondents and then re-interview them in the future, every enumeration area, household and core respondent is assigned an identification code. The identification codes are as follows:

- Enumeration area (EA) ID code is three digits from 101-160 (or 200 if we increase the number of EAs)
- Household (HH) ID code is 5 digit: 3 digit EA code + 2 digit HH code within the EA

[2] It is possible that we will survey 100% of the eligible respondents, in which case there will not be any replacement household form and interviewers must make every effort to interview all original households.

[3] In Chiradzulu, 90% of the population reported speaking Nyanja at home (from 2004/04 IHS-2 survey), which is very similar to Chichewa. Other languages reported to be spoken at home are: Chichewa (6.4%), Yao (3.7%)

- Core respondent ID code is 7 digits: HH ID + 2 digit roster ID code from Section 1 (HH Roster).

The field staff will be informed of the household ID code when they are assigned the selected households to interview.

The core respondent ID code is determined *after* Section 1 (HH Roster) is completed since it relies on the household roster number of the eligible respondent.

ID codes are critically important. They are the only way we can link individuals across parts of the questionnaire. Moreover, since the SIHR is a longitudinal survey, we need to ensure that IDs are consistent and correct for the next round of the survey.

In addition, all field staff and data entry staff are assigned ID codes which should be remembered and consistently used at all times.

4.2 Questionnaire administration

The SIHR household questionnaire is divided into two Parts. The main difference between these two parts is that Part 1 is completed by the household head or spouse of the head, whereas Part 2 is completed by core respondent, the young women who meets the eligibility criteria.

Starting SIHR interview. Before the interviewer goes to a selected household, the interviewer should ensure that s/he is ready to begin the interview – that is, s/he is presentable, that s/he knows how s/he is going to begin the interview, that s/he has at least two ball point pens and at least s/he has the household questionnaire forms with her/him for every household that they plan to interview, s/he has the location and ID code numbers of the survey households with them, s/he has a camera and s/he has an ID tag for identification.

Problem cases. As a general point, if the interviewer encounters a different or unusual case in a particular section or sections for a survey household and are not sure what to do, write all of the details down on the questionnaire. There is plenty of space on the empty space above each page of the questionnaire to do so. For these problem issues, after the interviewer leaves the survey household, check this manual for guidance. If the solution cannot be found in this manual, the interviewer should consult their supervisor at the earliest opportunity.

Privacy and confidentiality. The field staff should assure all interviewed households and respondents that all information collected will be kept confidential. The information will be used for research purposes only. In order to assure this, no person except SIHR supervisors or people from the SIHR management team should come with the interviewer when they interview. If an SIHR member does accompany the interviewer to an interview, the interviewer should always be sure to introduce the staff member to the respondent, making clear to the respondent the purpose of the presence of the SIHR staff member. In most cases, the SIHR staff will be present to monitor the quality of the interviewer's work and to support and assist the interviewer in effectively carrying out the interviewer's assigned tasks. The supervisors are instructed to not interfere with the interviewer's administration of the questionnaire to the survey respondents, but will discuss any issues related to the interviewer's administration of the questionnaire later with the interviewer in private.

Consent Forms. The interviewers should make sure to begin the interview with the consent forms. There are three distinct consent forms. One form is for "adults", or those core respondents who are at least age 18 years and older or married. There are separate forms for unmarried "minors" (those under 18 years), and for the parents of unmarried minors. Be sure to get a signature, or, for those who are unable to write, a thumb print from each person.

Gifts. After the interview is finished the interviewer should leave a small gift (two bars of soap) with the core respondent.

4.3 Part 1 Questionnaire administration

The setting for administering Part 1 of the questionnaire should be relatively private. Some of the questions being asked are of a personal and private nature. The interviewer should respect the desire of the respondents for privacy.

Any persons not connected to the SIHR or to the household should not be present when the interviewer is administering Part 1 of the household questionnaire. If any such individuals are present when the interview begins, the interviewer must politely request them to leave in order to respect the privacy of the survey household. If they cannot leave at that time, the interviewer should schedule the interview for a later time or move to a more appropriate place, when or where greater privacy can be assured.

There will be occasions where the household head is listed for the selected household but it is impossible to speak with the household head. As noted in Manual Section 3 above, the household head need not necessarily be resident in the household. The household head is the person that other household members designate as their head, but it is possible that this person will not be residing in the household at the time of the survey. In these cases, the interviewer should seek out the person best able to respond for the household head for Part 1 of the SIHR household questionnaire.

It may also be difficult to meet with the household head because, while he or she is resident in the household, he or she is too busy working to speak with the field staff. Interviewers should make every effort to speak with the household head at his or her convenience. If however, after repeatedly finding it impossible to speak with the household head, the interviewer should seek out the person best able to respond for the household head for Part 1 of the SIHR household questionnaire.

4.4 Part 2 Questionnaire administration

Part 2 of the SIHR household questionnaire contains the most sensitive and personal questions in the survey asked of the core respondent. The setting for administering Part 2 of the questionnaire should be very private. It is essential that the enumerator try and ensure that the core respondent is the only one present for the interview. If other people ensist that they stay and the core respondent agrees to this, make sure to note it in the survey.

It may also be difficult to meet with the core respondent. Interviewers should make every effort to speak with the core respondent at his or her convenience. <u>Part 2 can not be completed by any one other than the core respondent.</u> Supervisors will re-visit core respondents to monitor the quality of the data and confirm that interviews were conducted in full.

4.5 Field staff interactions with the community

The field staff will be working intensively for some time with community members in carrying out the survey, so it is vital that the field staff establish a good working relationship with community leaders and, for that matter, with all community members. When the field staff first arrive in an EA selected for the SIHR, the field staff must immediately present themselves to the local group village headman and to the headmen of the villages in the EA to explain why the field staff are going to be working in the area. The field staff will be provided with an official letter of explanation and an ID badge to show them. In some trading center locations, identifying a local leader may be more problematic. Make inquiries as to who might be considered local leaders when the field staff first come to a trading center location. These may be local business, religious, community policing, or political leaders. In meeting with the local authorities for the first time, the field staff must include the supervisor. This will not always be possible.

The SIHR is not to be a secretive survey, but all information collected is extremely confidential and secretive. Please explain what it is the SIHR field staff are doing to all community members who ask about SIHR activities. SIHR field staff should be respectful, courteous, and patient with all community members. The quality of field staff work is to a large degree dependent on the level of cooperation field staff receive from the members of the communities in which the survey households reside. If the general community attitude towards field staff work is negative, field staff likely will experience problems as field staff conduct interviews with the survey households in that community.

While field staff work should not be secretive, it is imperative that all staff respect the confidentiality and privacy of the survey household respondents when administering the questionnaire. Community residents who are not members of the survey household should not be present while the interviewer is conducting SIHR interviews.

4.6 Field staff interactions with the respondents

Field staff should therefore always be courteous and tactful in dealings with households and core respondents.

