

The IMAGE study

Fieldwork Manual For Follow Up Surveys

RADAR

Rural Aids and Development Action Research Programme

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Contents

SECTION I : GENERAL DETAILS	4
THE IMAGE STUDY TO DATE	4
REMINDE ME! WHAT IS THE IMAGE STUDY ALL ABOUT	5
THE QUESTIONNAIRES FOR THE FOLLOW UP SURVEYS	6
SECTION II : BEING AN INTERVIEWER FOR THE IMAGE STUDY	7
ROLE OF THE INTERVIEWER	7
BUILDING RAPPORT WITH THE RESPONDENT	7
THE INTERVIEW INTRODUCTION	9
IMAGE STUDY GENERAL INFORMATION SHEET	10
INFORMED CONSENT	12
TIPS IN CONDUCTING THE INTERVIEW	13
QUESTIONNAIRE BASICS	15
SENSITIVITY OF RESEARCH TOPIC	16
CONFIDENTIALITY	16
HANDLING INTERRUPTIONS	17
IMAGE STUDY REGULATIONS	20
SECTION III. FIELD PROCEDURES	21
OBTAINING SUPPLIES REQUIRED FOR FIELDWORK	21
STORING AND COLLECTING FIELDWORK SUPPLIES IN THE FIELD OFFICE	21
WHO ARE WE TRYING TO INTERVIEW IN THE FOLLOW UP SURVEYS	21
TRACING PEOPLE WHO HAVE MOVED SINCE OUR LAST INTERVIEW	22
CONTACT PROCEDURES : HOUSEHOLDS	25
LOCATING HOUSEHOLDS	25
IDENTIFYING ELIGIBLE HOUSEHOLDS	25
PROBLEMS IN CONTACTING A HOUSEHOLD	25
CONTACT PROCEDURES : INDIVIDUAL SENIOR FEMALES AND YOUNG PEOPLE	26
IDENTIFYING ELIGIBLE RESPONDENTS	27
PROBLEMS IN CONTACTING YOUNG PERSONS AND SENIOR FEMALES	27
SCHEDULING CALL BACK : APPOINTMENT CARDS	27
IMAGE STUDY WORKING GUIDELINES	29
A. WORKING HOURS FOR RESEARCH ASSISTANTS	29
USING THE INTERVIEW ASSIGNMENT SHEET	30
B. ALLOCATION OF WORK	31
C. THE SUPERVISION SHEET	32
D. TRANSPORT	33
E. SUPERVISION	34
SECTION IV : OFFICE PROCEDURES	36
STORING QUESTIONNAIRES BEFORE DATA ENTRY AND FILING	36
CHECKING	37
DATA ENTRY	39
FILING	39
DATA CLEANING	39

SECTION V: THE QUESTIONNAIRES **40**

THE COVER PAGE	40
THE SENIOR FEMALE QUESTIONNAIRE	41
SETTING UP THE SENIOR FEMALE INTERVIEW	41
INTERVIEW INTRODUCTION	41
WHAT DO I DO IF THE RESPONDENT NEEDS BOTH A SENIOR FEMALE AND A YOUNG PERSON INTERVIEW	43
INFORMED CONSENT	44
THE QUESTIONS	45
INTERVIEW CLOSURE	54
THE SENIOR FEMALE INTERVIEW CLOSURE	54
THE HOUSEHOLD QUESTIONNAIRE	55
WHAT IS A HOUSEHOLD ?	55
SETTING UP THE HOUSEHOLD QUESTIONNAIRE INTERVIEW	55
CONFIDENTIALITY ISSUES	56
INTERVIEW INTRODUCTION	56
INFORMED CONSENT	56
THE QUESTIONS	57
THE YOUNG PERSON QUESTIONNAIRE	70
SETTING UP THE YOUNG PERSON QUESTIONNAIRE INTERVIEW	70
CONFIDENTIALITY ISSUES	70
INTERVIEW INTRODUCTION	71
INFORMED CONSENT	71
THE QUESTIONS	72
THE PEOPLE WHO HAVE YOU SPOKEN TO	73
INSISTED ON KNOWING WHERE YOU ARE AT ALL TIMES?	89
C : SAMPLE COLLECTION FOR STATUS TESTING	92
THE HIV VIRUS - TESTING	92
WHAT IS ANONYMOUS TESTING?	92
SETTING UP THE SAMPLE COLLECTION	92
PROCEDURE INTRODUCTION	93
INFORMED CONSENT	94
SAMPLE COLLECTION	95
DATA COLLECTION	96
THE YOUNG PERSON INTERVIEW CLOSURE	97
HIV INFORMATION AND QUESTIONS	97
CONDOM AND INFORMATION PACK DISTRIBUTION	98
REFERRALS	99

SECTION VI. SUPPORT AND REFERRAL **100**

YOUR ROLE AS AN INTERVIEWER	100
RESPONDING TO WOMEN BECOMING DISTRESSED	100
USING LOCAL REFERRAL SYSTEMS	100

SECTION VII. INTERVIEWER WELL-BEING **101**

SUPPORT FOR INTERVIEWERS	101
SAFETY OF INTERVIEWERS	102
WORKING AS A TEAM	102

SECTION I : GENERAL DETAILS

Towards the end of 2001, after a number of years of preparation, the IMAGE Study began in Sekhukhuneland in earnest. For many of the staff who came to be involved in that study, the first point at which they had heard of RADAR, of SEF or of IMAGE was in a training for interviewers for the study that happened during August 2001.

This manual is to guide interviewers who will be involved in the follow up data collection process which will take most of 2004. But before we get into the details, its worth reviewing the huge amount of work we as a team have done since 2001.

THE IMAGE STUDY TO DATE

During the baseline survey, conducted at the end of 2001, a team of 15 fieldworkers successfully completed household interviews in 1482 households, out of a selected 1600.

In those households we identified around 3300 young people aged between 14-35 years. Over the baseline survey period, and with a brief additional fieldwork period over Christmas and New Year 2001/2, successful interviews were completed with the young persons questionnaire with 2589 of these young people. Additionally, 2400 of these young people donated saliva specimens for HIV testing.

So, by the end of 2001 we had completed nearly 5000 interviews with members of the eight IMAGE Study villages. We had also by this time, worked with SEF to complete Participatory Wealth ranking in all of the 8 villages, mapping and ranking 9800 households in 79 village sections in these villages !!

In late 2001 the interview ('evaluation') team downsized to four interviewers, and RADAR also assembled a team of four trainers (the Intervention Team). During the end of that year, and over the course of 2002, our sister organization, the Small Enterprise Foundation, began recruiting women to the programme known as IMAGE, comprising involvement with SEF's TCP credit programme and the training curriculum called Sisters for Life.

By September 2002, 430 clients had been recruited, and by September 2003 all of the women who had joined the programme had undergone a series of 10 sessions known as Sisters for Life Phase 1. By this time, there were also extensive community mobilization activities ongoing in all the villages, including a number of workshops for community members, and health, crime and rape committees formed by SEF centers. Things are happening out there.

We have also worked with the health service. In all the clinics in the area RADAR has been key in establishing, supporting and monitoring VCT services, and a number of additional HIV/AIDS services, resulting in over 1000 HIV tests having been completed at the primary health care facilities in an area where previously no such services existed.

The evaluation team continued to collect massive quantities of data. During that year of enrolment, the team interviewed all 430 SEF clients with the Senior Female Interview, and 430 comparison women from villages where IMAGE is not happening. Household interviews were also completed in all these cases. Additionally, the team interviewed another 1500 young people who lived with these women, collecting saliva specimens from about 1150 of them for HIV testing.

2002 / 2003 has also seen a real rise in activity in the qualitative component of the programme, who have completed huge amounts of data collection in their modules of Sister's for Life monitoring, Young People,

Community Profiling and Key informants.

But it hasn't ended there. By September 2003, **all** of those nearly 8000 interviews have been entered in the field office to purpose built Microsoft Access databases designed and managed in the field office. The data has been cleaned, and extensive descriptive data analyses have been performed resulting in the production of 5 data books that are now being used by members of the IMAGE research team to inform their further work.

Finally, a number of additional projects have been completed – a research project to value assets was conducted in 2002, there have been interviews with interviewers and a data cleanliness sub project. Materials for distributing to communities, and a series of community feedback events have been held. Also, nearly all the staff in the field office have enrolled for further education courses.

What an incredible 2 years !

REMIND ME! WHAT IS THE IMAGE STUDY ALL ABOUT

So all this activity, but before we start going and asking people for information again, its also worth making sure we all remember why we're doing all this.

South Africa is in the midst of one of the most severe epidemics of HIV/AIDS of any country in the world. About 5 million people are infected with the virus, and as time goes on more and more people are beginning to be sick with AIDS defining illnesses. It is worth reminding ourselves of the massive battle we all face in our country, our communities and our homes in the coming times.

In South Africa, as in much of the world, media attention has focused increasingly on issues of treatment and support for people sick with HIV/AIDS. Such issues are absolutely key, and have rightly received global attention. As we re-start fieldwork for the IMAGE study, the health ministry is drawing up plans for the introduction of anti-retroviral therapies to the South African health system. Already, pregnant mothers can receive nevirapine at many health facilities to reduce the risk of their child contracting HIV during childbirth.

But most people recognize, that whilst this battle is important, perhaps the most important battle still being fought is that of prevention. Prevention is the front line of the fight against HIV/AIDS - if we can stop our young people becoming infected with HIV in the first place, all our other battles will be so much easier to win.

The government is doing much in the battle to prevent HIV. Schools education campaigns and multi-media campaigns such as LoveLife and Khomanani, are huge, prominent and have a high profile. Yet for so many young people, in particular young women, these campaigns occur against a backdrop where their ability to make decisions in their lives to prevent themselves being infected with HIV are severely hampered by the poverty and gender inequalities that pervade our society. This is particularly true in rural areas, where poverty is widespread, jobs are almost impossible to find locally, and teenage pregnancy rates remain high.

IMAGE starts from the premise that what is happening in South Africa today in terms of efforts to prevent HIV/AIDS are absolutely *necessary*, but that there is a concern that they may not be *sufficient* to win the battle completely.

IMAGE tries to engage just those structural factors that put everyone at risk of HIV/AIDS – poverty and gender inequality – to try and impact risk of HIV/AIDS in our communities.

IMAGE is a research project that monitors the impact of a combined poverty alleviation / gender

empowerment programme on programme clients, the young people who live with them and young people in the villages at large.

As such, the IMAGE research team, despite the colossal amount of work they have done already, are only half way towards their task. In this project we don't just want to understand how things are at one point in time, but we need to understand how things in our villages *change over time* in response to IMAGE being present .

That's what the follow up surveys are all about. They are essential to help us complete the mission we set out on. The follow up period is as, or even more important, than the work we've done already.

We've a long, exciting road to travel yet !

THE QUESTIONNAIRES FOR THE FOLLOW UP SURVEYS

The IMAGE study follow up is going to be very similar to the IMAGE study baseline work. We will once again be using three basic questionnaire types;

- the Senior Female questionnaire
- the Household Questionnaire
- the Young Person's Questionnaire

In each of these questionnaires we will ask many of the same questions we asked in the first round of surveys. However, because of what we found out in the baseline work, we are also changing some questions and adding some others. *The follow up survey* is a chance to make sure we get perfect the things we weren't completely sure about in the first round.

The bulk of our work will be interviewing **people and households we interviewed in the baseline survey**. We will be trying to interview all of these people. Some of them will have moved, but if they have moved to a nearby place we will still try to find them. Others will have died, and we will have to be very sensitive to that new dynamic in our work.

The only completely new interviews we will do will be in the case when an individual (a young person or senior female) has moved out of their home to a nearby place (another house in the same village, in another IMAGE village, or somewhere else close by). In this case we will *trace* this individual, and complete the individual interview with them. We will also do a new household interview with their household so that we fully understand the context in which they live.

SECTION II : Being an Interviewer for the IMAGE Study

ROLE OF THE INTERVIEWER

The interviewer occupies the central position in the IMAGE study, since he / she is the one who collects information from respondents. Therefore, the success of the IMAGE study depends on the quality of each interviewer's work.

In general, the responsibilities of an interviewer for the IMAGE study will include:

- Locating the structures and households in the sample that are assigned to her by the supervisor of the team, and returning to the household to interview any woman or man she could not contact during her initial visits
- Conducting senior female, young person and household interviews as appropriate
- Keeping an accurate record of work completed
- Checking completed interviews to ensure that all questions were asked and that the responses were neatly and legibly recorded, and checking the work of others also.
- Entering the data collected in the interviews into computer database, and filing the interviews accurately.

These tasks will be described in more detail throughout this manual.

BUILDING RAPPORT WITH THE RESPONDENT

Successful interviewing is an art and should not be treated as a mechanical process. There is more to interviewing than just asking questions. Each interview is a new source of information, so make it pleasant. The art of interview develops with practice but there are certain basic principles that should be followed by every successful interviewer. In this section you will find a number of general guidelines on how to build rapport with a respondent and conduct a successful interview.

The interviewer and the respondent are strangers to each other, and one of the main tasks of an interviewer is to establish rapport. Rapport means that you build a sincere and trusting relationship with the person you are interviewing. The respondent's first impression of you will influence her willingness to cooperate with the survey. Be sure that your appearance is neat and your manner friendly as you introduce yourself. Of course, before you start to work in an area, your supervisor will have informed the local leaders. You will also be given an identification card that states that you are working with HSDU.

1. Make a good first impression

When first approaching the respondent, do your best to make him / her at ease. With a few well-chosen words you can put the respondent in the right frame of mind for the interview. Open the interview with a smile and a greeting like "Good Afternoon" or "Good Afternoon, How are you?" and do your introduction. Wait to be seated, if appropriate, and then begin with your introduction. If the person is in the middle of something (for instance, washing clothes), apologize for interrupting, and then continue with your introduction.

More details on what information should be given in the introduction to the interview are given later in this section.

2. Always have a positive approach.

Never adopt an apologetic manner, and do not use words such as “Are you too busy?”, “Would you spare a few minutes?” or “Would you mind answering some questions?” Such questions invite refusal before you start. Rather, tell the respondent, “I would like to ask you a few questions” or “I would like to talk with you for a few moments.” However, it is also important that the respondent is comfortable enough to answer the questions and has time available to do so.

3. Stress confidentiality of responses when necessary.

If the respondent is hesitant about responding to the interview or asks what the data will be used for, explain that information you collect will remain confidential, no individual names will be used for any purpose and that all information will be pooled to write a report. Also, you should never mention other interviews or show completed questionnaires to other interviewees or supervisors in front of a respondent or any other person.

4. Answer any questions from the respondents frankly.

Before agreeing to be interviewed, the respondent may ask you some questions about the survey or how she was selected to be interviewed. Be direct and pleasant when you answer. However if he / she asks questions about family planning methods or HIV, tell her that you will try to answer her questions after you have finished the interview.

The respondent may also be concerned about the length of the interview. As a rough estimate, tell the respondent that the interview will take approximately 30 minutes

5. Ask respondent to give consent.

After explaining the survey, read the consent form to the respondent and make it available for them to read in their own language. You will sign that this has been done on the front page of the questionnaire.

6. Interview the respondent alone.

The presence of a third person during an interview can keep you from getting frank, honest answers from a respondent. It is, therefore, very important that the individual interview be conducted privately and that questions are answered by the respondent herself.

If other people are present, explain to the respondent that some of the questions are private and ask where is the best place you can talk with him / her alone. Sometimes asking for privacy will make others more curious, so they will want to listen; you will have to be creative. Establishing privacy from the beginning will allow the respondent to be more attentive to your questions.

See page 17 for guidelines on what to do if someone interrupts the interview.

7. Dress

When interviewing, it is important to look professional at all times. You will be representing RADAR in the community. Your dress should be appropriate and comfortable. Do not necessarily wear your best clothes, or clothes that would make you stand out (such as a business suit). Instead, wear smart, clean, clothes that are similar to the ones that you are likely to see people wearing in the study location. Wear comfortable shoes! Likewise, do not wear expensive jewelry that may make you appear to be much richer than the people that you are interviewing. Such considerations are important, and have been found to influence how comfortable people feel

about being interviewed.

THE INTERVIEW INTRODUCTION

We will have visited many of the household's we are visiting in this follow up work before, but sometimes this might have been nearly 3 years ago. As such we can't expect people to remember us, or to remember what our mission is. So again, first contact with a household is perhaps the most important component of the whole interview process.

We wish to make the interviews a positive experience for both the interviewer and the respondent. Specific details of the areas that must be covered before you start each interview are held in the interview section of this booklet. In this section we deal with a few of the basics.

In introducing yourself you will need to say something like ;

"I am from the Rural AIDS and Development Action Research Programme which is based at Tintswalo Hospital in Bushbuckridge, and we are working with the Regional and Provincial Department of Health to improve health services for HIV, and to further understand the HIV epidemic in this area, and how best to plan interventions to fight HIV. We have been working in this area for nearly three years now.

Alongside this research, the services in all of the clinics and health centres in this area have been improved so that those who wish, may come for HIV testing in their community, and health workers will be trained by the DOH in the use of medicines to prevent sickness in people living with the disease.

Additionally, as part of this work, we are working with a sister organization called SEF in some villages. In those villages, and in some others we will be visiting many households in this area in order to conduct questionnaires. These questionnaires are to help us understand peoples' knowledge, attitudes and beliefs about health, relationships, and HIV and to understand how such things change over time and in response to our intervention work.

Your household has been selected to be part of this study and we would be very grateful for your support in this work. We would like to speak to the head of the household or his / her partner, and then we would like to speak to the young people and certain other women in the household.

It is important to understand that any information collected during this work will be confidential- no names will be used in describing any of the findings. These interviews should take about half an hour. The information will be used to help us understand what is happening in the community as a whole and to decide on the best ways to help this community and others like it reduce HIV/AIDS.

Before I proceed, do you have any questions ?"

You should answer any questions for the interviewee before proceeding any further.

Before beginning any of the specific interviews (Household, Young Person, Senior Female) you will more thoroughly explain some specifics about the study. Details of the areas that must be covered are given in the IMAGE Study Information sheet, which should be given to all people we interview. You should go through this sheet with the people also.

When all the information for any questionnaire has been given over, you will ask the person for their "Informed Consent" to do the interview.

IMAGE STUDY GENERAL INFORMATION SHEET

HIV/AIDS in South Africa

There are more people living with HIV in South Africa than in any other country in the world. Already we are beginning to bury friends and family, and more and more families are already affected by the death of one or both parents.

For many years we have been hearing about how important it is to stop the spread of HIV/AIDS, yet the disease continues to spread. Most people have heard about the ABC of prevention : Abstain, Be faithful, Condomise. But many people have not changed their behaviour. Many people think that important other factors influence the spread of HIV/AIDS. Including **poverty**, meaning that people have less power to make choices around sexual behaviour, and **gender inequality** and **gender based violence**, which affect women's ability to protect themselves from HIV infection.

The IMAGE Study in Sekhukhuneland looks more closely at these factors.

What are we trying to learn ?

IMAGE looks at whether a development project working to alleviate poverty and support learning among its participants might help to stop the spread of HIV/AIDS in a village. The project is being carried out by two organisations working together;

RADAR is the Rural AIDS and Development Action Research Programme, and is part of the University of the Witwatersrand.

SEF is the Small Enterprise Foundation, which provides small loans for businesses owned by poor women.

Together these organisations are implementing a programme of micro-lending and gender training called **IMAGE**.

Where are we working?

The study is happening in 8 local villages. In 4 villages SEF is working together with RADAR to implement the lending and training programme. These villages are Makofane, Bothashoek, Ga Motodi and Driekop. The programme also needs to know what is happening in villages where the programme is not happening. These villages are Alverton, River Cross, Mabotsha and Motlolo. By understanding what happens in both sets of villages we can learn about whether the programme is working to change behaviour and prevent HIV. All the villages involved in the IMAGE Study are as important as each other. In 2005, SEF will start working in all the 4 villages where it is not currently working.

What have we done so far?

In 2001 we interviewed in 200 *randomly selected* households in each of the 8 villages. We also interviewed *young people* aged 14-35 years in all these villages, and most of them provided a specimen to be tested confidentially for HIV. In 2002 we interviewed 430 women who joined SEF/RADAR, and the young people who live with them, and the same number of women from the other villages.

What have we found so far?

There is a detailed booklet providing results of the study so far available at your local school, clinic or tribal office. The interviewer will be able to answer your questions and give you some broad details of this.

What are we doing now?

Over the course of 2004 we are going to go back and try to find and interview all the people we interviewed in 2001/2. This is the most important part of the IMAGE Study, as it will help us to understand how things have changed over time, and whether the programme we have been doing in the villages helps.