Above all, field staff attitudes towards the respondents in the survey households must be one of respect. Field staff must always be patient towards survey household members. Be business-like in conduct – never bullying, demanding, or rude. Always act in a way that warrants respect and cooperation from the respondent. During interviews, field staff should work efficiently and relatively quickly, but should not rush the respondents or make mistakes. After each interview field staff should thank each interviewee for their help and time. This is vital if the survey is to be carried out successfully. Field staff will find work more pleasant if the interviewer remains polite and friendly to everyone at all times.

Be willing to answer any questions the respondents ask field staff about the survey and its particular contents. In most cases, the Consent form will provide a sufficient response.

The survey interview may be long, especially for core respondents. This will be trying on respondents' patience as well as field staff. Nevertheless, the rules of courtesy and politeness must still apply. If necessary, interviewers may break the interviews of household members into shorter interviews. However, the interviews with all household members should be completed within a span of two or three days at most.

At the start of the interview, the interviewer should always determine if the household head or spouse has any appointments in the next hour or two. If sufficient time is available to complete several sections of Part 1 of the questionnaire before the household head or spouse appointment elsewhere, proceed and complete as much of the interview as possible. When the household head or spouse must leave, arrange for another meeting in the next day or two at which the interview with the Part 1 sections can be completed.

Interviewers should seek to develop a smooth-flowing interviewing style so that the interviewer can obtain all of the information required from an individual in the shortest possible time. The interviewer does not want to unnecessarily test the respondent's patience by delaying the interview in any way, particularly through excessive probing on questions that the respondent feels that they have already answered to the best of their ability and recollection. The interviewer's interview technique for completing the questionnaire will improve dramatically as the interviewer gains experience. The guidelines in this manual should help field staff. Field staff attempt a compromise between:

- maintaining a smooth-flowing, continuous dialogue that allows the interviewer to obtain all of the information required in the shortest possible time – that is, without testing the patience of the respondents by delaying the interview in any way – and,
- allowing the respondents to ask any questions that they have about the survey so that they are convinced of its value and are cooperative. Doing so, however, will take time and will reduce the efficiency with which the interviews are completed.

In conducting an interview, if it is clear that the respondent has understood the question they have been asked, the interviewer must accept whatever response the respondent provides. Probing questions can be used to make sure the respondent understands the key element of the question being asked. However, the interviewer must never second-guess the respondent or make the assumption that the interviewer has a better understanding of the condition of the individual or household than the respondent does. The function of the interviewer is not to verify that the information provided is correct. The analysts of the SIHR survey data are interested in what the respondent actually says. It is always possible that the respondent will lie or provide inaccurate information, but the interviewer should not make any judgements on the information provided.

There are exceptions, of course. At all stages of the interviews with members of a survey household, field staff should be alert to errors. These can be accidental or deliberate. The interviewer can never force people to give answers that they do not want to give, but the interviewer can approach the true facts by diplomatic and intelligent interviewing. For example, if the respondent says that the household has no radio but the interviewer sees a radio on the table inside the dwelling, the interviewer should inquire about it. However, the interviewer should not probe excessively after seeking initial clarification from the respondent. In any case, the interviewer should never go outside of the household (to community leaders or neighbours) to get information. This is beyond the scope of the interviewer's work.

Ultimately, assessing whether the answers provided are 'wrong' or 'right' should not apply to the interviewer in administering the household questionnaire. The questionnaire is being administered to the survey household members because we rightly expect that they will be able to provide the best information about their own living conditions.

Treating respondents with condescension and a lack of respect or re-interpreting the answers provided by the respondents will not be tolerated. All field staff must treat all respondents equally irrespective of their ethnic group, political influence, and social and economic status.

4.7 Questionnaire formatting

The SIHR household questionnaire has been designed to enable the interviewer to administer it with as little difficulty as possible. In spite of these design efforts, nevertheless, it is a complex questionnaire. To build interviewer familiarity with it, as the interviewer prepares for fieldwork with the survey households, they should 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, the interviewer should not expect that any two administrations will be alike.

In Part I, the majority of the questionnaire is laid out in landscape (horizontal) format, and most of these sections should be approached by asking the questions going across. In Section 1, for example, information on a particular individual within the household is to be recorded on the same row across pages. In other sections in Part I, however, the questions should be recorded going down, in columns, such as in Section 3.

4.8 General instructions for completing the questionnaire

- **Reading questions.** Read the questions exactly as they are written in the questionnaire, following the established order.
- **Instructions.** Closely follow all instructions on the questionnaire when asking the questions.
- **Use pen.** The responses received from the respondents should be written on the questionnaire in blue or black ink pen. Responses written in pencil can easily become smudged and difficult for the coders and key entry personnel to read and interpret.
- **Upper-case.** Responses should be written clearly in upper-case letters. This instruction is especially important for those questions that will be coded later, such as "other" responses.
- **Mistakes.** If a mistake is made in the recording of a response, do not erase the incorrect response. As the interviewer should be using a pen, the interviewer will be unable to erase. Rather, strike out the error by neatly marking it through with a line, and then write the correct response where it can be easily read:

7. How old is [NAME]? YEARS
~~27~~ 72

- **Other, specify.** In order to include all possible responses that may be provided, many questions include a response option of "other" to record responses that are not covered by any of the pre-coded responses. When the interviewer uses this code, also provide a brief explanation/text of the answer:

12. Where is your mother living now?	Same place as household………………………	1
	Village elsewhere in Chiradzulu……………………	2
	Town/trading center elsewhere in Chiradzulu……..	3

	In Lilongwe………………………………………..	4
	Other urban area in Malawi: SPECIFY_______	5
	Other rural area in Malawi: SPECIFY_______	6
	Other country: SPECIFY ____ZAMBIA___	(7)
	Don't know……………………………………….	8

- **Not asked questions.** All questions that are not answered because of the skip pattern or general flow of the questionnaire should be left blank – no information should be recorded.
- **Unanswered questions which are asked.** There are cases where respondents will not answer an individual question, either because they do not know the answer or because they refuse to answer the question. If after asking the question several times, the interviewer still cannot get a response, the following codes should be recorded:

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Refuse to answer..NR
Not applicable... 88
Do not know .......99
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  However, <u>these codes should be used very rarely</u>. Supervisors will warn interviewers if they feel that the interviewer is unnecessarily or too frequently using these codes, as their excessive use may indicate a lack of effort on the interviewer's part to collect the required information from the respondents. Be cautious, only using these codes when absolutely necessary.

- **Skips.** In order to have a logical order to filling in the questionnaire, it has been designed with a system of skips that allows the interviewer to follow the logical sequence of questions based on responses to questions already provided. If there are no additional instructions, the interviewer will pass directly to the next question.
  - The double arrow symbol ">>"indicates that the interview should be continued with the question indicated. In the following example from Section 9 (Education), if the respondent says 'Yes', the interviewer continues with question 17. If the response is 'No', the interviewer will skip to question 25. Questions 17-24 are skipped because the question is not relevant to those who answer 'No' to question 16.