Do you have any more questions? Ask your interviewer, or contact RADAR at Stand 616 Praktiseer. Telephone 013 216 1360.

INFORMED CONSENT

Informed consent is a core principle in all the research we do. As interviewers we need to be very clear – we don't have any *right* to be asking people the questions we ask them. Rather, we hope to engage people in such a way as to help them understand the importance of the work we are doing, and through this we hope that most people will want to help us. We hope that by them helping us, the information we collect will also be beneficial to their community. We must remember however, that every person has the right to refuse to take part in the research for whatever reason, and we must respect that.

We use an **informed consent** procedure to ensure that this is the case. The people who answer our questionnaires must:

Be Informed

During the “Interview Introduction” for each interview, we will explain the study as a whole, and tell them about the specific questionnaire we are about to ask them. We will also make available the IMAGE Study Information Sheet for any respondents who wish to read it. The respondent will be asked if they have any questions, and if they do we will answer them. The person must know enough about the study, about you as a fieldworker and about what we want the information for in order to make a decision about whether to take part in the work. They must also feel free to ask questions at any time, and you should explain to them that you will deal with their questions before or after (but not during) the interview.

Give Consent

After the person is fully informed about the study and you have answered any questions, you must read to them the text on the “Consent Form” that you will be given. You will also make this available for them to read in their own language if they request it. The information provided for each interview is slightly different, as they are consenting to slightly different things.

Thus, before starting every questionnaire, you must **read the statement** and ask **clearly** ;

“Do you agree to take part in this study ?”

The respondent must be aware that they can refuse and that if they do so this will have no consequences for them at all. Only if the respondent answers “Yes”, will you sign the appropriate area on the front page of the questionnaire, and then you can continue with the questionnaire

As an Interviewer you must always strike a balance between ensuring the person recognizes how important the information we wish to collect is, and ensuring that they know they are at liberty to refuse should they so wish. With a good procedure and good interviewers we hope that almost everyone will agree to take part in all the parts of the study.

The informed consent procedure is separate from the introduction. It is not an optional procedure, or something that can be tagged on to the end of the introduction process. It is a separate, clear and unambiguous process that must be very clearly articulated to the respondent.

Never start an interview without doing a thorough introduction, answering all questions, and then clearly reading aloud the full text of the appropriate informed consent procedure and gaining consent.

TIPS IN CONDUCTING THE INTERVIEW

1. Be in control

One of the keys to conducting a good interview is to make the respondent feel “safe”. A good interviewer will be in control of the interview situation and will drive the interview, but at the same time will give the respondent time to respond, time to ask questions and let them feel in control of the situation. This balance is a skill and will come only with practice. Some key points to help you are:

Be alert ! An interview is a fluid situation. You can be disturbed by someone else, or your subject can be distracted or bored. You will need to constantly be checking how the interview is flowing, and if you need to stop to change something – do it. Don’t wait for the respondent to feel uncomfortable !!

Know the interview inside out : A good interviewer will know the questionnaire perfectly and will not need constantly to refer to his / her interview. Some of the most uncomfortable moments in interviews are when a respondent is left to sit in silence for 5 minutes while the interviewer locates the next question, or fills out her answers. As much as possible, make the interview appear like a conversation. The reading and recording of questions and answers should be in the background – not the focus – of the interaction. Be interested in what’s being told to you !!

2. Be neutral throughout the interview.

Most people are polite and will tend to give answers that they think you want to hear. It is therefore very important that you remain absolutely neutral as you ask the questions. Never, either by the expression on your face or by the tone of your voice, allows the respondent to think that she has given the “right” or “wrong” answer to the question. Never appear to approve or disapprove of any the respondent’s replies.

A respondent may ask you questions during the interview, for example, about certain contraceptive methods or treatment for diseases. Or she may ask you whether you use family planning or what you think the ideal family size is. Tell the respondent you will deal with any questions he / she might have at the end of the interview. Do not give your personal opinions as this may bias the responses of the person being interviewed.

The questions are all carefully worded to be neutral. They do not suggest that one answer is more likely or preferable to another answer. If you fail to read the complete question, you may destroy that neutrality.

If the respondent gives an ambiguous answer, try to probe in a neutral way, asking such as:

“Can you explain more?”

“I did not quite hear you, could you please tell me again?”

“There is no hurry. Take a moment to think about it.”

3. Never suggest to the respondent.

If a respondent’s answer is not relevant to the question, do not prompt her by saying something like “I suppose you mean that... Is that right?”. In many cases, she will agree with your interpretation of her answer, even when that is not what she meant. Rather, you should probe in such a manner that the respondent herself comes up with the relevant answer. You should never

read out the list of coded answers to the respondent unless directed to do so in the questionnaire, even if they have trouble in answering.

4. Do not change the wording or sequence of questions.

The wording of the questions and their sequence in the questionnaire must be maintained. If the respondent has misunderstood the question, you should repeat the question slowly and clearly. If she still does not understand, you may reword the question, being careful not to alter the meaning of the original question. Provide only the minimum required to get an appropriate response.

5. Handle hesitant respondents tactfully.

There will be situations where the respondents simply says “I don’t know”, gives an irrelevant answer, acts very bored or detached, contradicts something she has said, or refuses to answer the question. In these cases you must try to re-interest her in conversation. For example, if you sense that she is shy or afraid, try to remove her shyness or fear before asking the next question. Spend a few moments talking about things unrelated to the interview (for example, her town or village, the weather, her daily activities, etc.).

If the woman is giving irrelevant or elaborate responses, do not stop her abruptly or rudely, but listen to what she has to say. Then try to steer her gently back to the original question. A good atmosphere must be maintained throughout the interview. The best atmosphere for an interview is one in which the respondent sees the interviewer as a friendly, sympathetic, and responsive person who does not intimidate him/her, and to whom he/she can say anything without feeling shy or embarrassed. As indicated earlier, the major problem in controlling the interview may be one of privacy. This problem can be prevented if you able to obtain a private area in which to conduct the interview.

If the respondent is reluctant or unwilling to answer a question, try to overcome their reluctance, explaining once again that the same is being asked of people all over the local area and that the answers will all be merged together. Where necessary you will need to use the appropriate code for “No response” as given on the questionnaires. If you have successfully completed the interview, you may try to obtain the missing information at the end, but do not push too hard for an answer. Remember, the respondent cannot be forced to give an answer.

6. Do not form expectations.

You must not form expectations as to the ability and knowledge of the respondent. Do not assume people from rural areas are less educated or illiterate.

On the other hand, remember that differences between you and the respondent can influence the interview. The respondent, believing that you are different from them, may be afraid or mistrustful. You should always behave and speak in such a way that he/she is put at ease and is comfortable talking to you.

7. Do not hurry the interview.

Ask the questions slowly to ensure the respondent understands what she is being asked. After you have asked a question, pause and give them time to think. If the respondent feels hurried or is not allowed to formulate her own opinion she may respond with “I don’t know” or give an inaccurate answer. If you feel the respondent is answering without thinking, just to speed up the interview, say to the respondent, “There is no hurry. Your opinion is very important to us. Please consider your answers carefully.”

QUESTIONNAIRE BASICS

There are a few basic rules for filling out the questionnaire sheets that are hugely important in maintaining the quality of the information we collect.

1. Be NEAT

Always PRINT on the questionnaires, and make absolutely sure that the codes / answers you give are completely readable.

2. Correcting Mistakes

When correcting any errors you may make on the questionnaire, DO NOT scribble. Use correction fluid where appropriate, or put a simple single line through the incorrect answer and write the correct answer clearly next to it.

3. Dates

ALL DATES FOR THE IMAGE STUDY WILL BE WRITTEN IN THE FOLLOWING FORMAT

DD / MM / YY, e.g. 06 / 07 / 01 meaning 6th July 2001.

4. ANSWER ALL THE QUESTIONS

Never miss out questions during the interview, and always mark a response for every question EXCEPT where it is necessary to leave out an answer due to a SKIP (see below). Always use the appropriate codes for Not Available, Not applicable or No response instead of leaving questions blank.

5. SKIPS and FILTERS

A skip is an instruction to omit some questions with some people in certain situations.
A filter is an instruction to only ask some questions to certain respondents.

Always follow skips and filters correctly.

6. Do not write anything else on the questionnaire

Never write any extra information other than that asked by the questionnaire. There may be very important pieces of information, but record these in your Notebook rather than on the questionnaire. You may also append a note which should be stapled to the front of the questionnaire.

SENSITIVITY OF RESEARCH TOPIC

At the start of the study you may have felt that talking about sexual relationships and HIV is too sensitive a topic to be explored in a survey such as this, and that people will not disclose their experiences to you. However, similar research has already been conducted in many different parts of Africa and the world, and has been conducted here also in our baseline work. These studies and our experience show that when interviewed in a sensitive and non-judgmental manner, in private, many people will discuss their experiences of relationships, including sexual health and domestic violence. In fact, many women find participation beneficial.

During the training practice using the questionnaire. This includes a number of questions that may be sensitive because of the nature of the study topic, such as use of contraceptives and sexual experiences.

It is important that you become comfortable talking about these issues. If the respondent can sense that you feel embarrassed or uncomfortable, they may be reluctant to discuss these issues. A good way to become more comfortable with the questions is to practice reading them. Use the exact words that are written. Watch your tone of voice, and your body language.

A few of the questions ask directly about the respondent's personal experiences with violence or sexual coercion. During the training, think about what your attitudes are towards women who experience violence or sexual coercion. Do you tend to think that many women must have done something wrong for this to happen to them? Do you think that they should endure, no-matter what? Do you think that these things only happen to poor women? These are all common misconceptions. If you believe these, and if you act judgmentally towards a respondent who say, has left a violent relationship, she will be able to sense this.

For this reason, during the interviewer selection process, those people who are judged as having inappropriate attitudes, or who have difficulty asking the sensitive questions will not be hired as interviewers.

CONFIDENTIALITY

Much of the information provided by the participants will be extremely personal. For example, a woman is in an abusive relationship, even the act of revealing the painful details of abuse to someone outside the family could provoke another violent episode. Because of this, confidentiality of the information collected during the survey is of fundamental importance.

For this reason:

- You must not share any information collected through this study with anyone, including your family and friends, other fieldworkers, or with another respondent.

Lesson from baseline : IT is often useful for interviewers to discuss the technical details of how situations should be appropriately coded in questionnaires with their colleagues. This is encouraged. It is possible to, and we ALWAYS should, do this in a way that does not involve discussions about specific situations. Names should never be used, nor any other identification characteristics. This type of discussion is termed a 'generic' discussion in which principles, or rules, are discussed as opposed to specific situations.

- No interviewer should conduct an interview in their own community, or with people that they know. If you discover that you know the people in a certain household, you should not proceed with the

interview, and instead contact your supervisor, who will assign that household to another interviewer.

- First names will only be written on the household questionnaire, other individual level questionnaires will only be identified by code numbers.
- Care will be taken during the presentation of the research findings to ensure that no one community or individual can be identified.
- You should only conduct individual interviews in a private setting. Only very young children (under 2) will be permitted to be present. Where necessary, locations outside the household where the interview can be conducted in private will need to be identified (such as in nearby fields, or at a local clinic, church or temple). If necessary, you can also ask another interviewer or supervisor to help you to maintain privacy. For example, you may need someone to look after a respondent's children whilst you conduct an interview, or to distract another member of the household.
- You should never give a questionnaire to anyone to look at – even before an interview has been conducted. This includes not giving it to a driver, a local leader, a policeman, the household head, the husband, mother in law, and the respondent.
- You should follow the respondent's advice about when and where she wants to be interviewed. Remember, she knows best what she needs to do to ensure her safety. For this reason, you should not try to pressurize a respondent into starting or continuing with an interview when she does not want to – even if the respondent wants to arrange the interview to another time that is not convenient for the study schedule.
- You should not continue with an interview if it is interrupted. If this happens, you should try to obtain privacy, or change the subject of discussion. In some instances you may need to terminate the interview. Strategies to do this are discussed below.
- When you leave an interview, you should be careful to double-check that you have not left any documents behind

**REMEMBER, WE ARE PROMISING CONFIDENTIALITY, AND THIS IS HOW WE GAIN
PEOPLE'S TRUST. IT IS MANDATORY THAT WE
ARE CAREFUL ABOUT THE INFORMATION THAT WE GATHER.**

HANDLING INTERRUPTIONS

During the training you will practice how to handle interruptions. If an interview is interrupted, you should use your judgement about whether to terminate the interview or not. If an interview is interrupted by a child under two, you will be able to continue the interview. If a slightly older child interrupts the interview, ask whether there is anyone who could look after the child, until you are finished. If necessary, you may need to ask another member of your team to look after the children whilst you complete the interview. If the respondent needs to take a break from the interview for other reasons (such as to feed her children), be patient, and if possible, wait for her to finish this task, and then continue with the interview.

If an older child or an adult interrupts an interview, you have several options. You could:

1. Explore ways to obtain privacy, so that you can continue with the interview

For example, you could say the person who interrupted: 'I am conducting an interview about health and life experiences. Some of the questions are about sensitive issues, and so I need to conduct this interview in private. Would you like us to go somewhere else to finish the interview, or would it be possible for us to stay alone here for a little while longer?'

2. Re-schedule the remaining section of the interview

You could stress to the respondent that it is important that you talk to her in private, and see if there is anywhere that you could go together to complete the interview. If this is not possible you will need to reschedule the interview.

LANGUAGE OF THE INTERVIEW

The questionnaires for the IMAGE study have been translated into Sepedi. However, there may be times when you will have to use a different language or modify the wording of the questions to fit local dialects or culture. It is very important not to change the meaning of the question when you rephrase it or interpret it into another language. It is therefore extremely important to know all of the interview questions very well. We will be practicing interviews in both English and Sepedi during the training. It is hugely important that you understand the true meaning behind all of the questions, and often it may be necessary to refer to this manual rather than rely on the questionnaire alone for guidance.

Of course, one of the first things you will do when you approach a household to do an interview is to establish the language or languages that are spoken there. You will be working in an area in which your language is spoken, so there should be few cases in which respondents do not speak your language. However, if such cases occur you might be able to find another language that both of you speak, and you will be able to conduct the interview in that language.

However, in some cases, it may not be possible for you to find a language that both you and the respondent speak. In this case, try to find out if the respondent speaks a language which another member of your team or the team supervisor speaks. If so, tell your supervisor so that he or she can arrange for that person to conduct the interview.

If the respondent does not speak a language that any of your team members speak, you will need to ask a third person to translate for you. Since the interview involves some sensitive topics, it is best if you can find another person of the same sex as the interviewee. Do not use the respondent's husband as an interpreter. Children are also unsuitable interpreters. Remember, try to avoid using interpreters if at all possible since this not only jeopardizes the quality of the interview, but also will mean that the interview will take nearly twice as long to conduct.

IMAGE Study REGULATIONS

During the fieldwork period, your presence, interest, participation, and cooperation are absolutely vital. We will try to do all that we can during this to provide you with the necessary information, training, tools, and support for you to accomplish this very important task. In order for the workload to be equally divided and the support equally shared, regulations have been established and will be strictly enforced.

- Every position on the survey staff is vital to the success of the survey. If you are chosen to be on the team and accept the position, your presence is required for each day of fieldwork.
- Except for illnesses, any person who is absent from duty during any part of the training or any part of the fieldwork (whether it is a whole day or part of a day) without prior approval from her supervisor may be subject to RADAR's disciplinary measures.
- There is a great deal of work to be done over the next year and lateness in attending the training sessions or arriving late at an assigned work site will not be tolerated.
- Throughout the survey training and the fieldwork period, you are representing RADAR and the University of the Witwatersrand. Your conduct must be professional and your behaviour must be appropriate in dealing with the public. We must always be aware of the fact that our research would be impossible without the good will and cooperation of the people we interview. Therefore, any team member who is consistently overly aggressive, abrupt, or disrespectful to people in the field may be subject to disciplinary procedures.
- For the survey to succeed, the team must work closely together sharing in the difficulties and cooperating and supporting each other. We will attempt to make team assignments in a way that enhance the cooperation and good will of the team. However, any team member who in the judgement of the Field Supervisor creates a disruptive influence may be disciplined.
- It is critical that the data gathered during the fieldwork be both accurate and valid. To control for inaccuracy or invalid data, spot checks will be conducted. Interviewers may be disciplined at any time during the fieldwork if their performance is not considered adequate for the high quality this survey demands.
- The data we are collecting is confidential. Survey results should never be discussed with anyone, including your fellow interviewers. Under no circumstances should confidential information be passed on to another person. Persons breaking these rules, and therefore, the confidence placed in them by the respondent, will be disciplined.
- Finally, ALL the interviews assigned to you must be conducted appropriately and in accordance with the training you will receive. ANYONE found inventing data, making up answers or in any way falsifying information on questionnaires will be seriously disciplined.

SECTION III. FIELD PROCEDURES

Fieldwork for the IMAGE study will proceed according to a schedule, and the survey will be successful only if each member of the interviewing team understands and follows correct field procedures. In the following sections, these procedures are reviewed in detail and a number of the problems that are likely to be encountered in the field are discussed. As an interviewer for the IMAGE study it is important that you become familiar with IMAGE study file procedures, and that you know how to handle various problems you may experience during the fieldwork.

OBTAINING SUPPLIES REQUIRED FOR FIELDWORK

Before leaving for the field, you should make sure you have adequate supplies for that day's work. These supplies include:

- Maps
- Questionnaires
- Trace sheets
- Sample collection devices and other equipment for this
- Your supervision sheet
- Your copy of the Interviewer's Manual
- Your identification documents
- Ballpoint pens
- Distribution materials, including condoms and information sheets
- Referral forms
- Your backpack in which to carry the questionnaires
- Any personal items which will be required for you to be comfortable, given the circumstances and the area in which you are working (i.e. sunglasses, extra clothing)

STORING AND COLLECTING FIELDWORK SUPPLIES IN THE FIELD OFFICE

1. All fieldwork supplies should be kept in the main fieldwork office space with the exception only of devices for oral fluid collection which are covered by another procedure.
2. The field research supervisor is responsible for ensuring that all supplies are topped up.
3. Research Assistants should visit the field office to collect supplies only occasionally. This should generally be once per week and at the same time as the field office weekly meeting.

WHO ARE WE TRYING TO INTERVIEW IN THE FOLLOW UP SURVEYS

In the follow up surveys for loan recipients and comparisons we **only** want to interview the following people;

- All senior females interviewed in the first round
- All young people interviewed in the first round

We want to do a new household questionnaire in;

- All households interviewed in the baseline work
- Any other households where a senior female or young person we wish to interview lives

TRACING PEOPLE WHO HAVE MOVED SINCE OUR LAST INTERVIEW

Most of the people we interviewed last time will still be resident in the households where we found them last time. In this case, we will do the appropriate individual (young person and senior female) interviews with these people. We will also do a new household interview, that will record any other changes in the composition of the household since the last time we interviewed.

However, some young people and some senior females will have migrated away from the household. Our experience tells us that many of the people who have moved will have moved to places that are local. ~We want to try and interview as many people as possible in the follow up work ,so times we will need to *trace* these people to where they have moved to.

The following set of guidelines will help you decide what to do in cases where individuals have moved.

TRACE PROCEDURE

1. The first questionnaire that should be done in all visited households will be the Household Questionnaire.
2. In the appropriate section of the HH questionnaire, it is recorded where individuals who have moved since the last time we visited the household have moved to.
3. Also recorded in that questionnaire for each individual that has moved is whether or not they are Senior Female or YP interviewed in the last survey. If they are, then you will need to decide if we are going to trace them.
4. We will attempt to trace and interview any individual who has moved;
 - to any IMAGE Study village
 - to any of the following villages ; Ga Mashamotane, Praktiseer, Mandela section, Mooihoek, Madiseng.

You will need to be clear when asking about locations to which people have moved that you know this information.

5. Decide for each individual that has moved whether we need to trace them, and mark this in the appropriate place in the questionnaire.
6. For any individuals that need to be traced you will need to fill out a trace form.
7. Read out the information given on the trace form to the household interviewee.
8. If they agree to do so, ask the household respondent for the details on the trace form. This includes details of where they feel we would be able to find this person. Such details, should include the village name, the village section name, the name of the head of the household (or other known person)

9. This trace form should be brought back to the RADAR field office, and passed on to the appropriate field team member responsible for the village where the person has moved to. Exceptions to this are;

Moved to	Should be dealt with by E-Team member for village
Mooihoek	Driekop
Madiseng	River Cross
Mandela	River Cross
Ga Mashamotane	River Cross
Praktiseer	Bothashoek

TRACE Form

Explain to the respondent; “We spoke to [this person] about 2 (or 3) years ago, and for the purposes of this research project we would like to speak to them again. It is important for our research to try and find all the people we talked to previously. When we spoke to them last time, they agreed that we could try to find them later on.