16.	Are you currently attending school or (if school is no longer in session) were you attending school when the session was ending?	Yes …………………………..	1	
		No …………………………….	2	**>>25**

The double arrow symbol can also indicate that the interviewer should skip next question regardless of the response to the current question. In the following example, if the respondent has never attended school, after getting the reasons why the respondent never went to school, the interviewer skips to question 33 because the respondent would have no responses to questions 12-32.

11.	What was the reason you never attended school? (RECORD UP TO 2 REASONS)	First reason Second reason	[___] [___] (>> 33)

- **Pre-coded answers.** Where the question responses are precoded, the interviewer should simply record the code for the category that matches the respondent's response most closely.
- **Kwacha responses.** When the response to be recorded is a monetary amount or a figure, write the correct response in the corresponding cell. Record monetary amounts in Kwacha with no decimal point. Do not include tambala. For any tambala amounts, round to the nearest Kwacha. For any amounts at or above MK 1,000, include a comma. For example, from Section 9:

35.	Think about all of the work that you have done in the past year in which you have been paid cash or kind. How much do you estimate that you have earned in the past year?	____*10,000*____ Kwacha

5. SECTIONS OF THE SIHR HOUSEHOLD QUESTIONNAIRE

The rest of this chapter is made up of comments related to the individual sections making up the SIHR household questionnaire and specific questions in those sections. Please note that not all questions are considered here. Many of the questions asked are quite simple and it is self-evident how the interviewer should administer them.

Each questionnaire contains sufficient space to enumerate a household of 20 members (since number of rows in Section 1 is 20). If the survey household has more than 20 members, the interviewer will need to use an additional questionnaire to have additional Section 1 rows. Please note this on the cover of both questionnaires.

<u>Cover Sheet: Household identification, survey staff details</u>

This section is used to collect information on the survey household in order to identify the household if it is necessary to re-interview the household members in the future and to identify the household for data analysis purposes. Information is also collected on who among the SIHR staff members processed the questionnaire at various stages of the data collection and entry.

- It is critical that the entire set of information on the household and visits is completed in full by the interviewer. The information about the household (village, compound, core respondent name, and ID codes) should all be accurate and clearly written.
- EA CODE. The supervisor will provide the interviewer with the EA code. All survey households within the same EA will have the same EA code.
- The ID code of the eligible respondent is not known until Section 1 (Household Roster) is completed. The ID code of the core respondent is the Household Roster ID number of that person from Section 1.
    - The ID code of the core respondent is not necessarily the same roster ID as in the Listing operation. The ID code on the Cover Sheet for the core respondent should always match the Household Roster ID for the person as stated in Section 1. If there is more than one core respondent than you fill the additional core respondent IDs in the spaces indicated by Core Respondent 2 and Core Respondent 3.

- Q5-6. The core respondent for the SIHR household survey are never married young women aged 13-22. For those still in school, they must also have completed Standard 6. (see Section 3 above in this document). The supervisors will inform the interviewer of the name of the core respondent in the household.

  - **It is important to get complete and accurate both the first and last name of the core respondent, any other names given to the core respondent, including those changed with religious affiliation, or those given by friends (sometimes called nicknames but not always), and/or those that are short for their longer name. It is also important to get the full name of the household head**.

- Q7-14. Every interview will require at least one visit and probably two visits. The interviewer must fill out Q7-14. The date in Q7 should be the date of the first interview, when interviewing began.
- Q8-9. Interviewers should use a 24-hour time clock to record the time.
- Q10. All interviewers will be assigned an ID code that they should make sure to fill in here.
- Q15-Q17 are to record information on the other individuals who will be involved in processing the questionnaire through data entry and cleaning. These questions are NOT completed by the interviewer.

Section 1: Household roster (Part 1)

This section is used to collect basic information on all of the household members. The respondent is the Household head, spouse of the head or other knowledgeable household member.

If, for example, a woman's husband is in living elsewhere, say in Mozambique, it is up to her whether she lists him as the household head which is possible and up to her, although we don't want to encourage this. Instead allow for de facto female headship when husband lives away.

- List the head of household on the first row of the Section (line 1 which is ID code 1). The spouse(s) of the head should be listed next, followed by children of the head, then other relatives, ending with persons in the household who are not related to the head. It is not imperative to follow this ordering but it facilitates completing the roster accurately.
- Q2. In writing the names of the household members, be sure that the interviewer uniquely identifies the individuals. If two individuals in the household have the same name, ask about any nicknames or other ways in which the two persons can easily be distinguished from each other.
  - People who normally eat and live together. This refers to eating/living together in the recent past (last month), excluding vacations or trips.
  - Not a household member: Dalitso used to live in the household and moved to Lilongwe 4 months ago for a new job. He comes back to visit sometimes for a few days. He happened to be back visiting on day of the interview.
  - Household member: Willie 'normally' lives in the household (sleeps and eats there) but he has been in Blantyre for the last 6 days on a trip to sell tobacco. He is returning next week.
- Q3. Make sure that the person the interviewer indicates is the Core Respondent in Q2 is the same person that is noted on the Cover Sheet as the Core Respondent. In each household at

least one person should have “X” indicated in Q3. This is the person who will respond to Part 2 of the SIHR household questionnaire.

- Q4. The interviewer must ask about the sex of the individual in Q4. Do not use the name of the individual to assume the sex of that individual.
- Q5. Relationship to head.
    - A lodger (option 14) makes some sort of payment to the household for living there (in cash rent payment or in-kind).
    - Other non-relative (option 15) is living in the dwelling but not paying any rent. They are living there for free.
- Q6 & Q7. The roster collects information on and date of birth (month and year only) and age in years Record month as 2 digit (01-12) and year as 4-digit. For those that know the date of birth, you can skip the age in years. If the individual does not know the date of birth, make sure to record the age in years. There is no need to calculate age in years from the date of birth information.
    - For those 5 years of age and younger, request to see the child’s health or immunization card to determine the birth date for the child.
    - Age in years refers to completed years according to their last birthday.
    - For older individuals who may have trouble determining the month and year of their birth, complete as much of Q7 as possible
- Q8-Q10. These next set of questions refer only to people 5 years or older. No questions are asked after Q7 concerning children aged less than 5 years. For children less than 5 years, these questions are not asked and are left blank.

- Q8. This question refers to highest level of education completed.
- Record the highest class level completed. For example, the person attended the second year of primary school for just a few weeks and then dropped out, record “2” for level, and “2” for years in level.
    - Older individuals may have attended school when the Malawi educational system was different from what it is now. The current system was instituted in the 1970s. Please use the following table to determine the current equivalent class level attained by older individuals who completed their education in the 1960s or earlier. The interviewer should use the current equivalent class level when completing Q8 for such individuals.