We would like you to help us find this person, so that we can ask them if they would like to participate in the study again. They do not have to take part, and if we can trace this person, they will be entirely at liberty to refuse to take part in the process again”

Individual No. : _____

Individual's name: _____

Moved to

Village : _____

Section : _____

Household (or other known individual) name : _____

Other directions : _____

CONTACT PROCEDURES : HOUSEHOLDS

Locating households

During the baseline preparation for this project, and in partnership with our partners in this work we prepared maps of the area. These maps contain, at the very least, a household identification number. We will again be using these maps, and a supervisor sheet, to guide fieldwork.

Individuals and specific households have been selected to be interviewed and you should not have any trouble in locating the household assigned to you if you use the identification or the name of the head of the household to guide you. All of the households that have been assigned to you were visited in the first round of the survey.

If you are having trouble reading the map, ask a villager where the household is located. Most of the villages are very knowledgeable about where households are located.

Identifying eligible households

For the ongoing work for cohorts I and II, that relate to IMAGE participants and controls, senior females are the starting point for this phase of our work, and we will visit households that had a senior female living in them at the last visit. For the repeat baseline survey, starting in September 04, dwellings themselves will be the key point of starting.

We wish to record changes to all households that we interviewed at baseline. We also wish to complete a new household questionnaire for all households where individuals who we wish to interview are living.

Problems in contacting a household

In some cases you will have problems in locating the households that were selected because the people may have moved, or the listing teams may have made an error. Here are examples of some problems you may find and how to solve them.

- 1) The selected household has moved away and dwelling is vacant. If a house has moved out of the dwelling where it was listed and no one is living in the dwelling, you should consider the dwelling vacant and record Code '6' on the cover sheet of the Household Questionnaire, and code '3' for Household Situation. In this case you will need to enquire of neighbours as to the whereabouts of the household members. You would complete the "Still household member" and "Outmigration" parts of the household questionnaire only.
- 2) The house has moved away and a new one is now living in the same dwelling. In this case, enquire of the whereabouts of the senior female, and the young people who you are seeking to interview and implement trace procedures where necessary. Mark on the front sheet of your questionnaire, that the whole household has migrated (code "4" for household situation). You would then do a household introduction and consent, to collect details on the household that is currently living in the dwelling.
- 3) The bulk of the household is still there but the senior female has moved away. In this situation you wish to interview any eligible young people, and also to conduct a household interview to understand the changes in the household that have occurred since our last visit. You will also need to identify the location to which the senior female has moved, and if appropriate implement a trace procedure.

- 4) The bulk of the household is still there but the senior female has died. This situation will technically be treated the same as that above at first. However, in all of our work, we will need to be very sensitive to situations in which individuals who were listed as household members or who we interviewed in the previous work have passed away.
- 5) The visiting point has split into two households. In this case, interview both households, and make a note on your Supervision Sheet next to the household that was not on the listing. Your supervisor will assign this household a number, which you should enter on the questionnaire and the assignment sheet.
- 6) The head of the household has changed. In some cases, the person who is listed as the household head may have moved away or died since the listing. Interview the household that is living there, and any eligible individuals. Be sure to record the changes to the household head relations fields in the household questionnaire.
- 7) The house is all closed up and neighbours say the people are e.g. away visiting, etc. and will back in several days or weeks. Enter Code '3' (ENTIRE HOUSEHOLD ABSENT FOR EXTENDED PERIOD). The house should be revisited at least two more times to make sure that the household members have not returned. Enquire of neighbours specifically of the whereabouts of individuals you wish to interview, and implement trace procedures if necessary.
- 8) The house is all closed up and the neighbours say that no one lives there, the household has moved away permanently. Enter Code '6' (DWELLING VACANT OR ADDRESS NOT DWELLING). Again, enquire of neighbours specifically of the whereabouts of individuals you wish to interview, and implement trace procedures if necessary.
- 9) A structure assigned to you is actually a shop and no one lives there. Check very carefully to see if anyone is living there. If not, enter Code '6' (DWELLING VACANT OR ADDRESS NOT A DWELLING), and implement trace procedures.
- 10) A selected structure is not found in the cluster, and residents tell you it was destroyed in a recent fire. Enter Code '7' (DWELLING DESTROYED).
- 11) No one is home and neighbours tell you the family has gone to the market. Enter Code '2' (NO HOUSEHOLD MEMBER AT HOME OR NO COMPETENT RESPONDENT AT HOME AT TIME OF VISIT) and return to the household at a time when the family will be back (later in the day or the next day).

Remember that the usefulness of the IMAGE study sample in representing the study area depends on the interviewers locating and visiting all the households and individuals they are assigned.

CONTACT PROCEDURES : INDIVIDUAL SENIOR FEMALES AND YOUNG PEOPLE

It would be desirable to complete a Household Questionnaire before completing any Individual Questionnaires. However, for reasons of efficiency in some situations it may be necessary to complete a Individual Questionnaires before the Household Questionnaire is complete. An example of such a situation is when a Household Head / partner is not available at a first visit to a house, but some young people, who are on your list are present in the household.

Identifying eligible respondents

On your supervision sheet will be listed the first and family name of all the individuals you need to do interviews with. Your first visiting point will always be the households of senior females interviewed in the first round as directed above. Once you have made decisions about the household questionnaire, you will need to identify the whereabouts of the individuals you want to interview. Some of them will still be resident in the household, others will have moved out. For those who have moved out you will need to identify if they have to be traced. If the answer to this is yes, you now have a new visiting point – and should follow the household directions above and the problem guidance for locating individuals.

Problems in contacting young persons and senior females

The following are examples of the kinds of problems you may experience in finding eligible respondents and obtaining an interview:

- Eligible respondent not available. If an eligible respondent is not at home when you visit, enter Code '2' (NOT AT HOME) on the cover sheet as the results for the visit and ask a neighbour or family member when the respondent will return. You should contact the dwelling at least three times, trying to make each visit at a different time of day. Under no circumstances is it acceptable to conduct all three visits on the same day and then stop attempting to contact the respondent.
- Respondent refuses to be interviewed. The respondent's availability and willingness to be interviewed will depend in large part on the initial impression you make when you meet him/her. Introduce yourself, explain the purpose of the visit, and tell her/him the interview will take only a short time. If necessary, impress upon her that the information is confidential. If the respondent is still unwilling to be interviewed, it may be that present time is inconvenient. Ask if another time would be more convenient and make an appointment. If the person still refuses to be interviewed, enter a Code '4' (REFUSED) as the result for the visit on the cover sheet and report it to your supervisor. The supervisor will make decision on what action to take. Do not enter Code 4 unless a significant effort has been made to determine why the respondent is refusing.
- Interview not completed. A respondent may be called away during the interview or she may not want to answer all the questions at the time you visit her. If an interview is incomplete for any reason, you should try to arrange an appointment to see the respondent again as soon as possible to obtain the missing information. Be sure that you record on the cover sheet of the questionnaire that the interview is incomplete Code '5' (PARTLY COMPLETED) and indicate the time you agreed on for a revisit; you should also report the incomplete interview to your supervisor.
- Respondent Incapacitated. There may be cases in which you cannot interview a person because he/she is too sick or because she is mentally unable to understand your questions or because she is deaf, etc. In these cases, record Code '6' (INCAPACITATED) on the cover sheet of the questionnaire and on your assignment sheet. The outcome of the final attempt to contact an eligible respondent should also be noted in your supervision sheet. It is very important that you keep an accurate visit record, as this form provides a summary of survey activities in each household in the IMAGE study sample. These forms will be returned to the central office for review following completion of interviewing, and will be used to calculate response rates.
- A traced household actually does not house the individual you are looking for. Make local enquiries to identify whether or not you actually have the right household.

Scheduling call back : Appointment Cards

An appointment form format will be designed by the field research supervisor and these appointment sheets should be used by fieldworkers where appropriate.

IMAGE STUDY WORKING GUIDELINES

A. Working hours for Research Assistants

For the IMAGE Study you will be given a list of households that you are expected to cover. You will be responsible for planning your own interviews and for planning your own working hours. This means you have a great deal of responsibility on your shoulders.

Some guidelines are given below.

1. During the IMAGE study you will be required to work the equivalent of a 40-hour week
2. On any full working day you should take a lunch break of one hour, and a tea break of one-half hour. You should also be sure to take short breaks between interviews as needed.
3. Although each week you will be expected to work 40 hours, you will be responsible for managing your own time during that week. Your time will be dictated by the interviews you need to do, and by the availability of the people you need to interview. You will discuss the times you work with your supervisor each week.
4. When setting up interviews, it is possible that some people will need to be seen on Saturdays, Sundays, in the evenings or at other times that do not fit during the normal working week. This is part of being a fieldworker for the IMAGE study and all fieldworkers should expect to have to work on a number of weekends and evenings.
5. The field research supervisor will monitor your progress and your working hours. We hope that you will not be expected to work more than 4 weekend days and 4 evenings in each month.
6. Fieldwork in the rain is not nice, but sometimes it is a necessary part of being on the team. RADAR will help all RAs purchase a lightweight raincoat for use in light rain. You should work on all days regardless of the weather, unless you are explicitly told not to by your supervisor. If you are unsure of whether or not you should work on a given day because of the weather, you should call the Field Research Supervisor who will answer your query and make other arrangements for you if appropriate. You should never take planned time in the field off without discussing this with your supervisor first. Days taken away from fieldwork on account of bad-weather will need to be made up.
7. You are not expected to exceed 40 hours in each week. If you work a full day on Saturday, you may take a day off during the week. However, you may want to work more hours during a single week because of the availability of some interviewees, e.g. at the end of the month. In this case, you will be able to work fewer hours the following week.
8. Your field hours will be checked each week by the Field Research Supervisor using the Interviewers Assignment Sheet that you fill out on each working day.
9. Research assistants will be expected to divide their time between the office and the field. This division of time will be at the discretion of each interviewer, but as planned with the supervisor each week. The likely split of time will be
 - ½ day per week : field team meeting
 - ½ day per week : data checking
 - 4 days per week fieldwork

10. Recording your working hours : The Assignment Sheet is the key record that you have of the work that you do.

Using The Interview Assignment Sheet

- A. These sheets are an ongoing record of your work. There will be one for every day that you work.
- B. You should always have a stock of these for days that you work.
- C. You must complete one form for each day on which you do any work for the IMAGE study. If you visit more than 10 households, you may need to use a second sheet on any given day.
- D. Put the DATE, the VILLAGE and your INITIALS at the top of the page each day.
- E. For each household that is visited, give details of all interviews done or attempted that day.
- F. Use the codes on the form to indicate what happened at each interview.
- G. On FIRST visits to a household, put down details for all the young people that you do interview, and for those that you don't give details of when you are expecting to go back and find each person.
- H. On REPEAT visits to households you will only need to put NEW information. This will include ; NEWLY completed interviews, details of any FAILED interviews that you had arranged for that day and any changes to status previously reported.
- I. You will be required to hand in all of these forms each week to the Field Research Supervisor. Keep them in a safe place – they are a crucial record of your work.

B. Allocation of work

The Field Research Supervisor will be responsible for final decisions regarding allocation of work.

1. Four members of the field team will each be assigned two villages each. An attempt will be made to balance this, so that the final number of allocated interviews is similar for all interviewers, however, inevitably there will be some discrepancy.
2. A fifth member of the RA team will have a more specialised job filling in all the villages, at the request of the 4 RAs with village level assignments. The work of this person will be planned at least 1 – 2 weeks in advance in conjunction with the needs of the team.
3. A Research Assistant assigned interviews is ultimately responsible for the completion of those interviews, and for the appropriate recording of interview completion.
4. In normal circumstances this responsibility means that the Research Assistant assigned the interview will locate that person and their household and complete the interviews. After consultation with the Field Research Supervisor however, the Research Assistant may receive assistance to complete interviews.
5. Research Assistants will be required to meet weekly and monthly targets in terms of keeping up with their interview load.

C. The Supervision Sheet

1. The Supervision sheet is the key tool by which progress in fieldwork is recorded by the supervisor. It records “final details” for interviews.
2. Supervision sheets will be printed in advance by the data manager.
3. Copies of supervision sheets will be printed as ;
 - a. A central copy, capturing all information for all villages, to be held by the field research supervisor
 - b. A village copy held by the RA responsible for the houses in that village.
4. The village copy held by the RA should be updated EVERY DAY.
5. The central copy will be updated each week by the field supervisor from the village copy.
6. On a supervisor sheet there will be a row created for every interview.
7. Pre-printed information included on the sheet will be;
 - a. Household number, village number, village section
 - b. Names of respondents
 - c. Details of the first round interview
8. Information to be captured for every interview in the follow up survey will be;
 - a. Date of first visit
 - b. Details and date of completion or non-completion of interview
 - c. Details of sample collection
 - d. Checking progress
 - e. Data entry progress
 - f. Filing progress
9. Guidelines for completing this sheet will be held in each Supervision Sheet.
10. There will also be a section where details of new households that individuals have moved to can be recorded.
11. A database will also be created which will hold the same information as the supervisor sheet. This will be updated every week by the field research supervisor and will form a core part of the progress reporting work to the IMAGE RC.

D. Transport

1. Research assistants will take public transport to the field every day.
2. Expenses on public transport will be refunded in the form of a named cheque every month from RADAR.
3. The only exception to this will be *evening fieldwork*. For this, the field research supervisor, or appointed deputy, will use a RADAR programme vehicle to help fieldworkers to their places of work. Thus, evening fieldwork requires particular planning, and prior consultation with the field research supervisor, and should be co-ordinated within the field team as much as possible. In these cases, a RADAR vehicle will also be made available to transport fieldworkers home.

E. Supervision

a. Field team meetings

1. There will be a field office meeting held in the RADAR field office every week on a Wednesday.
2. This meeting will be minuted by the Field Research Supervisor.
3. The Agenda for this meeting will contain at least the following items
 - i. Report back on progress by RAs
 - ii. Report back on progress with office work
 - iii. Any Problems
4. The day of the field office meeting will also be used to update the field research supervisor's supervision sheet and implement procedures relating to sample collection devices.

b. Supervisor meetings and Supervised Interviews

1. The field research supervisor will spend a full day in the field each month with each RA, discussing progress and problems and conducting supervised interviews.
2. Brief notes should be made on this each time, and the FRS should discuss problems or potential improvements.
3. In addition, each RA will have an interview monitored by a member of RADAR who is not an E Team member at least once per month and this will be written up by that person and a copy of the report submitted to the research supervisor. This should happen a few days before the monthly supervision day.

c. Reporting to the IMAGE Research Committee

1. On Friday of **every other week** the Field Research Supervisor, or appointed deputy, will send by email, details of fieldwork progress to the following people.
 - i. James Hargreaves – james.Hargreaves@lshtm.ac.uk
 - ii. Paul Pronyk – pronyk@soft.co.za
2. The regularity of this reporting will only be changed in consultation with all of these parties.
3. The email will contain the following main components zipped up to a single file.
 - i. A copy of the up to date supervision database
 - ii. A copy of the IMAGE Study Survey Progress Report
 - iii. Brief minutes of field office meetings
 - iv. Copy of any current Supervised Interview Reports
 - v. Copy of any current RA meeting reports

SECTION IV : OFFICE PROCEDURES

STORING QUESTIONNAIRES BEFORE DATA ENTRY AND FILING

1. Questionnaires that are complete, and that have been checked by the person who did them, should be deposited in the pigeon hole of the first checker (see below).
2. Questionnaires should be checked in the field office, and after completion should not leave the field office again except in situations where there is the requirement for a respondent to be re-visited.
3. After the second checker has signed off a questionnaire, or after the resolution of queries raised by the second checker, the questionnaire should be deposited in the Final Field Completion box.
4. This box will be stored near the point of data entry. Questionnaires deposited in this box have completed all field based procedures and will now be data entered and filed.

CHECKING

1. It is the responsibility of the interviewer to review each questionnaire when the interview is finished. This review should be done before you leave the household so that you can be sure every appropriate question was asked, that all answers are clear and reasonable, and that your handwriting is legible. Also check that you have followed the skip instructions correctly. You can make minor corrections, but any serious error should be clarified by the respondent. Apologize, explain that you made an error and ask the question again.
2. The questionnaire should be kept as neat as possible, and **must** always be clear and readable. However, do not recopy questionnaires. Every time you transcribe the answers to a new questionnaire, you increase the chance of an error. For this reason you are not allowed to use work sheets to collect information. Record the information on the questionnaire you have been provided.
3. You are to explain situations that are out of the ordinary on a note attached to the front page of the questionnaire, marking the relevant question number(s). These comments are very helpful to the supervisor and field editor in checking questionnaires. Comments are also read in the office and used to resolve problems encountered during data entry.
4. The study will operate a checking circle.
5. Checkers should mark that questionnaires have been checked in the appropriate place on the questionnaire.
6. Each questionnaire will be checked three times
 - a. Firstly, by the person who completes the questionnaire
 - b. Secondly, by the first external checker
 - c. Thirdly, by the second external checker
7. The checkers for each interviewer will be determined by the checking circle.
8. Questionnaires should be passed round the circle using the system of pigeon-holes in the office. It is the responsibility of the interviewer to make sure the first external checker gets the questionnaire. It is then, the responsibility of the first external checker, to get the questionnaire to the second.
9. If a checker finds a problem on the questionnaire, the questionnaire should be returned to the interviewer. The interviewer should resolve any problems, making re-visits to the respondent if necessary.
10. Occasional checks will be done at the point of data entry by the data manager. This is a final fail-safe and should not be considered as a standard check. If consistent problems are located at this stage, the field research supervisor should return all of the past months questionnaires to the checkers for re-checking.
11. Checking is an important part of work. If the second checker repeatedly finds problems that have been missed by the first checker, or if the data manager picks up mistakes with the questionnaires, the field research supervisor will need to formally assess the level of checking. Consistently missing mistakes in questionnaires during checking may lead eventually to disciplinary action.
12. **NEVER** alter someone else's questionnaire yourself.

13. What am I checking?
 - a. Any questionnaire should be returned by a checker if
 - i. There are ANY empty fields that should not be empty
 - ii. There are ANY fields that do not seem to make sense, or are unusual. RAs can always add notes to questionnaires to explain such situations.
 - iii. Any field is not legible.
 - iv. It is messy.
14. ADDITIONALLY ! Watch out for any PATTERNS in the QUESTIONNAIRES of your checking partner. Do they make the same mistake often ? Do they use some codes more than you think they would need to ? Does it seem like they are asking questions in a funny way because of the answers they get.

Receiving back your own questionnaires after they have been checked.

15. Each week you will also receive back a set of your own questionnaires that have been checked by your colleagues.
16. Go through each questionnaire and identify the queries your colleague has marked on your questionnaire.
17. Make CORRECTIONS where this is necessary.
 - a. If you are sure of the correct answer without revisiting the household, clearly cross out the incorrect answer and mark the correct answer.
 - b. If you are not absolutely sure you need to **revisit the household / young person**. When you have the correct data, clearly cross out the incorrect answer and mark the correct answer.
 - c. **GUESSING CORRECTIONS that you are not sure of, without re-visiting a household, will be treated in the same way as making up data. (See MANUAL page 13).**
18. If no CORRECTION is necessary, and the checker has simply not understood why you used the code you used, attach a piece of paper to the front of the questionnaire with "CHECK NOTE" written on it and a brief description to explain why you have used the codes you used.
19. When you have made all the alterations or explanations necessary, mark this on the front page and send it back to the checker who returned it to you.
20. Return these questionnaires to the field supervisor each week.

DATA ENTRY

1. All data entry will be performed by the data manager and field research supervisor.
2. Data entry will be to purpose built databases in the RADAR field office.
3. Data entry will only occur after the second checker has signed off that a questionnaire is correct.
4. When data entry is complete it should be marked as such in the appropriate place on the questionnaire and the supervisor's copy of the supervision sheet.
5. Data entry should be kept up to date at all times. If large piles of data-entry develop and progress with this lags behind fieldwork, the field research supervisor should be informed and a strategy to lower this decided on immediately.

FILING

1. Questionnaires will be filed after data entry.
2. A record of filed questionnaires will be kept on the FRS Supervision sheet.
3. The data manager will keep a set of up to date procedures on filing.

DATA CLEANING

1. A set of logical queries has been generated during data cleaning for the first round of data collection.
2. This set of queries will be adapted for the follow up databases.
3. After each 200 records have been added to the total database, a set of data cleaning procedures should be run.
4. A file should be kept of the outputs of this.
5. The data manager will be responsible for solving all such problems, and recording this following guidelines previously developed at RADAR.