Current	1960's	1950's	1940's
Standard 1	Standard 1	Sub A	Sub A
Standard 2	Standard 2	Sub B	Sub B
Standard 3	Standard 3	Standard 1	Sub C
Standard 4	Standard 4	Standard 2	Standard 1
Standard 5	Standard 5	Standard 3	Standard 2
Standard 6	Standard 6	Standard 4	Standard 3
Standard 7	Standard 7	Standard 5	Standard 4
Standard 8	Form 1	Standard 6	Standard 5
Form 1	Form 2	Form 1	Standard 6
Form 2	Form 3	Form 2	Skills Training
Form 3	Form 4	Form 3	
Form 4	Form 5	Form 4	

- Q10. Marital status.
    - The 'married' marital status does not require that the relationship between man and woman be an official marriage. It can be a non-formal union that began without public ceremony of any sort.
    - Both men with multiple wives and women who are married to a man with more than one spouse should use code 2 ("polygamous") to describe their marital status. It is considered okay to use code 2 for women who are married to men with more than one wife

Section 2: Dwelling Characteristics (Part 1)

Information in this section is asked primarily of the head of household or spouse, who may be assisted by other informed adults within the household. Information is collected on housing tenure, quality of housing, and the energy, water, and sanitation condition of the household.

A *dwelling* is a house intended to be occupied as a residence, in distinction to a store, office, or other building. A *household* usually will reside in a single dwelling unit, but it is possible for a single household to reside in several dwelling units or for several households to reside in a single dwelling unit.

- Q1. Dwelling ownership status.
    - If the household is living in their house without authorization, ownership, or paying any rent (that is, they are squatters) use 'Free, not authorized' (code 5).
    - However, if the household is living in the house for free and is authorized to do so, the interviewer should use 'Free, authorized' (code 4). For example, the household may be staying in a house provided for free by a relative.
- Q2-Q5 can be filled in by interviewer observation. They do not need to be asked of the respondent if they can be directly observed by the interviewer.
- Q2. Types of dwelling unit.
    - Dwellings made up of 'several separate structures' are most commonly found in

rural areas, as where separate sleeping huts are constructed for various members of a household.

  - A ‘flat’ is a self-contained dwelling unit within a larger building. As such it will contain its own private kitchen and toilet facilities. This type of dwelling is most commonly found in urban areas.
  - In contrast, a ‘room in a larger dwelling’ will not have self-contained kitchen and toilet facilities. These facilities will be shared with other residents in the larger dwelling. This type of dwelling is most commonly found in urban areas, also.

- Q3, Q4, Q5. If two or more different types of materials are used for the walls, roof, or floor, report the material that is used in the majority.
- Q3. If the outer wall is plaster, record “9” for other and indicate the type of inner wall material. For example, enter: 9 plaster, mud brick
- Q6. Number of rooms. Count all rooms used for cooking, eating, or sleeping regardless if that is their only use.
  - A room used for both eating and sleeping counts as 1 room.
  - If a room is divided by fabric, folding screens, cartons, plastic or other temporary material, the room is considered as 1 room.
  - Minor rooms in the dwelling should be excluded from the room count. These include bathrooms and toilets, storerooms, carport/garage, khondes, and so on.
  - However, include all other rooms, including rooms that are usually unoccupied, such as those that are reserved for guests.
  - Note that many houses in rural areas will consist of a single room. These should be included in the room count.
    - For example, all of the qualifying rooms in the separate houses of dwellings made up of several separate structures should be counted.
- Q8-Q12. These questions get at ***ACCESS*** to utilities, *not ownership.* For example, in Q8 if the household can connect to electricity if it wants to, even if it is not currently connected, the answer would be ‘yes’.
- Q8. This is meant to measure access to electricity, and not actual utilization. That is, is the dwelling unit hooked up to a source of electricity, regardless of if they pay and use electricity?
- Q9. This is meant to measure access to a landline phone, not necessarily a phone located within the household. For example, if the household has access to a neighbour’s phone or a community phone, the response should be yes.
- Q10. Cell phones. This is meant to measure access to a mobile phone, not necessarily ownership by the household head or anyone in the household. Be alert to ownership of mobile phones by household members other than the head of household. If the household head reports no access to mobile phones, probe to be sure they are not omitting mobile phones owned by other household members or mobile phones available for public use.
- Q11. Drinking water source.
  - A standpipe is a public tap for the supply of piped water.
  - An unprotected well is a well from which to draw water, the surroundings of which and whose well shaft is not lined in concrete or other impermeable material. In

consequence, polluted water can easily drain into the well, potentially posing a health hazard.

- Q12. Toilet facilities.
    - VIP latrine is the acronym for 'Ventilated Improved Pit latrine'.
    - The primary features of VIP latrines consist of an enclosed structure (roof and walls) with a large diameter (110mm), PVC vertical ventilation pipe running outside the structure from the pit of the latrine to vent above the roof. They often will have concrete slabs containing the latrine hole.
    - Traditional pit latrine is a hole dug and covered with a platform made of wood poles and mud with an opening in the centre for use as a toilet. It will be walled using grass or mud brick. It may or may not have a roof. It may also be used as a bathing area.

<u>Section 3: Durable goods (Part 1)</u>

This section should be asked of the head of household or spouse, who should be assisted by other informed adults within the household. The focus of this section is on the material assets that are owned by anyone in the household (Q2), land (Q3) on the day of the interview. Be sure to probe the household head to include items owned by others in the household even if not owned by the household head him/herself.

The interviewer should become familiar with the list of items in this section and understand distinctions between the items – such as between a 'chair' and an 'upholstered chair', between a 'table' and a 'coffee table (for sitting room)' and between a 'radio (wireless)' and a 'Tape or CD player, HiFi'.

- Q3. Land. This question refers to the land owned by the household.
    - It <u>does not</u> include land which is rented by the household for farming.
    - It <u>does</u> include land that is owned by the household but is fallow (not being farmed).
    - It <u>does</u> include land this is owned by the household but is rented out to another household for farming.
    - Be sure to probe to collect the total land, across all individual plots owned by any member of the household.

<u>Section 4: Consumption of Food Over the Past One Week (Part 1)</u>

The food consumption section should be asked of the individual in the household who is primarily responsible for food preparation for the household, with the assistance of other food preparers and the head of household, if applicable. Usually this is the spouse of the household head.

The short list of food items in Section 4 reflects the most commonly consumed foods among the population of Malawi. The items on this list were specifically selected from the most common food items as reported from over 110 food items in the national Integrated Household Survey 2004/05 (conducted by the NSO). The list in Section 4 is *not* meant to be a complete list of all foods eaten by people in Malawi, but rather it is a short list designed to reflect the most common foods. In addition, Q18 asks about total household food expenditures of the household in the past week.

Note that it is possible; indeed it is likely, that individual household members will have consumed some food over the past one week *independently* of the other household members. If the respondent(s) are aware of the food that individual household members consumed elsewhere, they should include this food in their responses to these questions. While administering Section 4, prompt the respondents from time to time to remind them to consider such individual consumption as they are answering these questions.