SECTION V: The Questionnaires

In this section we are going to talk in more detail about each of the three questionnaires that make up this part of the study, and the final sample collection procedure that will be performed at the end of each Young Person's interview.

THE COVER PAGE

Each interview has a cover page that contains largely administrative details about the questionnaire.

Interview Identification

Each Interview is identified by a maximum of 3 numbers. **These numbers are absolutely vital.**

- Village No. - See the list on page 11 for a list of Village Codes.
- Household No. - The number of the household that identifies the household on the map provided.
- Individual No. - The number of the individual from the household questionnaire in which they are enumerated. (Individual Questionnaires only).

Validation Information

At the top of the questionnaire are check boxes that show the progress of the interview after it has been completed, through 2 checks, data entry and filing.

The remainder of the cover page has 4 sections as below.

PART 1 : INTERVIEW SET UP

In this section, complete details of the visits you make to each household in order to conduct an interview. There is room for information on up to 3 visits in each case. You will put the Date, your Initials and a result for what happened at that visit with a code for each visit.

PART 2 : INTERVIEW INTRODUCTION

This section gives a brief reminder of the things that must be covered when you first speak to each interviewee, including the checklist of things to cover. Most importantly, this section requires you to put a **TICK** in the appropriate box, and sign and date when the respondent has given **INFORMED CONSENT** for the interview to take place. **This is vitally important to show the respondent has agreed to take part in the study.**

PART 3 : INTERVIEW DETAILS

This section contains details of the actual interview when it takes place. It includes the Date, Time and Language the interview happens in.

PART 4 : INTERVIEW CLOSURE

This section also primarily serves as a reminder to close the interview in the appropriate way. With the Young Persons Interview, what this means is covering certain core issues that came up in the interview, and thanking the person for their time in doing the interview with you.

Finally, on each of the follow up questionnaires is printed information from the baseline interview. This

will include at least the date of the previous interview and the interviewer who completed it. For the young person's questionnaire we will also pre-print some data from the baseline survey for reference in the interview.

The information collected on this page is absolutely VITAL for managing the IMAGE Study and is as important as any of the questions asked during the interview. The best time to fill out this section may be at the beginning of the interview and at the end. When you become accustomed to completing the form this will take only a few seconds and should not interfere with the flow of the interview. At the end of the interview you will need to complete the final sections – always do this *before leaving the home* of the respondent.

THE SENIOR FEMALE QUESTIONNAIRE

Setting up the Senior Female Interview

In the cohort I and II work we will be going back to the households and trying to interview all the women we interviewed last time around. We will try to find women *regardless of whether they are still taking out loans*. These senior females are the skeleton around which the whole of the rest of this phase of the work is built, and that's why we will discuss this interview first. Often, you may want to do a household interview before doing any senior female interview – but you will need to know what's happening in the household first.

The baseline senior female interview was administered to all new loan recipients from villages where the IMAGE is operating. In comparison villages, senior females were selected from eligible (poor) households and matched for age with the loan recipient.

The purpose of the Senior Female Questionnaire is to gather information on the social and economic well-being of households, household decision-making, relationships, and the ways in which these factors might influence the vulnerability of women to violence and HIV infection.

Interview Introduction

In general, it would be useful to complete the Household Head questionnaire (see below) before starting the Senior Female interview, though this may not always be possible. Also, at times, the Senior Female may be the household head.

When you have completed the Household Head questionnaire, let the head know that you would like to interview the eligible senior female and the young people in the household. Explain that you would like to discuss issues of their health and HIV/AIDS, and that it would be best if these were conducted privately and confidentially.

When you have arranged a suitable situation for the interview, you should formally introduce yourself and the program to the interviewee. Once again, follow the broad guidelines given earlier. In particular you will need to cover the following information:

You should distribute copies of the IMAGE Study Information Sheet where necessary.

Then

- Describe RADAR
- Check suitable, confidential surroundings
- Explain why we are working in this area
- Explain that taking part is entirely voluntary

- Briefly describe what will be asked in the questionnaire
- Explain information will be confidential
- Tell the interviewee how long the interview will take.
- Ask and allow time for any questions they might have – and answer questions

After all these points have been covered and you feel the respondent is comfortable, then you will proceed to the Informed consent Procedure.

The Link to the Small Enterprise Foundation

As you are aware as a member of the IMAGE study team, the work that you are involved in is a partnership between RADAR and SEF in testing IMAGE (SEF + Sisters for life). As the Evaluation team we must be aware that we must try to act as independently as possible during the questionnaires. There are some important factors that need to be considered when interviewing Loan Recipients, and also when interviewing Non-loan Recipients and their households.

The link to SEF – Interviewing Loan Recipients and their households

The questionnaires SHOULD NOT be LINKED conceptually in any way to SEF’s processes or a woman’s participation in IMAGE. This is potentially a big problem. You will have noticed already during the Baseline survey that some people do not tell you the truth when they think that the answers they give you may affect their lives in some way. The loan recipients that we interview **will** know that you have come to see them because they are involved in SEF, but we must be very, very clear to them that RADAR and SEF are different organizations and the answers they give to us will not be seen by SEF, will not be used by SEF and will have *no effect at all* on their participation with SEF. The information we collect is CONFIDENTIAL FROM SEF OPERATIONAL STAFF as well.

It will be very important to strike a balance in these interviews between making it clear that SEF will not see the data you collect, but also trying to make the person as relaxed as possible. The best situation would be if SEF didn’t come up at all and if the respondent does not make any link between you and SEF. However, this is unlikely, so we need to be clear, but quickly move to the important issues we wish to discuss.

The link to SEF – Interviewing Non - Loan Recipients and their households

Perhaps even more sensitive than interviewing SEF clients will be interviewing non-loan recipients. In the Interview Introduction we will explain to people broadly that we are working as part of a partnership with the Department of Health, SEF and others to measure the impact of our work in improving poverty, preventing HIV and understanding the link between the two.

We wish to ask her to be part of the study because she is living in villages where VCT is operating, where we have done our baseline survey – but also because she lives in a village where SEF will expand to in 3 years time.

Once again sensitivity will be important. We do not want the woman to feel like we have just come to interview her because she **isn’t** getting any loans from SEF! This will be difficult for people and will make them more likely to refuse, as well as creating tension in the communities. We will also be unlikely to get the important, accurate information we need to make this project a success.

During the introductory processes in communities by SEF and RADAR, it was explained that SEF would only come to operate in some villages later. This is a commitment on the part of SEF. Once again you will

need your skills as an interviewer to make the woman you interview aware of the study needs, and goals – but also to make sure she is comfortable and does not feel “used” by the study. Once again, we have a responsibility to make sure individuals are clear that they will get no personal gain from taking part in the study, that they will take part entirely voluntarily but that we hope the results will be important for the village, region and even the whole country in the long run.

What do I do if the respondent needs both a Senior Female and a Young Person Interview

1. In this case, you should take both questionnaires to the interview.
2. You should start by doing the Introduction and Consent Procedure for the SF interview.
3. Then, you should fill out background details in the YP INTERVIEW, not in the SF interview.
4. From, there you should complete the SF interview, up to page 8.
5. Now take a break.
6. Begin again after the break with the introduction and consent procedures for the Young Person’s Questionnaire.
7. Now start collecting data from page 2 of the YP Questionnaire.
8. Complete the YPQ and the Sample collection procedure as for other interviews.

Informed consent

At the end of the Interview introduction you must formally go through the consent procedure (see page 12 for general details).

Read the following (or the local language translation) to the respondent.

The following statement is read to the interviewee

“RADAR is conducting a study in your local villages to understand the role of an intervention programme in changing behaviour and preventing HIV. About two years ago, you agreed to help us with this study by answering some questions about yourself. This is the return visit of our team to your village, and we would like to ask for your help with this again.

We are again conducting interviews with women in these villages. In the interview we will ask you about how you and your household cope, about who makes decisions and about the sources of support you have from both inside and outside the home.

Your participation in this interview is entirely voluntary and you are under no obligation. All information will be kept confidential. This means that your name will never be used to describe what we find through the interviews”

Make the text available for the respondent to read if this is appropriate.

Do you agree to take part in this study ?

If you receive an unambiguous “YES” to this question, tick and sign the appropriate area in Part 2 on the front page of the Questionnaire, and move on.

You are now ready to start the interview.

The QUESTIONS

FF100 Background Information

Age

Mark the age of the respondent. Check that this agrees with what is recorded on the HH questionnaire. If the respondent gives a different answer, probe to ensure that you have the right answer and adjust whichever questionnaire is necessary.

FF102

An individual qualifies to be given the young person questionnaire if she was administered a young persons questionnaire in the baseline survey. This means that if for some reason she was not administered this questionnaire in the baseline survey but was eligible at that time she should not be considered as qualifying for a YP questionnaire this time round.

Marital Status

- Ask if the person has EVER been married at any time in their lives and code the answer appropriately.

Have you been involved in relationships with one or more partners in the last 12 months?

- This is a new question. It is asked at this point in the interview because in any questions that come later in the interview we want respondents and interviewers to be thinking about *any* partners that fit into this definition, not just married partners.
- The answer will be coded YES if the woman has or has had in the last year any partners at all with whom they have been involved in intimate relationships. You will need to probe here to ensure that women don't just respond about their marital status. Note that the questions on marital status have been moved to the end of the questionnaire.

Lesson from baseline : We want to use an expanded definition of partners from before. Previously we asked about people who they were married or living as married with only. Now we want to include ANYONE who they are married / living as married OR having any kind of sexual relationship with. This person or persons will be the “person” being referred to in any questions in the rest of the questionnaire that need to consider a partner of some sort. If there are many partners, then those questions apply to any of them.

If **currently married/ living as married**, has labolla been paid?

- Mark if the lobola has been paid by the male partner in the partnership to the brides family, in part, in full or not at all.

Which of the following ceremonies did you do? [MARK ALL THAT APPLY]

- Any person may have gone through a number of formal procedures in recognizing their relationship to this person. Mark all the ceremonies the person has been through

Since the last time you were interviewed (past 2 years), have you been Separated/Divorced?

IF YES to Separated or Divorced in the past 2 years, WHY?

For how many months of the last year were you staying here?

- This question is an attempt to capture how many months of the last year the person was actually sleeping in the house.
- The maximum answer is 12.
- This question requires some calculation. You must subtract from 12 months all the nights they

have been sleeping away from home, including – time away because of work, time away visiting relatives, time away studying, time away because they have only just moved into the house.

- You only need to estimate this. Some examples are as follows;
 - a) A person who generally comes home only at month ends would be at home for only 1 month of the year
 - b) A person who comes home mainly at weekends would be at home for 3 months of the year
 - c) A person who moved into the house 6 months ago, and has been staying there ever since would be coded as 6 months.

If less than 7 months, How was the pattern of your visits home in the last year ?

- This question tries to get additional information on the general pattern of a person's absence from the home if they have been away for > 6 months of the year.

If currently married/living as married, During the past 12 months, how many months has your partner been staying at this house ?

If less than 7 months, How was the pattern of your partner's visits home in the last year ?

- These questions are as above, but for individuals who are married or living as married.

WOMEN ONLY : How many children have you had up to now in your life ?

- For WOMEN only – ask how many children the woman has had up to now in her life.
- Include all children that were *born alive*.
- Do **not** include stillbirths or abortions.
- **Do** include any children that have now died, or are now living away from home

Do you want to have any more children during your life ?

- Code YES if the respondent wants to have more biological children in her life, irrespective of her spouse/relationship at the moment.

FF200 Group Membership

This question examines the number of groups or civic organizations the respondent is involved in, the 'quality' of that membership, and the value she places upon it. The most commonly represented groups are listed in the left column. The question should be introduced by reading the introductory statement.

Read each name from the list of groups in the left column to determine if the respondent belongs to the group.

Lessons from baseline : The list of groups has been shortened to include only those that were answered positively on more than a few occasions. Nevertheless, if people are members of more groups than there are space for (eg 4 burial societies) then use the Other sections. ALL groups should be recorded, whether they are listed as categories or not.

The STATUS of membership should be coded as it applies to the individual for each group in what ways they are a member. This is not always easy to determine and the interviewer will have to determine which code best applies after talking to the respondent about the nature of their membership. Use the following statement to guide you, and code only one response for each group membership:

Some people attend meetings now and then and would be considered 'members', whereas others are considered 'active' and attend regularly. Also, some are considered 'leaders' in these groups – such as the leader of a prayer group.

Lesson from baseline : 'Members' usually only attend on occasion, Leaders have a formal or informal leadership position eg a chairman, vice chairman, treasurer, secretary, 'natural leader' of group leader. Active members attend regularly (nearly every meeting, which varies in frequency depending on the organization).

Specifically;

- **In Large policy-type burial societies Everyone covered by a policy is a member, regardless of who pays. There is no active or leadership roles in such organizations.**
- **In smaller, local burial societies – those who send money and occasionally attend meetings should be considered members; those who mostly or always got to meets are 'active', while there are some elected leader such as the chair, treasurer or secretary.**
- **For most stokvels, all individuals often are just members and such organizations do not have leadership, although in bigger organizations this may be so.**
- **For churches, the core definitions apply.**
- **For SEF centers; those who often send reps etc should be considered 'members', those who go often and participate are 'active', whilst anyone with a group or center leadership/deputy leadership role should be considered as a 'leader'.**
- **Some people may be a member of different committees related to local administration, such as the policing forum, water committee etc. These should be marked each separately, but in the description it should be clearly marked that these fall within local structures.**

Frequency

Note the frequency that the woman attends meetings of the group ON AVERAGE. Some groups meet almost every day, whereas others meet only very occasionally. Which code best describes the pattern of the womans attendance at group meetings.

'Most important' groups:

For respondents that are members in more than one group you must ask them to rank the most important groups. For the purposes of this questionnaire, this will be defined as the groups to which the respondent 'feels the closest, derives the most support, and in which there is a sense of togetherness'. For example, a health committee that meets regularly though where the members argue a lot and there is no feeling of closeness, solidarity or support would rank below a burial society that may meet less often but where there is a common sense of purpose or togetherness among the group members.

Rank each of the groups, with the 'most important' being number 1. If there are more than 3 groups that they belong to, only rank the top 3. If there are only 2 groups, you should still rank them accordingly.

FF300 Community Participation

This group of questions attempts to get at the levels of trust and solidarity in the community.

Suppose a friend of yours in this village/neighborhood faced the following alternatives, which one would s/he prefer most?

This examines the preference of the respondent to own and farm a small plot of land by herself (or with the

help of her family) OR own and farm a larger plot of land together with someone else (who is not a family/household member).

If someone responds to the question by saying ‘depends who the person is’ - ask them to decide based on if the other person were their nearest non-related neighbour.

Lesson from baseline : Note the changes in the sizes of plots mentioned.

*If a **community project** does not directly benefit your neighbor but has benefits for others in the village/neighborhood, then do you think **your neighbor** would contribute **time** for this project? (If the community project is not ordered by the chief)*

The word neighbour in this question refers to a general perception about others in their village who are not related to them. Asking this question about their neighbour is a way of asking how they think others in the village might contribute to projects that benefit the community as a whole.

If people ask for examples of projects, you might have to think of small community projects that commonly occur – like building a structure, mending a fence or laying water pipe, etc. By saying ‘not ordered by the chief’ we are asking about things people would contribute to ‘not because they have to’ but rather because they want to make a contribution to the community well-being.

Lesson : Use the examples given. Note that a common example would be helping others with farming, as this does not directly benefit the respondent.

*If a community project does not directly benefit your neighbor but has benefits for others in the village/neighborhood, then do you think your neighbor would contribute **money** (say about **10R**) for this project?*

This is the same as the above, though instead of contributing time, we are asking if they would contribute a small amount of money for community projects. Because we are interviewing poor households, R10 was chosen as a small but important contribution.

*If there were a problem that affected the entire **village/neighborhood**, for instance crop disease or floods, which scenario do you think would best describe who would work together to deal with the situation?*

This question asks about a ‘crisis’ affecting EVERYONE.

Describe the examples given in the question (crop disease or floods). Would people in the village work one by one to repair things, would it be left to government, or would people rally together to help each other out.

This may require some probing to get a response. It generally helps to pick a concrete scenario or real example of things that have happened. Try your best to fit it into the codes from 1-5.

Crime is a problem in many communities in South Africa. In your village, how would you rate the levels of crime?

Ask the question, but do not read out the answers straight away. Code the response that most nearly fits the answer that is given by the respondent. If the respondent does not seem to understand the question, or does not give an answer, read **all** the responses and ask the respondent to pick the one that most closely resembles how they feel.

Would you say that the levels of crime have changed in the past 2 years?

As above, ask without prompting first, then if there is no response read all the answers and ask the question again.

F500 Fire Scenarios

This question asks about an imaginary crisis that every respondent should be able to relate to. Ask them to imagine there has been a fire in their home. Luckily, no one was killed, however everything that they owned was lost. We want to find out if such a crisis were to actually occur, where could they go for support - family, neighbours, acquaintances (people you have contact with but don't know well), or complete strangers.

The kind of support we are looking for is *shelter* and *money* – which in this case is R50.

For each group, code YES, NO, or DON'T KNOW.

*How confident are you that you **alone** could raise enough money to feed your family for four weeks? – This could be for example by working, selling things that you own, or by borrowing money (from people you know or from a bank or moneylender)*

This question again relates to the fire. This time we are asking the respondent to assess their own ability to cope with a crisis. Would they be able to raise money to feed their family for 4 weeks? Are they CONFIDENT, is it POSSIBLE (even if it would be difficult), or are they NOT CONFIDENT at all. Code 9 if the respondent just doesn't know.

Would you say that your household's ability to survive this kind of crisis is better, the same or worse as it was 2 years ago?

This question asks the respondent to reflect back to 3 years ago. Is their household now better able to cope with such a crisis, is it the same as it was back then, or worse now than before.

F600: Shortages

For many households, conditions of poverty are reflected as shortages in essential goods – such as food or clothing. For many women, when they are poor, their children also suffer. This question asks about shortages over the past year of things most households need. Ask about the following items: food, new clothing (includes second-hand clothing that is bought), school uniforms, school fees, basic household items (such as soap or paraffin), and health care. Did the respondent or her children have a shortage of these items because of poverty? If so, how often – NEVER, ONCE ONLY, A FEW TIMES, or OFTEN.

If there are no children of school age in the house – school fees or school uniforms will be NOT APPLICABLE.

For health care, ask about money for transport to get to a clinic, or a consulting fee for a hospital Out Patients Department.

While living in this house during the past year has anyone from your household gone to another house to ask for food or money because of a shortage?

This is a sensitive question and asks about whether the respondent has had to rely on the charity of others for food or money because of shortage. Code YES, NO or NO RESPONSE.

F400 Household Dynamics

This section looks at the value placed on the women's work in the household by herself and others.

*Think about the **money** that you bring into the household. How is your contribution viewed by...*

We are asking about perceptions as to the value of this money to the contribution to the household as a whole. Different people may have different opinions about this contribution. We are asking the respondent for her opinion of how she feels others view things – first her partner, then others in the home (such as in-laws or parents), and finally how the respondent herself views things. Score 1 if the contribution is felt to be most important, 2 if in the middle, and 3 if not very important at all.

Think about all the unpaid work you do to support the household, such as all the household chores you do (cooking, cleaning, fetching water). How is your contribution viewed by...

Many women do a lot of ‘work’ that contributes in major ways to the household, but does not formally contribute money to the household. This question is similar to the one above, and asks about how her contribution to the household (in non-economic terms) is viewed by others. Is it something completely taken for granted, or is it well appreciated by others? How does the respondent herself see things in relation to the value of her contribution to supporting the household?

FF900 Decision Making in the Home

This series of questions explores decision making in the home. It asks about a variety of small and medium sized decisions that most rural households have to make – such as making purchases or taking a child to a clinic. We recognize that with most decisions, there is some consultation and sharing of opinion that occurs – with a woman’s spouse, her parents or in-laws, and so forth. What this question is asking about is who is the MAIN DECISION MAKER. Does the respondent REQUIRE someone’s PERMISSION or is she largely able to make the decision herself – even if she has consulted with others and there is some disagreement.

Note that in each situation presented, there may be a different process and main decision maker. Also, we are asking what happens ‘most often’ or ‘in general’.

For example, if the partner is the main decision maker about some things but works away from the home for much of the year, leaving the respondent to make most of the decisions herself, then Code E – Don’t need anyone’s permission.

Note that for ‘partner’ we mean the person to whom the respondent is ‘married or living as married’.

*For the following activities, do you need to obtain anyone’s permission, or can you decide to do them yourself? Code the one that applies **most often**:*

- Make small purchases for yourself (e.g. some clothes)
- Make larger purchases for yourself (e.g. a cell phone)
- Make small purchases for the household (e.g. a chicken)?
- Make medium sized purchases for the home (child clothing)?
- Make large purchases for the home (furniture, fridge)
- Take your children to the clinic or hospital
- Visit your birth family
- Visit your friends in the village
- Visit friends or relatives outside of the village
- Join a credit group or other organisation involved with money

Answer for each of the following using the codes provided

PARTNER – PARENT –PARTNER’S PARENT – OTHER HOUSEHOLD MEMBER - NO PERMISSION

People often feel shy about speaking in public. If you were at a community meeting (e.g. School committee) how confident are you that you could raise your opinion in public? Discuss then code

Neighbours often have similar problems (e.g. around raising children). How confident do you feel about offering advice to your neighbour?

In both of these questions we are trying to assess whether people feel confident to raise their opinions. The specific examples may not apply, but it is the concepts that are important.

FF9600 : SEF Questions

*FF1301 : Have you ever been a member of the **Small Enterprise Foundation**?
If No interview is over. Return to first page.*

This question is a **filter**. All women in the Intervention villages should answer YES to this. Any exceptions to this should be noted in an Interview Note.

All women in the control villages will answer NO *except* if they have moved to a village where SEF is operating and have joined SEF. In this case, this should also be recorded on an interview note.

FF1302

*Approximately when did you receive your first loan from the **Small Enterprise Foundation**?*

Only the month and year are necessary as many people will not know their exact first loan date. Note it refers to receiving the loan rather than applying for it.

FF1303

Have you ever had a leadership position in the SEF centre?

Leadership positions in the centres are Centre Chairman, Vice Chairman, Treasurer or Secretary. Group leaders do not count here.

FF1304

*How many loans have you received and paid back in full from the **Small Enterprise Foundation**?*

Note that this should include only loans paid back IN FULL, ie. With 0 outstanding installments.

FF1305

*What was the size of the largest loan you have paid back in full from the **Small Enterprise Foundation**?*

Probe, and ask to see documentation if the person is unsure.

FF1306

Did you attend the 10 formal training sessions called “Sisters for Life”

Although they were members of SEF not all the women attended all of the training sessions. You will need to be clear here. This question refers ONLY to phase I sessions that were organised by the Intervention Team. Note the dates of joining SEF as this will give you a clue as to whether they could have attended those sessions. They might have sent representatives to some – this counts as NOT attending. We want to get a sense of how many of the 10 sessions they, in person, attended.

Did you receive a certificate at the end of the 10 formal training sessions called “Sisters for Life

All participants in Sisters for Life received a Certificate for their attendance. If the woman seems unsure, you might ask to see the certificate, or describe it to her.

For each of the following statements mark the appropriate code

The trainers were well informed and knew a lot about the subjects

I felt uncomfortable with some of the topics

I felt like I had the chance to participate and ask questions if I wanted to

I learned nothing new

The training has had a major impact on my life

I often spoke of what I learned in the training to family and friends outside of the meetings

The people in my loan group support me when I am having problems

For all the above questions, it will be necessary to spend a little time before asking the questions making sure the woman is comfortable with the answer codes. Read the answers first – you might say “I’m going to ask you a series of questions now about your involvement with Sisters for Life, and ask you to give me one of 4 responses. The responses are…” [Read out], and then make sure the respondent understands the concept, then ask the first question. She should give a response from your list. If she doesn’t, spend some more time discussing the responses.

IF YES (1 or 2 to FF1314), how would you best describe the type of support members of the group provide one another?

Mark all that apply

Read out the list and code each one in turn.

Have you ever attended a natural leadership workshop in Bushbuckridge?

Only a small number of women from each center attended these workshops and it should be easy to assess whether your respondent was one of these.

Have you ever attended a natural leaders meeting, not held at Bushbuckridge?

A number of meetings have occurred of natural leaders from many centers since the WRF trainings. On some occasions these have been attended by women who did not attend the WRF training. Equally some women who did attend the WRF training have not attended these meetings.

For each of the following statements mark the appropriate code

I was active in trying to formulate and do an “action plan” with my centre

I attended the activities organised by my centre in our village and local area

I think my centre was successful in trying to change things in our village through its action plans

Read the answers first. Again spend some time making sure the respondent understands these.

Note that in some cases phrases that we use in the office, like natural leader and Action plan may not mean much to the respondent, but they may still have been active in the center plans. You will need to probe very effectively here – find out what they have been doing in the meetings and don’t use RADAR terminology only!

FF9100 : Communication on HIV/AIDS
FF9200 :Risk Perception and Community Action
FF9300 :VCT
FF9400 :Societal Norms
FF9500 :Knowledge and Stigma on HIV/AIDS
FF9600 :Partnership Relationships
FF9700 :Responses to experience of abuse

Details of the questions in all of the above sections are given in the section of this manual on the Young Person's Questionnaire.

These questions should not be answered in the Senior Female Questionnaire for ALL individuals who are having both a Senior Female and a Young Person's Questionnaire completed.

INTERVIEW CLOSURE

The Senior Female Interview Closure

The interviews we are conducting with people in the IMAGE study provide a great opportunity for us to help people understand a little more about HIV. As part of your training as an interviewer for this study you will go through training on issues related to gender, sexuality and HIV. You should feel comfortable discussing such issues without any embarrassment, and you should feel comfortable sharing this information with others. If you have any queries about these issues, or if at any time during your fieldwork you feel like you need to get an update on information – ask your supervisor who will arrange for someone to help you.

During the Senior Female Interview the respondent may have had some questions. During the interview it is best to say to the person “Can we come back to that at the end of the interview when we will have a bit more time.”

In addition to addressing these questions you are going to spend time at the end of every interview going through a number of specific points. There are 3 sections to this.

a) HIV/AIDS awareness

Concerns and misunderstandings about HIV/AIDS can be discussed at the end of the interview – similar to after the young person’s questionnaire. This interview is an important opportunity to educate people about HIV/AIDS. (See YP interview closure)

b) VCT

Everybody who goes through the senior female interview should be made aware about the availability of VCT services in their area. (See YP interview closure)

c) Experiences of Domestic Violence

THE HOUSEHOLD QUESTIONNAIRE

This questionnaire is designed to collect important demographic information on the households we are including in the survey. Most of the questions will seem quite simple to understand – but do not be fooled, in order to get an accurate picture of the household and it's make up there are some complex concepts that need to be understood. This section should explain those concepts and also give guidelines as to how the questionnaire can best be asked in the field.

What is a Household ?

A household is a social structure as opposed to a structure or building. It has been defined as “a group of people permanently resident on the same property (or dwelling) and who eat from the same pot of food”. This definition distinguishes a “household” from a structure for while a structure is a freestanding building that can have one or more rooms in which people live, it may be one dwelling (or housing) units.

So, one household may inhabit a number of different structures on the same plot of land (like in many rural areas), **OR** A single structure may contain many households (e.g. a tower block in a city).

This study concerns itself primarily with the concept of the HOUSEHOLD and definitions will be given as to how to decide whether individuals actually belong to a given household.

A key component of the follow up interview process is not just documenting how a household is at one moment in time, but how it has changed over time. Households are highly complex social groupings, changing subtly over time in both size and structure. In this follow up phase of work we are returning to households that we recorded the structure 2 – 3 years ago. Some people are likely to have moved out, while others will have died. At the same time, children may have been born and people moved into these households. Do they remain “the same household?” – even if living at the same dwelling. In this phase of the study we will seek to trace what has happened to all the people who were household members when we visited the household before. We will also seek to find out about all the people who have been members since, and who remain so now. By tracing these individuals, we will be able to understand how the household itself has changed over time.

Setting up the Household Questionnaire Interview

The household questionnaire must be asked to the household head, or the partner of the household head. Only if BOTH of these individuals are away from the home, and thus it would not be possible to see them, should another adult in the household be recruited to answer the questionnaire.

Who is the household head?

There are many ways of defining the head of a household. In this survey the household head is the person who is **a) identified by another adult in the household as the household head**, and **b) confirms they are the head of the household when they or their partner are questioned** (or is confirmed as the household head by at least two adults if they are not available). This person might be someone who is currently living in the household, or someone who is away from the home.

For the purpose of this survey, this is how we will get to the household head.

2. When you first approach the house, speak to an adult. Speak to a child only if absolutely necessary. If no one is at home you will need to come back another time.
3. Ask who the household head is, and if he / she or their partner (who lives in the house) is at home. If

they are not at home you will need to interview another adult in the home, or re-arrange a time to come back when either of these people are at home.

4. When you get to speak to the household head, their partner or another adult in the household, confirm with them that they agree with the person who has been named as the head of the household.

Confidentiality issues

Unlike the young person's questionnaire, in order to complete the household interview it is not necessary to ensure absolute confidentiality. It may be useful to have more than one person at the interview. However, the interview should, wherever possible, be conducted sitting down and in a 'controlled' way.

Interview Introduction

General points relating to introducing yourself, the work you are doing, and the details of household participation are dealt with in Section III. The Introduction to the Household Interview is particularly important as it starts your contact with a household in which you may have to do up to 3, 4 or even 5 interviews. Therefore it is vitally important to follow the guidelines on establishing a rapport given previously.

In addition during the Interview Introduction for the Household Interview you must be sure to cover the following points;

You should distribute copies of the IMAGE Study Information Sheet where necessary.

Then

- Describe RADAR
- Describe the goals of the IMAGE study
- Explain why we are working in this area
- Explain that information from the household head will be confidential and explain the meaning of confidentiality
- Explain that you wish to interview young people and senior females in the house confidentially
- Explain that taking part is entirely voluntary
- Tell the interviewee how long the interviews will take. Each c.30mins.
- Ask if there are any questions – and answer questions

Informed Consent

At the end of the interview introduction you must formally go through the consent procedure (see page X).

Read the following (or the local language translation) to the respondent.

“RADAR is conducting a study in your local villages to understand the role of an intervention programme in changing behaviour and preventing HIV. About two years ago we came to this village to ask community members to answer questions about their household. This is the return visit of our team to your village, and we would like to ask for your help with this.

We are again conducting interviews with households to understand who is part of the household, and the patterns of schooling, employment, income and other indicators of poverty for households in this area and whether they have changed over time.

Your participation in this interview is entirely voluntary and you are under no obligation. All information will be kept confidential. This means that your name will never be used to describe what we find through the interviews.”

Make the text available for the respondent to read if this is appropriate.

Do you agree to take part in this study ?

If you receive an unambiguous “YES” to this question, tick and sign the appropriate area in Part 2 on the front page of the Questionnaire.

The Questions

Page 1 / 2 : HH100 : Household Members

There are two pages for household members for this questionnaire.

On page 1 is printed the list of household members from the previous survey

On page 2 is a blank page. This page is to record any household members that are **new members or have been members of this household since the last interview.**

Note the definitions of people to be included.

“I would like to get a list of all the members of the household. This is going to include all the people who are currently staying here, including any friends or domestic staff who live here most of the time. It will also include any *permanent* residents of the household who aren’t staying here at the moment. For example, if you have any children who have moved out and are living with a spouse, and have set up their home somewhere else, we **don’t** want to include them, but if their *permanent home* is here and they are just living away from here temporarily (e.g. for work, or looking for work, or are visiting friends or relatives, or are studying away from here) then we do want to include them. Now starting with the head of the household, could you list those people for me ...”

There may be some situations in which it is not clear whether a person is a member of the household. Some of these are listed below:

A man who lives away from the home but provides financial support to the home, and whose permanent home is the household you are visiting	INCLUDE as Household member
A child who is away at college but whose permanent home remains the household you are visiting	INCLUDE as Household member
A female child of the household head who has married and lives in another household with her husband and her children and only visits occasionally	DO NOT INCLUDE as Household member

In doing the questionnaire, you will first need to capture any changes to the household composition. Note that details of what to do in situations where all of the household has moved out, and there are no

competent respondents at home, are also dealt with on pages 26-27.

1. Explain to the interviewee that you wish to understand what has happened since the last time you visited. Explain that you will read out all the people regarded as household members at the last visit and you would like to know if they are still household members.
2. Read out the list starting with the household head. For each person record in H100Y whether the person is still a household member. Probe.
3. If the answer is No, then record the manner in which the person left the household. There are only two possibilities for this – out-migration or death. Record which applies in each case in field H100Z2.
4. You will need to record details for EVERY individual who has moved out or died on page 3 (instructions given below). Note that even if all the members of a household have moved out, you will need to record this on page 3.
5. At the end of this process read out the list of people for whom H100Y =1 (Yes), and confirm they are all still household members.
6. Now tell the respondent you want to complete the *current household listing* by adding people who are not on the list.
7. On page 2 list all people who are household members now , but weren't on the list from the last survey.
8. For all these individuals mark that they are Still Household Members, and mark the manner in which they came to be household members (H100Z1). The only possibilities for this are Birth and In-migration.
9. You will need to record details of all of these on page 3.
10. When you have finished this, finally enquire if there are any people who have been members of the household since the last visit, but are no longer so.
11. If there are such people, record them. Note that on page 3 you will need to have entries for such people that both move them INTO the household (through In Migration or Birth), and OUT OF the household (through Death or Out Migration).
12. At the end of this process
 - Any individual should only be recorded once on either page 1 or page 2.
 - The current household membership list is the list of people for whom H100Y = 1. The remaining questions on pages 1 and 2 will ONLY be asked of these people.

ONLY when you have a completed list of household members should you answer for each household member in turn answer all of the next questions.

Sleeping here ;

- Ask “Has X usually been sleeping here during the last month?”

- People are regarded as “currently usually sleeping in the house” if during the last month they have been sleeping there for more than half the time. Exceptions to this include if a person has recently “moved out” to go and permanently live somewhere else. In this case, they should not be included in the household list.

Relation to Household Head

- Give a code to describe each person’s relation to the household head. Do not use any single letter codes other than those shown in the questionnaire.
- The code should be the simplest description of the relationship, as if the household head were describing the relationship to you. Imagine the household head saying he is my “...”.
- Be sure to put each person’s relation to the household head, NOT their relation to the respondent.

Examples of coding include ;

S = Son

ZS = Sister’s son (meaning the son of the sister of the household head)

WSW = Wife’s son’s wife (if the individual is not the son of the household head).

It should be possible to correctly code all people in the household in this way including those who are unrelated (U) and who are paying tenants (P).

Sex

- Give the sex of each household member using the appropriate code (M) Male, or (F) Female.

Year of Birth

- Provide the calendar year in which the individual was born, in the format yyyy (e.g. 1967)
- If the age is unknown, ask to see an ID. Only if no ID is available should you estimate the age.

Marital Status

- Give the marital status of each household member.
- “Living as married” includes people who are *permanently* resident in the same household and live as though they were married
- For children who are not married, use the code (1) Never married.

In School

- Ask “Is X currently attending a school or college ?”.
- Mark (1) for those in attendance at school, college, technikon or university.
- Attendance does not include enrollment in part time courses, non attendance courses, work related courses, evening classes or other educational courses that do not require full time attendance. For these cases mark (2) Not Currently attending school.
- For children who have not started school mark (2) Not Currently attending school.

Pattern of schooling

- For children that are currently attending school, enquire whether the child has been attending the school regularly or with breaks.

Highest level of schooling completed

- Ask “What was the highest level that X got to at school ?”
- For those who never went to school, distinguish between those who could not write a letter in their own language [(1) No formal schooling, illiterate] , and those who could [(2) No formal schooling, literate]

Income from working activities during the last year

This question is quite complex and often requires further probing, since we are not only interested in situations of obvious paid employment. We are also interested in other ways in which people are employed and earn money. With this question we are interested in what the pattern has been over most of the last year. **Ask, “During the course of the last year has X been earning any money through work ?”.**

If the answer is NO, probe. Often people think you are only interested in *formal employment*, but we are also interested in other ways in which people bring money into the household through working, e.g. through hawking or other informal businesses. Be aware that women in particular often do work that is not thought of as bringing in an income even though it might actually do so. Ask a question like, “Are you saying that X doesn’t do / hasn’t done any work at all that brings them any money ?”. Probe further.

If the answer is YES, probe. Ask a question like:

“What was the main occupation of this person during the past year?”

For each person, mark the code that best describes their main activity during the last year.

- (1) Self employed in agriculture includes those whose major occupation during the last year has been working for themselves by growing, harvesting and / or selling crops for money.
- (2) Self employed in non-farm enterprise – registered business. This will include those who have a business of their own which provides them with an income and which is registered in some formal way.
- (3) Self employed in non-farm enterprise – unregistered business(es). This might include those who are involved in hawking on the street, or selling goods from the home, or are known for a trade and are used as a regular source for one or many services.
- (4) Student. Those whose primary function during the last year has been attendance at an academic institution including schools, technikons, universities.
- (5) “Salaried worker” includes people with a regular pay packet who are formally employed by an institution or business.
- (6) Domestic worker includes those who are paid for work within a home, which can be the home they live in or another home.
- (7) Unemployed, looking for a job, often does casual, seasonal or contract work. Worked for money on more than 1/3 of the working days during the last year.
- (8) Unemployed, looking for a job, only occasionally gets any casual, seasonal or contract work. For example those who have only had one extended spell of seasonal work, but little or no other work, or have done casual labour occasionally during the year.
- (9) Unemployed, looking for a job, rarely or never had any work during the last year. This would include those who have not had any extended periods of money from labor, and have never or only rarely worked on any days for money.
- (10) Unwilling to work, retired or too young to be working. Include children who are not at school but are considered too young to be working.
- (11) Unable to work (handicap). Include anyone who is not working primarily because of a physical or mental

handicap or health problem.

Note : People may have fallen into a number of categories over the past year. For example, a man may have had a salaried job for 7 months of the year, but then lost his job and has been a casual worker since then – this man would fall into the “salaried worker” category.

Income from non working activities

For each of the people in the household, mark whether they receive any incomes that are from non work related activities. This question is asking about whether the individual is CURRENTLY receiving any of these incomes. In asking this question, ask about each of the sources of income individually.

(1) “Does X receive a pension from the government ?”

- This includes state pensions only.

(2) “Does X receive a child grant or other non pension grant from the government ?”

- Mark child grants as coming to the person in the household whose child it is, or who administers that grant within the household.

(3) “Does X receive a pension from a business or job that is not the government ?”

- This includes any pension from a previous job that is paid for by a private company, or insurance company or any non-governmental pensions or benefits.

(4) “Does X receive any financial income from a friend or relative who lives outside the home ?”

- This includes situations where a person outside the home is donating **money** to the household, not in return for work or in exchange for any material benefits.

(5) “Does X receive any non financial income from a friend or relative who lives outside the home ?”

- This includes situations where a person outside the home is donating **non financial gifts e.g. food** to the household, not in return for work or in exchange for any material benefits.

(6) “Does X receive any dividends from investments, or repayments of loans ?”

(7) “Does X receive any income from a business, or other activities which do not form the bulk of their working life ?”

- This would include rents from properties / land that are rented out to people outside the home

(8) “Does X receive any income from any OTHER source not yet covered ?”

If an individual receives more than one of these sources of income, list them all, separated by commas. If they receive none of these sources of income, mark (99).

To help the flow of the interview, it may be possible only to read out the full list of potential sources of

income when asking about the first person in the household list. After that, it may be possible to simply ask other members of the household whether they receive any of the incomes previously mentioned, instead of repeating the whole list. However, be sure that they understand that they must answer about all of the incomes. Also note, the two income questions are linked and may be asked together. Additionally, continually check during questioning that you feel accurate information is being provided. If an answer to a later question seems to contradict what you have been told earlier – go back and ask the question again.

Position in village

For each individual in the household, mark whether they hold a recognised position of importance within village structures. A list of potential positions is included, but additional positions may be considered if they are not listed.

Say to the respondent,

“I am going to list a series of positions that are recognised as being of importance in some villages. Please let me know if X, holds any of these positions”.

List them, and for each one get a Yes or No answer.

- (1) “Induna or member of indunas council”
- (2) “Member of chiefs family”
- (3) “Member of local government or council structure”
- (4) “Traditional healer”
- (5) “Minister / pastor”
- (6) “Shebeen owner”
- (7) “Educated professional”
- (8) “Creche owner”
- (9) “Senior member of a local organisation / society”

Once again, as with the last question, it may be possible only to read out the list once or twice as long as the respondent answers the question for every person.

Expenditure on clothing / footwear

- For each individual, get the household interviewee, or the person themselves if they are present, to estimate the total amount of money, in Rands, that they have spent on making, buying, mending or tailoring clothes during **all of the last year**.
- **Note that you will need to probe to include the full definition (including not just new clothes).**

Present at interview

- Mark YES if the person was present at the interview.
- For children, mark only if they were present.
- For adults, mark if they were present *and* contributed answers relating to themselves in the interview process.