Quantities and unit codes

There is a large volume/weight unit coding scheme used in Section 4. This scheme used here refers to quantities usually found in retail markets and other commercial setting. The coding scheme, while extensive, cannot hope to be comprehensive to cover all non-standard units used by households throughout Malawi. The following set of rules is given to assist the interviewer in using these unit-coding schemes:

- Whenever possible, report the quantity in <u>standard, metric units</u>. Always try to convert the quantity the respondent reports to kilograms or litres.
- However, we recognize that reporting quantities in standard units will often be difficult to do. Consequently we have provided in the coding list more than a dozen alternative non-standard units that might be employed when it is difficult to convert the amount reported to a standard unit.
- If the respondent reports a quantity in a unit other than those listed in the coding scheme, see if he or she can:
    - First covert the quantity to some standard equivalents – kg, 50-kg bag, 90-kg bag, grams, litres, millilitres, and so.
    - If unable to convert to standard units, convert the quantity to one of the non-standard units listed in the coding scheme.
- If it seems not possible to enter the quantity reported by the respondent using the standard or the non-standard units found in the coding scheme, should obtain a clear description of the unit the respondent is referring to in terms of volume or dimensions (height, width, depth).
- Inform the supervisor of this non-standard unit.
    - If this is a commonly used new non-standard unit in the area, an investigation will be done to compute conversion factors to standard units for most of the major food items for which the non-standard unit is used.
- If the quantity is zero (Q3, Q4), then the unit should be left blank.

The reported quantities will be estimates. Consequently, be reasonable in the requests made to the respondent for additional precision in the quantities he/she reports. Do not unnecessarily irritate the respondent for additional information when he or she has already given all the information that they seem able to provide.

Also recognize that different terms are used for the same units. ‘Heap’ or ‘bunch’ refers to a collection of smaller items sold in retail markets, such as a heap of brown beans or *nkhwani*.

Decimals

Note that if the interviewer needs to report portions of a unit, the interviewer should use decimals, making sure that the interviewer writes the decimal point in the questionnaire cell very prominently, e.g., 3.5. Do not use fractions, e.g., 3½, as experience has shown that data entry clerks frequently misinterpret fractions when they process the questionnaires later. However, try to avoid using decimal points, whenever possible. For example, rather than noting a quantity as ‘0.5 of a 50 kg bag’, the interviewer should note ‘25 kg’.

Consumption

- Q2. Please note that the focus in this section is on consumption of food and not on food expenditures. Please note that this question is asking about how much of each item the household members consumed, that is how much did they eat.
    - Consequently, if in the past week the household purchased, for example, a large amount of maize or dried fish from a wholesaler, the entire value of that purchase should not be recorded here. Only the value of the maize or fish that was purchased and consumed by the household in the past week should be reported in this case.
    - If any of the items were given to animals as feed, do not count that as part of household consumption.
    - Q3 records total amount of food consumed. This total amount is then broken down into quantity from purchases in Q4.
- Q3, Q4: If the quantity is zero then the unit should be left blank.
- Q3, Q4: If unit code is “other”, interviewer must write a description of the “other” unit in order to facilitate the supervisor converting this into a standard unit.
- Eggs. Units for eggs should always be Piece. 5 eggs = 5 pieces.
- Cooking oil. If cooking oil is bought in a plastic sachet or tube, record the unit as 20 and specify “large tube” or “small tube”. A small tube is approximately the size of a standard Freeze-its. The large tube is maybe 1.5 times larger than a small tube. Do not record the unit as 9 (piece).

Section 5: Total Expenditures Over Past Month (Part 1)

This section collects information on some basic expenditures of the household over the past month. Unlike the previous section, this section is focused on expenditures, not consumption or ownership. The majority of these goods are non-food items.

- Q1. This question asks about the total expenditures of the household on food consumed at home in the past week. Unlike the previous section, this question is meant to get at food expenditures, not at consumption. So, for example, if a household bought 1kg of rice but only consumed a ½ kg of rice, then for this question we would want to include the expenditures on the entire 1kg of rice. This question excludes food consumed outside the home, such as at a restaurant or bar.
- Q2. This question asks about all expenditures on food consumed outside the home, including at restaurants, from street carts, etc. Do not include expenditures on beverages.
- Q3. This question refers to *non-alcoholic beverages only.*

This section should be asked of the head of household or spouse, who should be assisted by other informed adults within the household. Be sure to probe the household head to include expenditures by everyone in the household, not only those by the household head. The interviewer should become familiar with the list of items in this section and understand distinctions between the items.

Section 6: Safety nets (Part 1)

Social safety nets are programmes established by government or by non-governmental organizations (NGOs) to offer welfare protection to poorer households in society by providing income through cash or in-kind transfer programmes (such as the Fertilizer voucher programme or school feeding programme), employment through labour-intensive public works programmes (such as the MASAF Public Works Programme), or school scholarship programmes. This section collects information on whether or not the survey household benefited from any such programmes over the past three years. The household head or spouse should be the respondent.

Although several examples are given in the questionnaire of the types of programmes in Malawi that should be considered under each type of social safety net programme, it is not necessary for the respondent to know the exact title of the programme from which the household benefited. The only exception to this is for the Fertilizer voucher.

- Q2. If the household did not benefit from a specific listed type of social safety net programme, enter "2" and skip to next programme.
    - Public works programmes include construction projects, such as of roads, school and health facilities, or dams, which are financed by the government or donor agencies for the benefit or use of the general public. In Malawi, the labour for such activities is most often provided by local community members in exchange for a cash wage or in exchange for food (food-for-work) or agricultural inputs (inputs-for-work).
- Q3. If the household benefited from a particular safety net programme in the past three years, note in which of the years 2005, 2006, and 2007 the household benefited (code 1) and did not benefit (code 2) from the programme.
- Q4. The type and amount of benefit received under a programme should be noted here.
    - This question refers to all benefits received in the most recent year named in Q3. For example, if the household received three 50 Kg. bags of maize in 2007 and two 50 Kg. bags in 2005, then record 3 50 Kg. bags in Q4. Do not record amount in 2005.
    - Note that here the interest is in the benefit the household or household members took away from the programme – whether in cash or in-kind. Consequently, for the food-for-work or the cash-for-work programmes, for example, the benefit is not the number of days or weeks of labour household members worked under the programme, but the amount of food or cash the household members received in payment for their labour.
    - Note that the only type of benefit that can be expected from some social safety net programmes listed is cash. Consequently, in the 'Unit' cell for Q4, MK is pre-printed for these programmes.
    - If any other programmes provided more than one type of item as part of the benefits received, an MK value rather than in-kind amounts should be reported in Q4.
- Q5. The Malawi Kwacha value of in-kind benefits listed in Q4 is estimated here. Q5 should be completed only if in-kind benefits are listed in Q4.

- As only cash benefits can be expected from some social safety net programmes listed, the cells for Q5 for these programmes are shaded in. Nothing should be entered in these cells.

- Item 10 Direct cash transfers. These transfers, from Government, church or an NGO, are when the government or organization provides cash to individuals instead of providing services or in-kind benefits such as food, medicines, or agricultural inputs. This does not refer to cash payment for work.