General points about completing page 1

If there are more than 18 household members, mark the additional household members on a sheet of blank

paper. Mark the piece of paper with the Household Number and Name. Store it with the questionnaire.

Use your common sense ! Be sure to ask all RELEVANT questions to the respondent about all the people in the household. On occasions, though, it may be possible to answer questions on the questionnaire without directly asking them (e.g. Don't ask if a 4yr old child is receiving a pension !). Be careful – don't presume anything – but use your head.

Page 3 : Demographic Events leading to changes in household composition

This page will record details of anyone who is no longer resident in the household, and anyone else who has moved in or out at any time. The tables on this page will link directly to the household members tables so you will need to check that they link up.

HH191 : Out migrations

Anyone on page 1 or 2 who has H100Z2=1 should have a record here.

- For all people who migrated out of the household since the last interview, mark their identification individual number.
- Mark the code for where they *first* moved to when they left.
- Mark the code for the *single major* reason that they migrated.
 - Note that *marriage/cohabitation* refers to when the individual themselves has married or moved out to live with another partner. Any children, or older dependants going with them should be coded as Accompanying family.
 - Similarly for the other codes, they refer specifically to individuals.
 - 'Disaster' may be appropriate code for all household members.

HH192 : Death

Anyone on page 1 or 2 who has H100Z2=2 should have a record here.

- List all the individual numbers of people who have died since the last interview.
- Mark the *date of death*.
- Mark whether the death was accidental (meaning people who died for reasons other than illness - including car accidents, shootings, suicides any other), or non-accidental (meaning people who died of illness).

Note that raising the issue of household member deaths is going to be painful for respondents. There will be a full session in the training devoted to dealing with these issues.

HH193 : In-migration

Anyone on page 1 or 2 who has H100Z1=1 should have a record here.

- For all people who migrated into the household since the last interview;
- Mark the code for where they *first* moved from when they left.
- Mark the code for the *single major* reason that they migrated.
- Note that you should include people here who moved in and then left the household.

HH194 : Birth

Anyone on page 1 or 2 who has H100Z1=1 should have a record here.

- List all the individual numbers from the new household members sheet of children that were born into the household since the last interview.
- Mark the identity of the mother (ie the individual member) – if not a household member mark 99.

Page 4

HH105/HH106 : Orphans and Fostering

HH105. Are there any children (those under 18 years) living in this household for whom one or both of their parents have died or are untraceable?

HH105. Of the children listed above, were these children members of this household anyway, or were they taken in by this household mainly because of what happened to their parents?

H200 : Important Incomes

Lesson from baseline: In the first round of questionnaires we coded the responses people gave after the fieldwork was finished. In this round of questionnaires, we will ask the question and record the data in exactly the same way as we did last time EXCEPT, after we have completed the text description we will code the details on the spot.

Ask “I would like you to think about the whole of the last year and the sources of money and food that have been helping the household get by in the last year. I want to find out what has been the **most important** thing in helping this household survive during the last year.”

Many of those sources of income may have been covered during the listing of the household incomes, but there may have been important household incomes that were not mentioned.

Get the person to think about a single definable source of income (whether it was money, food, produce) that was **the most important for the household’s survival** over the course of the last year. A household income is an income that is used, spent, or saved by the household. This may often mean that it is held personally by a single member of the household (often, but not always, the household head), but would usually be used for the benefit of the household. Note that there may be differences between an individual’s income and his / her contribution to the household income. In particular, those who are living away from home may only send a fraction of their wage back to the home, or save it for use by the household. For those who are living permanently at home, this is less likely to be the case.

Defining the most important “income”

The most important “income” is the source of money or food that most supported the household during the year. In many cases this will be a financial income, such as a salary, or the proceeds from a single individual’s work over the year. However, it may be that the most important income was non-financial; for example, it may be produce from the fields.

When considering financial incomes, the **most important income** is defined as that which brought the most money into the household over the course of the last year.

When considering non-financial incomes, consider food that is harvested, gifts. Ask the respondent what was the most important.

By single definable income we mean ...

- the work activities of a person over the course of a year
- a single lump sum, maybe from the sale of an asset
- a series of related or connected extra incomes, e.g. from renting land
- a regular source of income from outside the household, e.g. donations from a non household member
- crops or food from a piece of land

Filling out the questionnaire

a) Describing the source of income

Describe the source of income in simple but precise terms; examples are given below

For “Job related incomes” – Describe the job in detail. Do not just put “Salary”. **At the very least write the job type, and where the person has the job** ; For example

- “Bank Manager salary, working in Nelspruit”,
- “Works in the game farm, in Northern Province, as a cleaner”
- “Works as a miner in Johannesburg”

For more informal financial incomes, still give as much detail as possible :

- “Money from selling fruits”,
- “State Pension”,
- “Dividends from rent of land”,
- “Monthly contributions from son living away from home”.
- “Contributions from boyfriend who is not a resident of the household”

For non-financial incomes, detail the source of income like those below

- “Gifts of food from neighbour”
- “Crops grown in plot of land by house”
- “Crops grown in plot of land away from the home”

b) Financial or Non financial

Mark whether the income described is primarily a financial or non financial income.

c) Person Involved

Identify the person or persons in the household to whom that income was paid. Do this by putting the number of that person that has been assigned to them on page 1. Usually this will be a single person (e.g. for a salary, or pension). However, it may not be possible to identify a single person to whom the income was given. In this situation, identify all the persons to whom that money was directed. If the income is directed to the whole family, use the code (99).

2nd Most Important Income

Now, get the respondent to think about the 2nd most important income in terms of overall worth during the last year. Repeat the process for this income.

Even if the first income was a financial one, and there is not an obvious second income, ask the respondent to think about the other important things that have supported the household.

It would be highly unlikely that a household could only define 1 source of income. The **two** most important sources of income must be recorded for every household.

Codes : Do the coding process after having recorded the text for both incomes. The codes come directly from codes assigned in the last round.

H300 : Dwelling Details

The questions in this section relate mainly to the structure in which the household lives. This should be the physical location in which the interview is conducted. If the household lives in more than one building, you must decide how to describe the structures.. It will usually be appropriate only to report the single largest, or most important structure. If all have equal importance, then describe the important details of the buildings.

HH391. Estimate the amount of money that has been spent in renovating or improving this household during the last year.

- Include any money spent on renovations including plastering, painting, building materials, building expenses, toilets, boreholes or water supplies, fencing and other such activities.
- Do not include new furniture.

HH303. Does this household have land on which it grows its own produce?

- This refers to land away from the home on which they plough foods and other crops either for consumption or for selling.
- A small plot around the house does NOT count as “land”

HH305. Walls

- The major component of the wall structure. Mark only one answer. This may best be done by observation.

HH306. Water

- This question refers to the primary source of water that is used by the household. Mark only one answer

HH307. Toilet

- If there is more than one type of toilet within the household, list the “best” one.

HH308. Electricity

- This question seeks to know whether the household has its own electricity supply. Some households may have a private electricity supply, provided by a generator – these households

should be marked “Yes” for an electricity supply.

HH400 : Household Asset List

This section asks about assets owned by household members. Ownership relates to items or property that could be rightfully sold by an individual in the household.

For each item in the list, ask “Does anyone own any Z of this age?”. Include items that are not currently functioning (e.g. broken televisions or bicycles). Mark the number of the items, or an approximation of the number as determined by the respondent.

- Note you should mark every box, including 0s for items that are not owned

Land

- Include land that has been paid for or could be re-sold, not that which is used under permission from e.g. a chief / induna.

Hi-Fis

- Include only Hi-Fi equipment that includes tape / cd / record playing ability. This does not include stand alone radios

Codes

- For some of the larger assets the questionnaire requires a code to be entered to describe the age or size of the asset, as you will see on the questionnaire.
- The code refers to the age *since manufacture*, not the amount of time the asset has been owned by the household.
- Use code (99) if the person does not know the age of the product, after repeated probing.

H500 : Credit and Savings

H501. Bank account

- Mark YES only if the person defined as the head of the household or the recognised partner of the head of the household has a bank account. This can include an account with a recognised bank, with the post office, or with a development banking organisation.

H502. Money owed

- Does the household have any outstanding debts to any sources outside the household? This does not include debts to other people who live in the same household.
- This also does not include short term loans (e.g. if someone borrowed R20 from a friend yesterday but intends to pay it back next week)

H503. To whom is money owed

- Mark all the codes for sources to which a household owes money, separated by commas.

H504. Need to get R50

- Read the codes to the respondent, and ask the person to estimate how difficult it would be if they needed to rapidly raise R50 for something important.

Page 4

Hh600 : Food Security

HH601. Pap / bread alone

- Estimate for the *last month only* the number of times a main household meal consisted of pap alone, bread alone or a *worse standard of meal*.

HH602. Gone without food

- Has the respondent or have any of his / her children that live in the household gone without food, or had a reduced amount to eat due to a shortage of food.
- This does not include fasting because of religious ceremonies, sickness, or other purposeful fasting.

HH700 : Perception of wealth, outlook for the future and disasters

HH701. Wealth in village

- The respondent should rate their relative wealth compared with *the average in the village*. It should be noted that this might be different from a comparison with their neighbours alone.

HH702. Last year

- This question should be the impression of the respondent as to whether the last year has been a particularly good year, a bad year or quite normal compared with the years that preceded it.

HH703. Crises

- This question asks the respondent to give examples of any serious problems they have had during the last 6 months.
- Read the examples to prompt them. But, include ALL examples of serious problems the household has had.

HH704. Details of crisis

- Give brief but precise details of the nature of the problem that befell the family during the last 6 months.
- When writing TEXT to describe the problem – be concise and print clearly.

HH800 : screening for mineworkers regarding possible lung disease

A question has been added to the questionnaire concerning the presence of any current or ex-mineworkers in the household.

In any case where a YES is received, a miners Information Sheet should be passed on and details of the

process by which compensation can be arranged should be explained.

The Young Person Questionnaire

This questionnaire obtains hugely important information about young people, what they talk about, how they behave and how they are responding to the HIV epidemic that is happening in our communities.

Setting up the Young Person Questionnaire Interview

The Young Person Questionnaire is to be asked to all young people interviewed in the first round of surveys are eligible for this questionnaire.

Confidentiality issues

When conducting the young persons questionnaire, the interview will need to be conducted in a fully confidential manner. It will be important, when conducting the household interview to make sure that the people in the household know you will want to do confidential interviews with all the young people in the household.

When you settle down to do the young person's interview you must be sure that the situation is right. You must be sure the respondent is fully comfortable with the place you choose – check with them before and during the interview that they are happy and comfortable. A good place will be quiet and away from the house if other people are around. Do not be scared to stop the interview half way through if you feel there are problems with the place you have selected.

At the start of the interview, assure the respondent that **all their answers will be strictly confidential**.

Confidentiality means:

- that you, the interviewer, will not discuss their answers with anyone *in the household or community*,
- that you, the interviewer, will not discuss their answers with anyone *in the research team*.
- the information they give will be used for research purposes only.
- the questionnaire does not hold their name.
- the questionnaire will be kept in a locked cupboard in the research office.

Half way through the interview, when more sensitive issues are to be discussed,

- stop the interview
- check the respondent is happy and comfortable
- again re-assure them about confidentiality
- explain again that they **do not have** to answer any of the questions, **BUT** that their answers will be hugely useful for the research programme.

Interview Introduction

When you have arranged a suitable situation for the interview, you should formally introduce the interview to the interviewee. Once again, follow the broad guidelines given earlier. In particular you will need to cover the following information:

You should distribute copies of the IMAGE Study Information Sheet where necessary.

Then

- Describe RADAR
- Check suitable, confidential surroundings
- Explain why we are working in this area
- Explain that taking part is entirely voluntary
- Briefly describe what will be asked in the questionnaire
- Explain information will be confidential
- Tell the interviewee how long the interview will take.
- Ask if there are any questions – and answer questions

Informed Consent

At the end of the interview introduction you must formally go through the consent procedure (see page 12).

Read the following (or the local language translation) to the respondent.

“RADAR is conducting a study in your local villages to understand the role of an intervention programme in changing behaviour and preventing HIV. About two years ago you agreed to help us with this study by answering some questions about yourself. This is the return visit of our team to your village, and we would like to ask for your help with this again.

We are again conducting interviews with younger people to look more closely at how they make decisions, particularly in their relationships with their spouse, partner and other family members. Interviews will be approximately 40 minutes long.

Your participation in this interview is entirely voluntary and you are under no obligation. All information will be kept confidential. This means that your name will never be used to describe what we find through the interviews.”

Make the text available for the respondent to read if this is appropriate.

Do you agree to take part in this study ?

If you receive an unambiguous “YES” to this question, tick and sign the appropriate area in Part 2 on the front page of the Questionnaire.

The Questions

YY100 : Background Information

Marital Status

- Ask if the person has EVER been married at any time in their lives and code the answer appropriately.

If **currently married/ living as married**, has lobola been paid?

- Mark if the lobola has been paid by the male partner in the partnership to the brides family, in part, in full or not at all.

Which of the following ceremonies did you do? [MARK ALL THAT APPLY]

- Any person may have gone through a number of formal procedures in recognizing their relationship to this person. Mark all the ceremonies the person has been through

Since the last time you were interviewed (past 2 years), have you been Separated/Divorced?

IF YES to Separated or Divorced in the past 2 years, WHY?

For how many months of the last year were you staying here?

- This question is an attempt to capture how many months of the last year the person was actually sleeping in the house.
- The maximum answer is 12.
- This question requires some calculation. You must subtract from 12 months all the nights they have been sleeping away from home, including – time away because of work, time away visiting relatives, time away studying, time away because they have only just moved into the house.
- You only need to estimate this. Some examples are as follows;
 - a) A person who generally comes home only at month ends would be at home for only 1 month of the year
 - b) A person who comes home mainly at weekends would be at home for 3 months of the year
 - c) A person who moved into the house 6 months ago, and has been staying there ever since would be coded as 6 months.

If less than 7 months, How was the pattern of your visits home in the last year ?

- This question tries to get additional information on the general pattern of a person's absence from the home if they have been away for > 6 months of the year.

Have you made an overnight trip to a large city during the last year?

- Include any trips to visit a large city (e.g. Nelspruit, Johannesburg, Durban, Pretoria, Pietersburg)

Do you ever drink alcohol

- Mark if the respondent ever drinks alcohol.

Have you ever worked in any of the following industries ?

- Give the appropriate code for anyone who has EVER worked in the mining, military or truck driving industries. This would include any jobs where the person was employed by these industries as their main employer.

Is your mother alive ?

- Give appropriate code for the interviewees biological mother

If Yes, and the mother is a Household Member, then mark with the code from the Household interview.

Is your father alive ?

- Give appropriate code for the interviewees biological father

If Yes, and the father is a Household Member, then mark with the code from the Household interview.

Note that the sections 9100-9400 described in the next few pages occur in both the YP and SF questionnaires.

YY9100 : Communication in the household

For each subject listed in the column on the left hand page, ask the respondent if, during the last 2 months they have had any conversations with any of the people / groups of people listed in the top row of the table. Mark the appropriate code in each box in the grid. Make sure you complete every square in the grid.

The people who have you spoken to

- a) Your own children
 - If the respondent doesn't have any children, mark (3) Not applicable
- b) Your own spouse or sexual partners
 - If the respondent doesn't have a spouse or sexual partners, mark (3) Not applicable

Note for baseline : This question does not only refer to spousal relationships.

- c) Your parents or guardians
 - If no people who fall into this group live in the house, mark (3) Not applicable.
- d) Other household members of your own age group
 - This will include any conversations with siblings, or other household members in the same generation.
 - Note that this question is confined to people from the household (this means anyone listed on page 1 of the household form).
 - If no people who fall into this group live in the house, mark (3) Not applicable.
- e) Teachers or Workers at school
 - If the respondent is not at school, mark (3) Not applicable.
- f) Friends from outside the household
 - This will include anyone outside the home who has not already been covered.

The subjects

Sex and sexuality in general

If the above questions is answered YES, which subjects were *ever* talked about in the conversations with the person or person(s) mentioned in YY201 above.

Abstinence or reducing numbers of partners
Body changes (menstruation, puberty etc.)
Pregnancy or birth control
Condom use
STDs or HIV in general
Preventing HIV
Getting tested for HIV

In general how did these discussions start

- Conversations about sensitive issues are not easy, and often one party or the other will usually be responsible for starting these discussions when they start. On other occasions they will happen relatively spontaneously. Note this question is about *in general*.

In the conversations did you feel comfortable discussing these issues?

- In each communication, the respondent may have been more or less comfortable discussing sensitive issues with the person mentioned. Probe in each case about how they felt and them mark the most appropriate response.

Sought advice on any issues relating to sex, HIV, condoms etc

- This will include any situation where the respondent has actively sought advice on a question about anything related to sex and sexuality, HIV or STDs, use of condoms, contraception or related issues.

In your household, do you feel 'free' / open to discuss issues of sex and sexuality?

- At the present time, does the respondent feel able to talk to other people in the household about issues such as sex and sexuality. This might be with only one person, or more than one.
- This means, would they feel able to talk to someone else (even if that was in private) in the household without fear of getting in trouble or being disapproved of.

In your household, has communication around sensitive issues like relationships or sex become easier or more difficult over the past year?

- Ask if there has been any **change** in the ability of people to talk to their other household members about sex and sexuality over the course of the past year. If they say yes, *probe* and ask whether it has become better or worse.
- If they previously said they never talked about such issues, you may ask whether they feel like this has changed, even if they haven't yet had any such conversations.
- It is possible that the respondent answers "No" to the question above, but still says that things are getting "Better" now.

Lesson from baseline : Note that this question is asking about CHANGE over time in the ease with which communication about these issues occurs.

Age first talked about sex with parents / guardians

- Ask at what age he / she remembers first ever talking to her parents or guardians about sex or sexuality issues.
- By sexuality we mean anything to do with sex itself or body changes, such as menstrual periods or wet dreams.

From which sources (people, places or things) have you learned most about HIV/AIDS?

- People hear about HIV/AIDS from many places. You should ask the respondent to tell you about sources from which they feel they have learnt the most.
- Do not read out the list, but encourage the respondent to give as many responses as they like.
- Mark for each subject whether or not it was mentioned.

YY9200 : RISK PERCEPTION AND COMMUNITY ACTON

The questions in this section are trying to assess whether the respondent has made any response to the epidemic of HIV that is happening in their community, or feels themselves to be at risk.

Have you ever thought about your own potential risk of HIV / AIDS?

In the last 12 months have you felt like you wanted to do anything to decrease your risk of infection with HIV?

- Ask the respondent whether, given what they have learnt about HIV over the past few months / years they have ever considered that they may wish to change their behaviour in order to put themselves at less risk of becoming infected.
- A respondent may say “Yes, but I haven’t done anything about it”. Code this answer “Yes”

In the last 12 months have you tried to do anything to decrease your risk of infection with HIV?

- Ask the respondent whether actually tried to make any changes to their lives in order to decrease their risk of HIV infection.
- A respondent may say “Yes, but my life didn’t actually change very much (for other reasons)”. Code this answer “Yes”

If YES, What did you try to do?

- Do not read out the list given in the questionnaire
- Ask the respondent what they tried to do, and mark all the responses they give from the list without suggesting anything to them.

How successfully do you feel you were able to change your life in the ways that you wanted?

- Ask the respondent whether they feel they actually changed their life in the way they were trying to.
- Read the possible answers to the respondent and ask them to pick the one they feel best describes the situation.

If NO, Why not?

If you were to consider that question now. Would you consider yourself at high, medium, low or no

risk at all of HIV / AIDS.

For each of the following statements mark the appropriate code

- *People in my village do not believe that AIDS is here*
- *People in my village are not doing much to fight HIV/AIDS*
- With these 2 new questions it will be necessary to spend a moment explaining to the respondent how the questions work. Say something like “I am going to read you two statements now and I want you to tell me how you feel about them”. List the potential responses before you read the statements and make sure the respondent understands.

Have you ever participated in a march, rally or meeting around HIV/AIDS awareness?

**Lesson from baseline : Means small things as well ie. meeting a few friends to discuss things!!!
May need to generate some locally appropriate examples to help respondents to understand this.
Note that the recall period is 2 years (or since we last interviewed the person).**

Have you ever been involved in the organization of such a meeting or gathering?

- Note those who have been involved in organisation committees. Note that any type of organisation should be included here, and you will need to probe for any events the person may have had a hand in.

YY9300 : VOLUNTARY COUNSELLING AND TESTING

Be sure to make sure the respondent knows their answers are confidential and that you don't want to know their HIV status.