Section 7: Economic Shocks (Part 1)

This section collects information on negative economic shocks, or more or less unforeseen events that negatively affected the welfare of the household. Such shocks may not be economic nor necessarily be wholly negative in their nature, but among the effects that they have is to cause a reduction in the economic welfare of the household. Examples include drought, flood, illness, death in the family, sudden loss of purchasing power, and so on.

Each line of the section refers to one specific shock. The household head or spouse should be the respondent. The reference period is the past three years.

- Q2. A list of 17 types of shocks is provided. The interviewer should ask whether the household was negatively affected, in terms of household welfare, by the occurrence of each of the events listed over the past five years.
    - Go through the entire list of shocks and ask if the household experienced the shock (Q2) before continuing with the rest of the section.
- Note that some households will experience some shocks negatively, while other household will experience the same shock without any negative effects.
    - For example, in a poor household the birth of a child may cause hardship for the household. The effects of the additional costs associated with the new individual in the household may be sufficiently severe to cause a reduction in the health status of household members, including the infant. The household may be unable to provide sufficient health care for the ill child, resulting in his or her death.
    - However, in a wealthy household, the birth of a child will likely not cause much reduction in welfare for the household, or at least an insufficient reduction to cause any economic hardship.
    - Consequently, do not assume that the occurrence in a household of an event listed will necessarily be considered as a negative 'shock' by the head of household.
    - Note that there is space for one additional shock to be listed to those specifically noted in the section. The interviewer should write a shock description of the event, if any. Other shocks should be rare, but might include: death of a servant, death of a neighbour/friend, etc. If there are no other shocks reported, then leave both lines blank.
- Q3. This question is to determine how widespread the shock was felt within the community.
    - While a drought may negatively affect all farming households in a community, the death of an individual will only affect the household of which the individual was a member.

    - ‘Some other HHs too’ should be used as the answer code if more than the respondent’s household was affected, but less than half of the households in the community were affected. ‘Most HHs in community’ should be used if more than half, but not all of the households in the community were affected.

- Q4. This question concerns the most important response of household members to the negative economic shock that they experienced. Although the household may have done multiple things in response to the shock, here we are only concerned about the most effective or important response.
    - There are 26 response codes listed in the coding scheme. The interviewer should become familiar with these codes so that h/she can accurately characterize the responses to the shock noted by the respondent.

Household Contact Form (Part 1, Last page)

The last page of Part 1 is where detailed location information on the household is recorded. There are two sets of information:

- GPS coordinates: longitude and latitude readings for the household (the location of the dwelling). This reading should be taken at the most convenient time so to not disrupt this interview, usually after the survey is completed. Each team will have 2-3 devices; make sure to coordinate with the supervisor so that this information is recorded.
- Detailed instructions on the location of the households, including a sketch map of the household’s location.

Any questionnaire submitted to the Data Entry team without these two sets of information will be returned to the Supervisor. These pieces are critical for any follow up survey with the respondent.

Section 8: Family Background (Part 2)

This section collects information on the parents of core respondent. It is asked directly of the core respondent.

- Q2 & Q9 Check that this information is consistent with the information reported in Section 1 (Household Roster) as reported by the head of household or spouse.
- Q7 & Q14. This question refers to highest level of education *completed*. For example, if the father/mother attended the second year of primary school for just a few weeks and then dropped out, record “2” for level, and “1” for years in level.
    - Pre-school includes nursery or kindergarten.
- Q15 & Q16. These two questions refer to the sisters of the respondent who are 15 or older. These are persons who share the biological mother or father with the respondent. They can be half-sisters (sharing only one parent) or whole sisters (having the same father and mother as the respondent).
- Q17. Start with the oldest sister and move to younger ones in order of age.

Section 9: Education, and Labor (Part 2)

This section collects information from the core respondent about their schooling and labor activities.

- Q3. Religion. Do <u>not</u> assume that the religion of the head of household or spouse (if known) will be the religion of the core respondent. This question must be asked directly.
- Q4, Q6, Q8. The skip codes in these questions are inserted on the expectation that individuals who cannot read a language will be unable to write the language.
- Q8. If the respondent can read any other language besides English and Chichewa, record yes, and write the name of the language.
- Q9. This question refers to the same language reported in Q8.
- Q11. Up to two reasons for never attending school can be given. Put the most important reason (as defined by the respondent) first. Skip to the sub-section on time allocation, i.e. Q33, after recording the two most important reasons for never attending school.
- Q12. This question refers to highest level of education *completed*. A person may have attended a class level, but not completed it. Record the highest class level completed, not attended. For example, if the respondent attended the second year of primary school for just a few weeks and then dropped out, record "2" for level, and "1" for years in level.
    - Pre-school includes nursery or kindergarten.
- Q13. This question asks about the various levels of educational attainment recognized by the Malawian educational system for those who successfully complete the necessary schoolwork and examinations, e.g., PSLC (Primary School Leaving Certificate), JCE (Junior Certificate Examination), MSCE (Malawi School Certificate Examination), diploma, or a degree.
    - For answers 2-4, probe the respondent to confirm that he/she took and passed the exam (PSLC, JCE, or MSCE).
    - If an individual sat an examination for an educational qualification, but did not pass, the interviewer should report the lower qualification he or she actually achieved.
    - Then, skip to Q15 UNLESS the respondent answers "None".
- Q18. If the respondent does not understand the question, ask what the name of the school is. Sometimes the name of the school will give the interviewer enough information to determine what type of school it is. If still unsuccessful, read the possible answers from the relevant list (such as primary, secondary, or tertiary) of schools.
- Q22 & Q23. The aim of these questions is to assess how diligently the student attends school.
    - If the questionnaire is being administered during a school holiday and, in consequence, school was not in session over the past two weeks, the answers to both questions will be 'zero'.
    - Past two weeks means the past 14 days.
- Q24/Q25 & Q27/Q28. These questions seeks to measure the expectations or perceptions of the respondent of the likelihood or chance of an event occurring. The underlying question is 'how likely is the event going to be true?' The events that are presented in these questions are 'hypothetical' and ask the respondent about her intentions to continue (if currently in school) or return to (if currently out of school) school.
- Q26. Ask the respondent why he/she is not currently attending school if school is in session. If not, ask the respondent why he/she is not planning on attending the next session.
    - Up to 2 reasons for the individual not continuing his or her education may be given. If more than one reason is given, put the most important first.