I don't want to know the result, but have *you* ever had an HIV test?

Why never had an HIV test

- You should read out the list of answers and ask the respondent to pick the one that most closely resembles the respondents personal situation.
- Often an individual will say the Don't Know at first. Probe before using this code.

Did you voluntarily undergo the HIV test, or were you required to have the test?

Please do not tell me the result, but did you find out the result of your test?

When did you have your most recent HIV test?

Where did you go?

- If more than one test, the last place **ONLY** should be mentioned. One answer only is required here.

YY9400 : Societal Norms

The next series of questions compares the opinions of respondents with those in her/his culture or community. Often, they will be similar, though at times they will disagree. Say;

In this community and elsewhere, people have different ideas about families and what is acceptable behavior for men and women in the home. I am going to read you a list of statements. Firstly, I would like you to tell me if you feel the statement agrees with what is generally accepted in your culture. Then I will ask you about your own opinion. There are no right or wrong answers.

For something to be ‘culturally acceptable’ we are referring to what people think and do in the *rural village the respondent comes from* – not the country as a whole.

When asking these questions, first read the statement. Then ask whether, in her culture, people would generally AGREE or DISAGREE with the statement. After she responds, then ask ‘in your opinion, do you agree that...’

Move from statement to statement and get responses to both parts of the question.

C = “It is culturally accepted that...”

Y = “In your own opinion, do you agree that...”

A woman should do most of the household chores (cooking, cleaning), even if the husband is not working

If a man has paid lobola, it means that his wife must always obey him.

If a woman asks her husband to use a condom, she is being disrespectful to her husband

If a woman asks her husband to use a condom it means that she must be sleeping around with other men

A man needs to have many sexual partners, and the wife must just tolerate this

A woman should never divorce her husband, no matter what happens

1=Agree

2=Disagree

9=Don’t Know

Go through the same process to ask and get responses for the questions below.

Note that the question is asked in the affirmative – ‘It **IS** acceptable to refuse sex if...’

It is acceptable for a married woman to refuse to have sex with her husband if:

She doesn’t want to

He refuses to use a condom

She is angry because he has other girlfriends

She is worried he may have AIDS

1=Agree

2=Disagree

9=Don’t Know

Finally ;

In your opinion, does a man have a good reason to hit his wife if:

“She refuses to have sex with him”

“She asks him to use a condom”

“He finds out that she has been unfaithful”

“If she disagree with him in public.”

YY300 : Contraception and Childbirth

The questions on this page should only be asked to FEMALE RESPONDENTS.

The questions on this page may be quite sensitive for some people. As an interviewer you will need to judge if the person is comfortable answering these questions about contraception. These questions will lay the groundwork for more sensitive questions later in the interview, so pay attention to how the interviewee responds.

WOMEN ONLY : How many children have you had up to now in your life ?

- For WOMEN only – ask how many children the woman has had up to now in her life.
- Include all children that were *born alive*.
- Do **not** include stillbirths or abortions.
- **Do** include any children that have now died, or are now living away from home

If you were pregnant would you consider getting HIV tested during your pregnancy if there was a drug available (like nevirapine) that could reduce the risk of your baby becoming infected with HIV if you were found to be positive?

- This is a **theoretical question**, and should not be intimidating to women. We are asking their opinion, not seeking to change what they do. If they say, but I am not, we should ask them to think about what they would do *if* they did become pregnant again, however unlikely they think this is.

Are you pregnant now.

- Note YES here only for women who have had their pregnancy confirmed.

In this part of the questionnaire, for the first time we will be using information from the last questionnaire (which is printed on the front page). We wish to ask only women who have had children since the last interview or are pregnant now. Filter out only these individuals.

How would you describe your planning for this pregnancy before you got pregnant?

- Some people are actively trying to start or continue a family, while for many others pregnancy is not planned, but happens in an unplanned way. You should explore this planning with the person. Note this question does not ask about whether the individual *ever* wanted to get pregnant, or whether they *were happy*. It does ask if they had been actively planning, either alone or with a partner, to get pregnant in order to have a child.

How would you describe your feeling **when you first found out** you were pregnant?

- Some people are very happy and excited when they first find out they are pregnant. Others are less so, although often they later become happier, particularly when the child is born. In this question we want to know about what they thought *at first*. You should probe carefully here.

Have you attended a clinic in connection with this pregnancy ?

Do you want to have any more children during your life ?

Past contraceptive use

- Ask if the woman has ever used a method to delay or avoid getting pregnant.
- If they say they never have, you will need to SKIP to Page 5.

Current contraceptive use

- Ask if the woman is currently using a method to delay or avoid getting pregnant.
- If they say NO, you will need to SKIP to Page 5.

What (main) method are you currently using?

- Mark only one answer – the MAIN method they are using **currently**. That is the method they rely on primarily to protect themselves from getting pregnant.

ASK THE NEXT QUESTIONS ONLY IF THE RESPONDENT IS CURRENTLY MARRIED OR HAS A CURRENT PARTNER. If NO CURRENT PARTNER, go to page 5.

- **Follow the SKIP to page 5.**

Does your current husband/partner know that you are using a method of family planning?

Has / did your current / most recent husband/partner ever refuse to use a method or try to stop you from using a family planning method to avoid getting pregnant?

- This includes any situation where the current partner in some way let the respondent know that he disapproved of her using the method.

If YES, In what ways did he let you know that he disapproved of using methods to avoid getting pregnant?

- We would like to know what he did when he tried to stop you from using the contraception
- Probe using the answers given by the respondent.
- Do not read out the list of options. Let the respondent answer the question, and prompt for more details if it is necessary.

If you had a problem in a relationship – like an unwanted pregnancy – are you confident that you could turn to someone in your household for support?

- Does the respondent feel like someone in the household would be the person they would go to with such a problem?
- If they say “I am too young to have such a problem”, or “This hasn’t happened to me”, ask them to think about somebody else their age who might have had such a problem. Then try to think about what would happen *if it did happen to them*.

If NO, Who would you turn to for support?

- Mark only one answer, that which describes the person / group they would be most likely to turn to if it is not someone in the household.

YY400 : Males Only

The questions on this page should only be asked to MALE RESPONDENTS.

Have you been circumcised?

- You may find out that a person went to initiation school, HOWEVER you must probe further to be sure that he was actually circumcised.
- This includes BOTH ritual circumcisions and circumcisions performed in the hospital.

If YES At what age did you undergo circumcision?

- Give the Age at which the surgical or traditional procedure was performed.

In the last 12 months, have you ever purchased or picked up condoms with the intention of using them for protection during sex?

- This question is ONLY asking about whether he picked up the condoms, not whether he used them.

ASK THE NEXT QUESTIONS ONLY IF THE RESPONDENT IS CURRENTLY MARRIED OR HAS A CURRENT PARTNER. If NO CURRENT PARTNER, go to page 5.

- **Follow the SKIP to page 5.**

Does your current spouse/partner use a method of family planning?

- This question is asking whether the man knows if his MAIN current partner is using a contraceptive method.
- If a man has more than one wife, this question is asking about any of the wives.

Have you ever discussed the use of contraception with your partner?

- If they say yes to the question above, you might probe to ask if they made that decision together.
- If they say no, you must still ask whether they have ever talked about using contraception.

Have you ever tried to stop your current / most recent spouse/partner from using a family planning method to avoid getting pregnant?

- If they know that their partner is using contraception, you might probe by asking “Are you happy that she is using that?”. If they say yes, probe further to check that they have never tried to stop her.
- If he says “I don’t have any control over that decision,” ask again, “But have you ever tried to stop her?”

In what ways did you let her know that you disapproved of using methods to avoid getting pregnant?

- Mark all the answers that apply.
- Probe by reading out the answers.

YY500 : Sexual Behaviour

The next part of the interview contains quite sensitive questions.

Interview Break

The questionnaire from this point on asks questions that may be perceived by the respondent to be quite sensitive. Stop the interview for a few seconds. By talking with the respondent, make sure of the following:

- that the respondent is comfortable with the interview situation
- that the interview environment will absolutely ensure confidentiality

If the respondent has any questions, answer them. If the respondent says they are not, or does not appear to be, comfortable or happy with the interview situation, then take the necessary steps to improve the situation.

Lesson from baseline : This BREAK is important. Do not rush the interview. We know that in some cases, the interviews from baseline were taking a very short time, and breaks like this one were not being included. This is important. Stop here. Have a breather. Proceed slowly, carefully and making sure you probe every answer carefully.

Say to the respondent:

“In the next section of the interview I am going to ask you some more questions, some of which are quite personal. You don’t have to answer them if you don’t want to, but I just want to remind you that the answers you give me in this interview will be confidential. Is it OK for me to continue?”

As you may know, a person may get the AIDS virus through sexual activity. To help prevent the spread of AIDS, we need to know more about all the different types of sexual practices that people engage in. Some of these questions need to be rather detailed and personal. Since this survey is confidential, no one will ever know your answers. If you really don’t want to answer a particular question, however, you may refuse to answer and we will go on. We would appreciate your cooperation in answering these questions. The information you give will be vital for the research we are conducting to help us understand whether our interventions will help to stop the spread of HIV in the villages in which we are working.”

YY501. Ever had sexual intercourse

- For people who have been married, you can presume they have had sexual intercourse and mark “Yes.”
- For people who have *never been married*, ask whether they have ever had sexual intercourse with another person.
- Sexual intercourse in this study is defined as either vaginal or anal intercourse.

Again here we will use data from the first round of questionnaires here to decide which questions to ask. People will either be;

- *newly sexually active*; ask question YY502A and YY503, then YY504, then to next page.
- *still primarily abstinent*; ask question YY591 only. Then go to page 15.
- *previously sexual active*; ask question YY504 only, then go to next page.

YY502a. Date of first sexual intercourse

- For *newly sexually actives* we want them to estimate the date they first had sexual intercourse,

rather than giving us the age. This can only have been in the last two years, so probe to see if they can remember. Use key seasonal events such as Christmas and holidays to remind them.

YY503. Description of first sexual intercourse

- Mark whether the respondent felt that their first sexual episode was Wanted, Not Wanted or Forced.
- Respondents who say that they “didn’t mind”, or “didn’t care,” the appropriate code is (2) Not Wanted.
- (3) Forced refers to any situation in which the person felt they were made to have sex when they didn’t want to. This includes those who were both verbal and/or physically forced or coerced into having sex.

Note from baseline: There has been great debate about this question in the first round of surveys. Generally, the consensus seems to be towards code (1) referring to those who either wanted it to happen, or who were perhaps planning in some way for it to happen with a partner, or for whom having sex, although perhaps unplanned, was a natural extension of the way they felt about this person. (2) refers to those who were not forced, either emotionally or physically, but who were not prepared, or planning when it happened. They may say, “I was not ready”. They may have got themselves into a situation, where for one reason or another sex occurred (drunkenness is one example, but not the only one) without force, with consent, but without planning. Code (3) “Forced” refers to people who were either physically or emotionally forced to have sex with someone else when they did not want to do so. They may well have said “No”, but would not have to have done so. A man threatening to withhold resources if a girl who does not want to have sex with him refuses is an example of emotional forcing. You will need your skill as an interviewer to probe effectively here.

YY591. Reason for continued abstinence.

- Ask only to those who were not sexually active last time, and remain so now.

YY504. Lifetime partners

- Ask the respondent to think about the whole of their life up to now, and to tell you the total number of *different people* they have ever had sexual intercourse with. This includes people with whom it only happened once, or those occasions when they didn’t want it to happen.
- Respondents often underestimate the number of sexual partners they have had. After the respondent has given an answer, check again. “Are you saying that in all of your life up to now you have had sexual intercourse with X different people, and no more?”

Page 10

Lesson from baseline : People under-reported to us the extent of concurrent partnerships. It is clear from the data that we need to do a better job in collecting data on *all partners in the last year*. In the last round of questionnaires people tended only to report *current* partners and this is not what the question asks.

Consequently, the method of answering this question has now changed.

Say “I want to ask you now about the people that you have ever had sexual intercourse with. Just for a minute, before I ask you about them, try and think in your mind about all the people you have ever had sexual intercourse with....”

Interviewer : Do not mention in advance that you are only interested in partners within the last year

Interviewer: “OK, can you think of the last person that you had sex with, I want to just to collect a few details about that person”.

[Interviewer collect details in qus YY592 - YY594 below. When complete]

Interviewer: “OK. What about another person, can you think of anyone else. Who was the next most recent person, I’d like to ask some questions about them as well.”

[Then collect details in qus **YY592-YY594** below. When complete repeat the above]

Repeat this process until the person tells you about someone who they last had sex with was more than one year ago. When this happens, say “OK, it seems like you haven’t had sexual intercourse with that person for over a year. I just want to check the details. You’ve told me about [list initials given below]. Is there anyone else who you’ve had sex with in the last year, even if this was only once.

Partner type: When details of all the partners have been collected go through each again. For each partner probe more if necessary. Select the expression that you feel most accurately describes their relationship with this person. These codes are subjective, and complex in their definition. Some general guidelines are given below.

<p>1 Married / Living as married; The couple are either formally married, or a formal agreement about lobola has been made between the two, (usually) in conjunction with the families.</p> <p>2 Vat en Sit; Referring to a situation where a woman goes to live with a man, but the relationship is not formally agreed on by the parents or families. There is (usually) not any intention to get married, or the relationship may be frowned upon by the families.</p> <p>Both the above terms are usually coded under “spousal partners”.</p> <p>3 Boyfriend / girlfriend; General term referring to people in a relationship. Marriage may not have been discussed, but the relationship is usually known about or recognized. “Going steady” is often a term applied to such relationships. This may occasionally also refer to relationships that are outside of a marriage, but may be condoned or known about more widely.</p> <p>4 Take away; Referring to a situation where a relationship is likely to involve sex more than once, but in which (usually) the woman is not recognized as a girlfriend. Often the woman may be perceived as being “used”. These are quite casual relationships, that are (usually) neither particularly clandestine, nor particularly open, but are not highly approved of by society.</p> <p>5 Hit and run; Referring usually to situations in which sex occurred only once.</p> <p>6 Roll on; Referring to situations where one of the partners is having an “affair”. These relationships are often clandestine and not well known about.</p> <p>These would usually be regarded as “non spousal partners”</p>
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NB: The Research Assistant should probe the relationship dynamics, and ultimately they will decide which of the codes should be assigned.

Note also that in all these cases, the questions are referring to the past 12 months, rather than during the last calendar year.

Only when this process is over do you fill out the box at the bottom of the page which summarises the information collected, and gives directions for the next questions to be asked.

In these boxes; we need to know the final details of whom the respondent has had sexual intercourse with in the past 12 months. All the partners they will have had will fall into one of the two following categories:

- Spouse - someone the respondent is married to, or living with as though they were married
- Non spouse – anyone else the respondent has had sex with.

Examples:

For a woman who is married to one man and has had sex only with her husband in the last 12 months.

- Mark “1” for Spousal partners, Mark “0” for Non Spousal partners.

For a man who has had sex with his wife, but also with a girlfriend in the village, and also with a woman in Johannesburg whom he paid to have sex..

- Mark “1” for Spousal partners, Mark “2” for Non spousal partners.

For a never married man who had a girlfriend up until 4 months ago, with whom he was having sex, but who hasn't had sex with anyone else since he split up with her. Mark “0” for Spousal partners, Mark “1” for Non spousal partners

		YY506 Married / living as married with	YY507 Not married / living as married with
YY506 YY507	Give the total number of partners listed above who the person		
	FILTER	If the answer to this question is “0” do not answer questions on page	If the answer to this question is “0” do not answer questions on page

After asking this question – explain that you want to ask a bit more detail about each of the people they have had sex with during the last 12 months.

Y600 : Spousal Partners

If the person has had no spousal partners in the last 12 months – Mark “x” in the check box and move to the next page.

- In this case the answer to the question on page 5 about “How many of your partners in the last 12 months were spousal partners” should be “0”.

Y601. Initial

- For Each partner, ask the respondent for an initial that will identify the person during the interview. This does not need to be their real initial, but will just be one that is used in the interview. This will help to ensure confidentiality.

Y602. Identify in HH interview

- Establish if the person was named as a member of the household, and, if they are, enter their Household Interview Code in this box.
- If not a Household member, write (99).

Y603. Age of partner

- Write the respondent’s estimation of the age of their spousal partner.
- Often a respondent may not know the age of their partners. However, we are trying to get an estimate of the age. Use questions like, “Was he / she older than?” Try to get as accurate an estimate as possible.

- Only mark (99) Don't know if the person really has no guess as to the age of the partner.

Y604. Age of respondent at marriage to spouse

- Give the respondent's age at the time they married this spouse in years.

Y605. Frequency of sexual intercourse

- Ask how many times the respondent has had sexual intercourse with this spousal partner in the last 12 months.
- This refers to ALL episodes of intercourse. I.E. *If the couple had sex on 3 occasions, all in the same night the answer is "3"*.
- For situations where it is "many", remember we do not need an exact estimation.

Y606. Frequency of condom use

- Ask how many times the respondent has had sexual intercourse with this spousal partner in the last 12 months **and used a condom**.
- For situations where a couple has only had sex on 1 occasion – use either code (1) Never or (4) Always or Nearly Always.
- For situations where a couple had sex on only 2, 4, or 6 occasions – and where they have used a condom on 1, 2, or 3 occasions, respectively (i.e. exactly half) – code (3) Half or more than half the times.

Y607. Condom last time

- Ask again whether they used a condom the last time they had sex with this person.

The next Question is slightly different when asked to MEN and to WOMEN, but refers to the same issues.

YY608. Physically forced to have sex

- Ask MEN if they have EVER physically forced this person to have sex when they didn't want to.
- Ask WOMEN if they have EVER BEEN physically forced to have sex BY this person when they didn't want to, or had sex with them because they were afraid of what he might do if she refused.

YY609A. Other partners

- Ask if they are currently (during the last year) having sexual partners OTHER than this person.

YY609B

- Ask if they THINK the person you are asking about has sexual partners other than them

YY615. Estimation of risk of HIV infection of the named partner.

- Ask the respondent to think very carefully about this person and what they know about them and their history. Ask them if they think this person is at risk of HIV infection. This means that they may have been at risk in the past, or they may be currently at risk because of their behaviour.

YY700: Non - Spousal Partners

If the person has had no NON SPOUSAL partners in the last 12 months:

- Mark “x” in the check box and move to the next page.
- In this case the answer to the question on page 5 about “How many of your partners in the last 12 months were non-spousal partners” should be “0”

If the respondent has had >3 sexual partners in the last 6 months:

- Establish who were the last 3 in chronological order. Partner number 1 should be the last non-spousal partner with whom they had sexual intercourse. Number 2 should be the one before that, and number 3 the one before that. In other words, number 1 is the most recent, and number three is the least recent. A maximum of 3 partners should be included.

Ask the questions on this page about each partner in turn. Complete all the questions about partner 1 before moving on to ask the questions about partner 2 and 3.

YY701. Initial

- For Each partner, ask the respondent for an initial that will identify the person during the interview. This does not need to be their real initial, but will just be one that is used in the interview.

YY703. Age of partner

- Write the respondent’s estimation of the age of the last partner.
- Often a respondent may not know the age of their partners. However, we are trying to get an estimate of the age. Use questions like, “Was she older than?”, to get as accurate an estimate as possible.
- Only mark (99) Don’t know if the person really has no guess as to the age of the partner.

YY791 : Is the person that we are talking about married or living as married with someone other than yourself.

YY704. Do you sometimes provide financial support to this person?

- In other words, do they sometimes give this person money or goods (to help them survive).

Note from baseline : Much debate in baseline on this question. Should be asked as it was translated in baseline, - does the person sometimes give any resources to this partner. Better differentiation of types of support will come from the following three questions.

If YES, What do you usually provide

On average, how regularly have you provided this support

On average, what is the value of the support you have provided (in a month)

- These questions should only be asked of those who answer YES to YY704.
- For instances where support was only given once or twice in whatever format, use the code Only occasionally.

YY705. Do you sometimes receive financial support from this person?

- In other words, do they sometimes receive money or goods from this person (to help them survive?)

YY705a – c

- These questions are as above, but with reference to receiving support.

Y706. Frequency of sexual intercourse

- Ask how many times the respondent has had sexual intercourse with this spousal partner in the last 12 months.
- This refers to ALL episodes of intercourse. I.E. *If the couple had sex on 3 occasions, all in the same night the answer is “3”.*
- For situations where it is “many”, remember we do not need an exact estimation.