- Q33. Payments made by family and friends outside of the household should also be included here.
    - Q33-A – The extra fees here include those additional fees that the teacher or headmaster requires parents to pay. An example of such fees are those which parents are often asked to pay in government schools to top-up the salaries of the teachers and headmaster in order to provide the instructors with a sufficient wage as an incentive to be diligent in their teaching duties.
    - Q33-E – In determining the value of all contributions, be sure to include any in-kind contributions – labour, materials, or the like. In estimating in-kind payments, the respondent should estimate what he or she would have to pay for the item contributed if they purchased it in the market. If contribution was in labour, ask the respondent to think of the daily/hourly wage rate for that type of labour to help estimate the value of the contribution.
    - Q33-G – Costs associated with transportation to school should be included here.
    - Q33-TOTAL – If the individual respondent is unable to disaggregate educational expenses by categories, but can provide a total figure spent on educational expenses, this value should be written here.
    - If the individual disaggregates expenditures in Q33-A to Q33-G, there is no need to provide a total amount in Q33-TOTAL. This cell can be left blank.
- Q34. This question refers broadly to any and all activities one does when not sleeping. The Activity code list shows more detailed activities by the 4 major groupings.
- Q36. If the respondent did no work for which they received cash or in-kind payment, enter 0. Do not leave this question blank!
- Q38. Ask the respondent to estimate the value of savings under their control for each category.
    - Do not include savings of other household members

Section 10: Health and Fertility (Part 2)

This section collects information from the core respondent about their health and fertility. Many of the questions in the first part are self-reported health indicators. The interviewer should accept the answer reported and not try to diagnose or assess the respondent's health. If the answer seems highly unlikely, the interviewer can re-ask the question to confirm the answer.

- Q5.It is important for that the interviewer not to assign an illness status to the respondent but let the respondent identify his or her own illness status. If they report having no illness in the last two weeks but look visibly ill, the interviewer should nevertheless record them as having no illness.
    - Moreover, even if they report, "I have not been ill, but I have had a fever." the interviewer should record them as having no illness.
- Q6. Ask the respondent to name his/her illnesses over the past two weeks, Record the two most important (according to the respondent) illnesses in order of importance. Then, find the code for each illness from the code list and record.
- Q7. Select only one action code for each single health problem. If more than one individual diagnosed the medical problem, report the one who has the most formal medical education or training. Medical workers have more formal medical education or training than traditional

healers. If both a medical worker at a health facility and a traditional healer diagnosed the illness, the interviewer should report the medical worker as having diagnosed the illness.

Questions 11-20 focus on pregnancies by the respondent.

- Q11: Make sure that you clarify that this question refers to all pregnancies experienced by the respondent, whether they resulted in a live birth, miscarriage, abortion or the respondent is currently pregnant. We want the respondent to provide information on all these types of pregnancies.

After completing Q11-Q12, the interviewer will ask Q13-Q21 for up to three pregnancies, starting with the earliest one. The enumerator should first complete Q13-Q21 for pregnancy A and then move to pregnancy B. If the respondent has had only one pregnancy, columns B and C should be left blank. If twins, treat them as separate births and completely fill in two columns.

- Q15. If the respondent is not sure about the definition of "born alive", explain that any baby that showed signs of life after being born (for however short a period) is considered "born alive."
- Q15. Explain to the respondent during the introductory sentence on miscarriage or stillbirth that you are asking about pregnancies which ended in no live births unintentionally (rather than an abortion, i.e. an intentional removal of the pregnancy).
- Q20 : This question should only be filled in for pregnancies B & C

Section 11: Marriage (Part 2)

This section collects information from the core respondent about their serious relationships with the other sex, such as a "promise to marry" or a "chitomelo." It also asks questions about their attitudes towards marriage. It concludes by asking some hypothetical questions regarding appropriate behaviors between husbands and wives.

- Q5. Record all promises made so far, including both cash and in-kind items. Enter "0" if nothing has been promised in the category. Do not leave the item blank.
    - For example, 100,000 MK and 5 cattle may have been promised, so record "100,000" in line 1 and "5" in line 2.
    - If the respondent's answer falls in the category of "other" record the category and enter the estimated value in MK in the allocated brackets in line 5. For example, if jewellery was promised, ask the respondent to estimate the value of the jewellery promised and enter the amount in the brackets after writing "____Jewellery____" next to "Other, specify".
    - If a respondent is to marry in 5 years time, and a certain payment has been set yet none has been paid since the marriage is some time away, you must record these promises. (These marriages count!!)
- Q7 and Q8. We have asked about our respondent's schooling status and expectations of schooling in Section 8. Here, we are asking, IDEALLY, how far she would like to go in school before getting married. Then, we ask the same question for his/her PTM/chitomelo (or hypothetical future spouse).

Section 12: Sexual Behaviors (Part 2)

Section 14 contains the most sensitive and personal set of questions in the SIHR questionnaire. Because these questions are very personal, it is important that this section be administered carefully, so as to collect accurate information from respondents.

After completing Q1-Q9, the interviewer will ask Q10-Q38 about each of up to three recent sexual partners of the respondent.

- It is a possible that a respondent has a current boyfriend or girlfriend with whom they are not having sex. For example, he/she might report this person in Section 13, when asked about having a chitomelo, but then report no to Q8. The interviewer should not assume that the boyfriend/girlfriend mentioned in Section 13 is a sexual partner. However, the interviewer can *gently* probe if this happens.
- Q10. Record the type of relationship/partnership for each sexual partner named.
    - A one-night-stand is the same as a hit-and-run. A one night stand/hit and run is a case where the respondent has sex with someone once, but the respondent is not a bar girl or prostitute herself.
    - If the respondent is herself a bar girl or a prostitute, and her named sexual partners are clients, then this should go under other, code 6. Then where the subsequent skips for 5 apply (for example in Q11), for bar girls or prostitutes this skip also applies.
    - A sexual partner who is an acquaintance differs from a *chibwenzi* or a one-night stand. An acquaintance type is a sexual partner with whom the respondent has sex with occasionally or regularly, yet the respondent does not consider that partner to be a girlfriend or boyfriend.
- Q11. Record the age of the respondent when she first had sex with each partner named. If she does not remember, ask her for an approximate age. If relationship type in Q10 is/was a one night stand (if Q10=5) then skip to Q20.
- Q18. If the relationship was a one-night stand or it is ongoing, then we do not ask why it ended.
- Q29. If the person told is a cousin, include under "Other, specify."
- Q30-33.
    - Q30. **Examples of non-monetary gifts include** (but are not limited to) soap, lotion, clothing including underwear or shoes, jewellery, make-up, biscuits or other food items, Coke or Fanta, top-up cards, etc.
    - Q31. **If the relationship lasted at least one month's time**, record the average amount of kwacha of all gifts received in any given month (=30 days) in the relationship. If Mariah's boyfriend was James for three months, and James gave Mariah one bar of soap one time per week for the entire three months, then on average, she received 4 bars of soap in one month's time during that partnership. The total amount in kwacha of gifts received then, is 4 (for 4 weeks) * the cost of one bar of soap. If the type and amount of gifts varies over the months, then you can ask the respondent what she *typically* receives.
    - Q31. **It's okay if the relationship was a one-night stand or one that lasted less than one month's time**. Still record the average amount in Kwacha of all the gifts received for however long the sexual partnership lasted.
    - Q32. Record whether the respondent ever received any money. The money given

can be anytime, and does not have to be only when the respondent and her partner met just for sex.

- Q33. **The amount of money received or given in an average month EXCLUDES the amount given in gifts**. For example, let's use the case of Mariah and James again. If in addition to the weekly bar of soap James gives to Mariah, he also gives her 50K each week, then the amount to be recorded in Q36 is 200K. (4 weeks * 50K = 200K).
- Q33. **It's okay if the relationship was a one-night stand or one that lasted less than one month's time**. Still record the average amount in Kwacha of all the money received for however long the sexual partnership lasted. **If this is a bar girl or hule, then simply record the amount of money given for that sexual encounter.**

- Q34. This question refers broadly to the assets, income or wealth of the family of the respondent compared to the family of the partner. Family here is defined as relatives on whom the respondent (or the partner) could rely on (financially) in general, especially in times of need. This question does not include land. Land is specifically covered in the next question, Q35.
- Q38. After this question, do not forget, if necessary, to return to Q10 and start over again for the other partners named by the respondent, before going to Q39.
- Q41. Option 4, "Just believe its true", is circled for respondents for whom options 1 through 3 do not apply. That is, if the respondent knows or suspects her/his best friend has had sex with anyone in the last year (Q16 = 1 or Q16 =2), but she/he did not tell the respondent (response 1), no one told them (option 2), AND the respondent has never heard it from anyone else (option 3).

Section 13: AIDS (Part 2)

Section 13 asks the respondent about their knowledge, beliefs and perceptions regarding HIV/AIDS. Most of these questions reflect an individual respondent's opinion, rather than absolute facts. In some cases, the questions are asking the respondent to estimate (make a "best guess") based on their own information and beliefs. These can sometimes be difficult for someone to answer, since they might not be confident to make an estimate. If the respondent responds "don't know", the interviewer should ask again and emphasize that they are asking for an estimate or best guess by the respondent.

- Q2. Record only one answer that the respondent is most worried about.
- Q8. If people are confused about whom the "regular people" are, repeat that they are regular people like most people in the area, a mixture of men and women. Do not specify any further or attribute any characteristics to these hypothetical people.

Section 14: Social Networks (Part 2)

Section 14 focuses on the social networks of the respondent, including her social activities, how much she trusts those in her communities, and some questions about her closest friends.

- Q7. This is a hypothetical question. Even if the respondent has never needed to borrow money for transport, she should still provide a response as to whom she would borrow from
- Q16. This question gathers basic information on the respondent's five best girlfriends. It

is critical that you only gather information on girls. It is possible that the respondent won't know all this information, but please encourage her to give her best guess.

- Q16. Make sure to ensure the girl that this information will be kept entirely confidential and that none of the girls she names will be informed of the information.

Section 15: Consumption (Part 2)

Section 15 asks the respondent about her own consumption. This section differs from Section 4 and Section 5 in Part 1 in that instead of focusing on the consumption of the household as a whole, this section is focused on the respondent only.

The enumerator should ask Q2 for each item, before proceeding to the rest of the questions. If the response to Q2, is 'No', then Q3-Q6 in that row should be left blank.

- Q3. This question asks about how much the girl herself has spent. This includes spending money that was given to her by someone else. For example, if John gives Maria 100MK and she spends that on soap, then that should be included in Q1.
- Q4. To be included in Q4, the expenditures must have been made by someone who is a member of her household, such as her father. This column should not include any gifts by friends, boyfriends, or relatives who do not live in the household.
- Q6. This question asks about expenditures by the respondent on the good for other people. Expenditures recorded here would include buying soap for a friend, but would not include giving a friend money which she then uses to buy soap.

Section 16: Enumerator (Part 2)

Section 16 is meant to get some basic information of the quality of the interview from the enumerator. This information is important for understanding the quality of the data. This can either be completed at the very end of the interview or even once the enumerator has left the household. Make sure to complete it before moving on to the next household.

- At the end of this section, record the time the interview ended in 24-hour clock.

6. SUBMISSION OF THE COMPLETED QUESTIONNAIRE

After the interviewer has completed Part 1 or 2, the interviewer should review the entire questionnaire to be certain that all questions have been asked and/or completed as appropriate. If the interviewer finds any questions that were not asked that should have been, the interviewer will need to visit the household/respondent once again to complete these questions.

After again reviewing the questionnaire and being confident that all questions have been asked, the interviewer should submit the completed questionnaire to the supervisor. It is not necessary to wait until both Part 1 & Part 2 have been completed. If one part is completed, it should be turned it. Note: Part 2 can not be completed until Section 1 Household Roster in Part 1 is completed. This is because the core respondent's ID code must be on the cover sheet of Part 1 and Part 2. And the core respondent's ID is from the household roster.

Within one or two days, the supervisor will also review the questionnaire for completeness, consistency, and accuracy.

By consistency, what is meant is that how some questions are answered should determine the range of possible answers that would be valid for another question. There needs to be logic to the responses that the interviewer is provided by the respondents. For example, from Section 8, the interviewer should not expect that an individual would respond that the highest class level that they completed was Standard 7, yet they reply that they have a JCE qualification.

If the supervisor observes this sort of inconsistent pattern of responses in the interviewer completed questionnaires, it indicates that there is a problem in the way in which the questionnaire was administered. The supervisor will return the questionnaire to the interviewer to correct, discussing with the interviewer the inconsistent responses he or she found in the questionnaire. The interviewer will then be responsible for again returning to the survey household to resolve these errors.

It is expected that such errors will be relatively uncommon.

Once the supervisor is satisfied that any errors that he or she found have been corrected, the supervisor will submit the completed and corrected questionnaire to the office. As soon as possible, the office will also review the questionnaire for completeness, consistency, and accuracy. Again, if errors are found, he or she will return the questionnaire to the supervisor who will contact the interviewer for additional corrections.

After all of the errors found addressed, the questionnaire will be processed by data entry in the office.

ANNEX 1: LIST OF FORMS AND QUESTIONNAIRES FOR SIHR HOUSEHOLD SURVEY

Document	***Note***
Listing Form A	Cumulative list/roster of all households in EA. Completed by field team.
Listing Form B	1 page roster of all households listed in EA. Completed by field team.
Selected Households Form	Lists all selected households and xx number of replacements. Completed by management team.
Replacement Form	Details regarding replacement of selected households. Completed by supervisor for each replaced household.
Household questionnaire Part 1	Sections 1-7, completed by household head.
Household questionnaire Part 2	Sections 8-15, completed by core respondent.

ANNEX 2: DISTRICT CODES

Section 1 Household Roster: Question 6.

District	District Code
Chitipa	101
Karonga	102
Nkhata Bay	103
Rumphi	104
Mzimba	105
Mzuzu City	105
Kasungu	201
Nkhotakota	202
Ntchisi	203
Dowa	204
Chiradzulu	205
Lilongwe	206
Lilongwe City	206
Mchinji	207
Dedza	208
Ntcheu	209
Mangochi	301
Machinga	302
Zomba	303
Zomba Municipality	303
Chiradzulu	304
Blantyre	305
Blantyre City	305
Mwanza	306
Thyolo	307
Mulanje	308
Phalombe	309
Chikwawa	310
Nsanje	311
Balaka	312