Y707. Frequency of condom use

- Ask how many times the respondent has had sexual intercourse with this spousal partner in the last 12 months **and used a condom.**
- For situations where a couple has only had sex on 1 occasion – use either code (1) Never or (4) Always or Nearly Always.
- For situations where a couple had sex on only 2, , or 6 occasions – and where they used a condom on 1, 2, or 3 occasions, respectively (i.e. exactly half) – code (3) Half or more than half the times.

Y708. Condom last time

- Ask again whether they used a condom the last time they had sex with this person.

Y709. During the last 12 months, have you ever paid this person with money or material goods in exchange for sex?

Y710. During the last 12 months, have you ever received money or material goods from this person in exchange for sex?

Y711. Would you describe the relationship as Currently ongoing, or Now Ended?

- Does the respondent consider that they are still “in a relationship” with this person?
- When a person answers that a relationship is no longer continuing, mark (2) Now Ended. For these individuals, all the remaining questions refer to the period, however short, during which the person did have “a relationship” with that person.

Y712. Do you think this person has other sexual partners?

Y713. In your opinion is this person at risk of HIV infection?

- Ask the respondent to think very carefully about this person and what they know about them

and their history. Ask them if they think this person is at risk of HIV infection. This means that they may have been at risk in the past, or they may be currently at risk because of their behaviour.

YY9600: Partner Relationships

Note : These questions are for WOMEN only.

Note : These questions are also asked in the Senior Female interview.

This section is asked to all women who are currently ‘married or living as married’ or who have become separated/divorced in the past 12 months and all women who currently have partners they are not living with. If this does not apply, proceed to the Interview Closure.

When two people marry or live together, they usually share both good and bad moments. I would now like to ask you some questions about your current and relationship and how your husband / partner treats you.

This section asks about the vulnerability of women to emotional, physical and/or sexual abuse in the home. It is important that the respondent be comfortable before continuing:

If anyone interrupts us I will change the topic of conversation. I would again like to assure you that your answers will be kept secret, and that you do not have to answer any questions that you do not want to. May I continue?

If the respondent agrees to continue, ask the following questions about her current partner. For those who respond Yes, you will also ask whether this has happened in the past 12 months (need to add the new column to the example below)

Has your current partner

Encouraged you to participate in something outside of the home that was only for your benefit (i.e. women’s group, burial society, church group)

‘Something outside the home that is only for your benefit’ would be something that the respondent would do purely for her own personal betterment or enjoyment – not something ‘productive’ for the household. It might include a prayer group, a stokvel, or visiting a friend in another village. You will have to provide examples that you think would apply in your village.

The question is asking about her partner’s willingness to provide support to the respondent and her emotional and social needs.

Asked your advice about a difficult issue or decision

‘Ask advice about a difficult issue or decision’ - This would be something of importance to the household or the partner - such as a problem at work, problem with his friends or family, household renovations, etc. This question is trying to highlight whether a woman is consulted and her presence in the relationship valued by her partner.

Tried to keep you from seeing your friends?

Tried to restrict your contact with your family of birth?

- This question is likely to be Not applicable if the woman lives at home.

Insisted on knowing where you are at all times?

Expected you to ask his permission before seeking health care for yourself?

The last 4 questions examine the kind of limits a partner may place on a woman, the degree of trust in a relationship, and the respondent's personal autonomy.

The following questions ask about various forms of emotional abuse:

Has it happened – YES or NO. If so, has it happened in the past 12 months?

Insulted or humiliated you in front of other people?

Boasted about girlfriends or brought them home?

Tried to evict you from the home?

- This question is likely to be not applicable if the woman is not and has not ever been living with a partner

The following questions are very sensitive and ask about a woman's experience of physical or sexual abuse. Note that some women do not consider unwanted sex in a married relationship to be abuse. Try to ask the questions as objectively and as matter a fact as possible. Despite the fact these questions are emotionally charged. For some women the experience of violence in a relationship is extremely common, and she may not consider it abnormal. For others, however, this may be the first opportunity to talk about the issue. They may look to you for advice or emotional support. This will be dealt with later in the section SUPPORT AND REFERRAL. Again, add 12 months column

Are you able to spend your money/savings how you want yourself, or do you have to give all or part of the money to your husband/partner?

In some relationships, when a woman has earnings, those earnings immediately go over to the husband. The woman has very little or no say in how that income is used. Does this happen often or rarely. Does the woman herself have control over resources or are they handed over to the partner.

I want you to tell me if any of the following things have ever happened to you with your current husband / partner?

Has your husband / partner ever taken your earnings or savings from you against your will?

IF YES: Has he done this once or twice, several times or many times?

He pushed you or shoved you?

He hit you with his fist or with something else that could hurt you?

He physically forced you to have sexual intercourse when you did not want to?

You had sexual intercourse when you didn't want to, because you were afraid of what he might do if you said no?

YY9700: Response to Experience of Abuse

This final section tries to examine the ways in which women have responded to their experience of abuse – who have they spoken to? Where have they turned for support? Have they left their partner? If so, for how long? Therefore only those who answer Yes (in first column) to questions _ and _ (pushed/shoved or hit with fist...) should be asked these questions. If they answer Yes, but this has not happened in the past 12

months, you should still go on to ask them these questions

You might have taken a number of actions in response to the things you have just told me about, and I want to ask you now about what you did

In the past 12 months who have you told about the physical violence?

Do not read out the list of responses.

If a respondent mentions only one or two, probe gently to see if there are others.

Write all codes that apply in the last column.

*During the time you have been with your current partner, have you ever left, even if only overnight, because of what he did to you? **IF YES**, How many times in the past year?*

It does not matter where the respondent went to – only whether she slept somewhere else for the night because of the abuse.

Code the number of times this has occurred. Code 00 if it has never happened.

IF YES, *Where did you go the last time?*

Do not read the list.

Code the appropriate response.

How long did you stay away the last time?

This applies only to those who answered YES to having left their partner.

Code the number of days if a short period or the number of months if a longer period

Put 99 next to the word CODE if the respondent permanently left their partner.

If returned, *Why did you return?*

Do not read out the list. However, you may prompt the respondent if she is having difficulty answering. Prompt with response 1 – the children.

Write all the codes that apply in the last column

YY9500: Knowledge of HIV / AIDS and Stigma

The next questions seek to find out a little about how much the respondent knows about the HIV virus and HIV in their community. The important thing to remember in asking these questions is not to respond to the answers that are given to you. Each question must be read out, in turn. If the respondent wants to ask further questions, say to them – “Can we please talk about that at the end of the interview ?” and then proceed. The questions are ...

Do you think that a healthy-looking person can be infected with HIV, the virus that causes AIDS?

Can a pregnant woman infected with HIV or AIDS transmit the virus to her unborn child?

Is it possible in your community for someone to get a confidential test to find out if they are infected with HIV? By confidential, I mean that no one will know the result if you don't want them to know it.

Would you be willing to share a meal with a person you knew had HIV or AIDS?

If a relative of yours became ill with HIV, the virus that causes AIDS, would you be willing to care for him in your household?

If you knew a shopkeeper or food seller had the HIV virus, would you buy food from them?

If a member of your family became ill with HIV, the virus that causes AIDS, would you want them to keep it a secret and not tell anyone else?

- This question does NOT ask about breaking confidentiality. If a person answers that “it is up to them whether or not to tell”, then you must probe to find out whether the respondent THINKS that person would want it kept a secret.

Do you know of anyone who is infected with HIV or who has died of AIDS?

I don't want to know who, but to your knowledge, is anybody in *your household* living with HIV?

C : SAMPLE COLLECTION FOR STATUS TESTING

The final stage of the interview process, and a critical aspect of the IMAGE project, is to assess the impact of our work on the numbers of people becoming HIV infected. The questionnaires are designed to assess behaviour. Alongside these, we will be attempting to measure HIV infection.

As most research assistants are not health workers, measuring HIV infection through taking blood samples is not ideal. In addition, many people in the community may be unwilling to give blood. There have recently become available new forms of HIV test that are less invasive and rely on the collection of oral fluids. These are ideal for our purposes.

The HIV virus - testing

When a test is performed to diagnose HIV, whether it is blood or some other bodily fluid, it is important to understand that we are not trying to identify the virus itself. Instead, what these tests are trying to pick up is something called ANTIBODIES. These are substances (mainly proteins) that are made by our bodies *in response* to any infection our body encounters - such as measles, chicken pox or hepatitis. These antibodies are made to fight the infections our bodies are exposed to.

What is important to know is that these antibodies are highly SPECIFIC for each infection. In other words, the antibodies against chickenpox look very different from the antibodies against measles. Therefore, tests that measure specific antibodies are very useful and accurate in diagnosing diseases.

Testing for HIV infection measures antibodies against the virus. These antibodies are present in small concentrations in most bodily fluids – even when the fluid itself contains minimal amounts of the virus. It is for this reason that while we are able to diagnose HIV infection from an oral fluid specimen, acts such as kissing are NOT able to transmit the virus. It is important that both interviewers **and** the people in the community providing samples understand this point!

What is anonymous testing?

All testing will be done anonymously – this means that the person providing the sample, the person collecting it, and the laboratory processing it will NEVER know the name of the individual it came from. In order to ensure this, each sample will be given a unique code and not the person's name. The laboratory processing this specimen will only use this code and will be using this identifier to report the results.

When the RADAR team receives the results, they will be entered into a database such that the name of the person and the code do not appear together.

Setting up the Sample Collection

After having completed the Young Person's Interview you will then do a second independent Informed Consent Procedure. It is possible that more people may not want to give a sample for HIV testing than wish to do the questionnaire. We expect this situation to arise – and we do wish to do a questionnaire even with those people who don't want to give a sample.

Thus, in the Young Persons interview there are two separate informed consent procedures. The first one is for the interview, the second one for the sample. You may wish to tell the respondent that later on you are going to ask them for a sample, and even show them the collection kit. We will discuss these approaches more during the training.

Procedure Introduction

You may wish to give all or most of the following information to the respondent in introducing the collection procedure.

“As you know we are doing work to understand how to help us fight HIV in a community like this. We need to find out whether our interventions are working. One way of doing this is through the questionnaire we have just done. However, we can get the most useful information if we actually measure how much HIV there is in the community.

As part of the research we are doing, we would also like to ask you to provide a saliva sample. *Show collection kit.* If you agree, the sample that you provide will be sent to a laboratory in Johannesburg. The lab will determine whether or not you are HIV positive. This result would be used in our research only. Collecting the sample will take just a few seconds, and will not hurt in any way.

I must once again assure you of confidentiality. The result will be processed in a laboratory. At no point will the sample or the result have your name on it – we will use a special code. The result of the test sample you provide will **not be known**

- to me,
- to any of the other interviewers in the field team
- to anyone in your community
- to the clinic or hospital
- to you

None of those people would be able to find out in any way what the result of the test is. The information will be held on a computer and will not be accessible. The information will only be used for research purposes and will help us understand how much HIV there is in communities.

I'd like you to think about helping us by providing such a sample. Before you decide whether to help us I would also like to guide you to a place where you could have an HIV test and find out your HIV status free of charge.

Voluntary Counselling and Testing services are now available in the clinics in this area. What this means is that you can go to that clinic and request an HIV test so that you can find out your HIV status. There are specially trained nurses in all of the following clinics (List ...) who will counsel you before and after you have the HIV test. They will be able to tell you what the test means, what the benefits of finding out your status are, and what you should do once you know your results. We would like to let you know that these services are available, and encourage you to go and get an HIV test when you can, especially if you have not had one before.”

When you feel that the respondent fully understands the process you will formally go through the consent procedure with them, as on the next page.

Informed Consent

Read the following (or the local language translation) to the respondent.

“RADAR is conducting a study in your local villages to understand the role of an intervention programme in changing behaviour and preventing HIV. About two years ago you agreed to help us with this study by donating a specimen from the inside of your mouth that was tested for the HIV virus. The result of this test was stored in a coded manner. The results helped us understand the level of HIV in these communities.

This is the return visit of our team to your village, and we would like to ask for your help with this again.

We are again asking some young people to donate an oral fluid specimen for our research. This specimen will again be tested for HIV. This will help us understand how many new people are becoming infected over time in our communities, and help us understand if our intervention programme is working. Once again these samples will be in code and confidential – this means that results will not be stored using a person’s name, and that no one from the area can find out the results. In fact, even the person giving the specimen will not be told the results. Should you wish to find out your HIV status, (the nearest) clinic offers counseling and testing services free of charge.

Your participation in this process is entirely voluntary and you are under no obligation.”

Make the text available for the respondent to read if this is appropriate.

Do you agree to take part in this study ?

If you receive an unambiguous “YES” to this question, tick and sign the appropriate area on Page X of the Questionnaire.

Sample Collection

Collection of oral specimens

You will be collecting a specimen of Oral Mucosal Transudate (OMT) and NOT saliva from all consenting individuals. Oral = mouth; Mucosal = the lining of the mouth; Transudate = the fluid that is absorbed from the lining of the mouth.

The specimen collection device is known as ORASURE.

Each packet comes with a collection device and a small plastic bottle of preservative. The collection device is treated cotton pad that is highly absorbent – meaning it is able to quickly take up the fluid from the oral mucosa. This fluid is different from saliva in that it has lots of antibodies, and does not have some of the other substances contained in saliva that can break down antibodies and make the testing less reliable.

Directions for use

1. Ensure the subject understands the procedure and that informed verbal consent has been obtained.
2. Open the OraSure HIV-1 collection package containing the collection pad and the specimen bottle.
3. To open the collection pad package, orient the package so that the pad is ‘down’ and the ‘stick’ end is up.
4. With the thumb and index finger of each hand, peel apart (down) the two sides of the package to allow easy removal of the collection pad.
5. Without touching the pad, present the stick of the device to the test subject and instruct the subject to pull it out of the packaging sleeve.
6. Instruct the subject to place the collection pad inside his/her mouth (pad facing down) between the lower cheek and gum and gently rub the pad back and forth along the gum line until the pad is moist.
7. Begin timing for 2 minutes.
8. Instruct the subject to leave the pad stationary against the lower gum for a minimum of 2 minutes and a maximum of 5 minutes.
9. Remove the specimen bottle from the package and place to CODE STICKER on the side of the bottle.
10. Open the bottle in an upright position (with the cap pointed up, tip down) by gently rocking the cap back and forth to avoid spilling the contents.
11. Give the opened vial to the test subject, being careful not to spill the contents.
12. At the end of two minutes, instruct the subject to remove the pad from the mouth and insert the pad into the specimen bottle, pushing the pad all the way to the bottom.
13. Instruct the subject to break the nylon stick of the pad by snapping it against the side of the bottle (the stick is scored to make this easier) and return the bottle to you.
14. Replace the cap of the bottle, ensuring it is tight. The cap will snap into place when secure.
15. Place the specimen in the zip lock bag you will be provided with.

Procedures for what to do with sample collection kits after they have been appropriately collected will be given to you separately and will form an important part of the training process.

Data Collection

Page 11

YY2001. Does the patient agree to provide a sample

- Patients that disagree to provide a sample for whatever reason should be coded (3).
- Patients who agree to provide a sample, but for technical or other reasons are unable to do so should be coded (2)
- Patients that agree to, and successfully provide a sample should be coded (1).

If **NO** sample collected,

YY2002. Give reason why

YY2003. Details

- For all patients not providing a sample, give a brief text description of the reasons giving for not doing so.

For those who **DO** provide a sample,

YY2004. Date Collected

YY2005. Number on sample bottle.

- Stick the appropriately numbered sticker onto the questionnaire sheet here. This number **MUST** match the number attached to the specimen bottle.

The Young Person Interview Closure

The interviews we are conducting with people in the IMAGE study provide a great opportunity for us to help people understand a little more about HIV. As part of your training as an interviewer for this study you will go through a training on issues related to sex, sexuality and HIV. You should feel comfortable discussing such issues without any embarrassment, and you should feel comfortable sharing information about HIV with others. If you have any queries about these issues, or if at any time during your fieldwork you feel like you need to get an update on information – ask your supervisor who will arrange for someone to help you.

During the Young Person Interview the respondent may have had some questions. During the interview it is best to say to the person “Can we come back to that at the end of the interview when we will have a bit more time.”

In addition to addressing these questions you are going to spend time at the end of every interview going through a number of specific points. There are 3 sections to this:

HIV Information and questions

- c) Spend some time quickly going back over the questions on the last 2 pages of the interview. These questions ask about knowledge and attitudes about HIV and HIV infected people. There are ‘right’ and ‘wrong’ answers to many of these questions – although not all. This makes them quite unlike the other questions in the interview. **YOU MUST KNOW THESE ANSWERS.** You should talk to the person about their answers to these questions – confirming the correct answers where they are correct, and gently correcting people when they are wrong. This is a great opportunity to educate people about HIV/AIDS.

Below are given some brief things you could tell people if they give “wrong” answers or are confused by what you mean

- Do you think that a healthy-looking person can be infected with HIV, the virus that causes AIDS?

“Yes, people who are HIV positive, that is people who are infected with HIV will look and feel perfectly healthy, like you or me, often for many years before they get sick. AIDS is what we call it when someone starts to get very sick, but often we still cannot tell by looking at someone if they have HIV or AIDS”

- Can a pregnant woman infected with HIV or AIDS transmit the virus to her unborn child?

“Yes, if a pregnant woman is HIV positive then she can give HIV to her baby. The virus can also be passed on by breastfeeding, BUT there are many important advantages to breastfeeding as well. There are some medications that help with this and we are hoping the government will be able to provide these very soon. It is important that a pregnant woman finds out her HIV status early in her pregnancy.”

- Is it possible in your community for someone to get a confidential test to find out if they are infected with HIV? By confidential, I mean that no one will know the result if you don’t want them to know it.

“Yes, as part of the IMAGE project we are making Voluntary Counselling and Testing services available in the local clinics. This means that you can go to “_____” clinic and get an HIV test where you will receive good counseling and education on HIV, and get your result the same day”

- Would you be willing to share a meal with a person you knew had HIV or AIDS?

“It is perfectly safe to share food with someone who is HIV positive. There is no chance of getting the virus by sharing food with them. It is important to support people who are HIV positive, and to get rid of stigma in our communities. This is everyone’s responsibility”

- If a relative of yours became ill with HIV, the virus that causes AIDS, would you be willing to care for him in your household?

“Supporting people who are becoming ill is one way we can all help in the fight against HIV. Remember, we are all at risk, and would all want the same love and care given to us if we were sick with HIV/AIDS.”

- If you knew a shopkeeper or food seller had the HIV virus, would you buy food from them?

“It is safe for a shopkeeper to handle food and groceries even if he is HIV positive, so there would be no danger in buying food from such a shopkeeper”

- If a member of your family became ill with HIV, the virus that causes AIDS, would you want them to keep it a secret and not tell anyone else?

“It is important to respect people’s privacy. Finding out you are HIV positive is very difficult for anyone and we must respect their privacy. But we also hope that people who are HIV positive can feel supported by their families and their communities in revealing their status. There are many advantages to living openly with HIV – you have a better chance of getting good care, and it helps people to see this is a real disease affecting real people”

- d) Ask if the respondent has any questions on these issues. Answer questions. **IF YOU DO NOT KNOW THE ANSWER** – say, “I’m sorry, but I’m not able to answer that question. However at “_____” clinic (the nearest clinic) they will be able to answer all your questions.” Don’t be afraid to say you don’t know. All of the clinics in the area are involved in the IMAGE study and have been trained by HSDU in HIV Counselling and Testing and they should be able to give more detailed information.

Condom and Information Pack Distribution

Give the respondent an INFORMATION PACK and explain to them that this contains information on HIV, and other STDS.

Ask whether the respondent would like to have some condoms, which you can distribute. Do not force condoms on people who say they don’t want them – but freely give out condoms to those who do.

If a respondent shows a desire to receive some condoms, you should

- a) Give them 10 condoms from your supply.
- b) Tell them that when they need more condoms there is a constant supply at the nearest clinic. When they go to the clinic they need only ask a nurse who should supply them with as many condoms as they need.
- c) Ask them if they know how to use a condom. If they do not, give them a demonstration.

Referrals

a) VCT

Everybody who goes through the young person interview and sample process should be referred to VCT services. VCT services will be available in the nearest clinic to all of the villages involved in the IMAGE study. RADAR has been instrumental in getting these services up and running in these clinics.

You should explain to the respondent that the sample we have collected is for us to get an accurate picture of how much HIV there is in the village as a whole. However, knowing your HIV status is something that we encourage. Knowing your HIV status can help you to plan for the future, to protect yourself and others from HIV and can be an access point to social and medical help for those who do test positive.

Nurses in the local clinic have been trained to give good quality counseling, and will explain the meaning of the test to the respondent. This service is new in the region, and this region is one of the only places in the country currently where it is available at the primary health care level. The tests that are being used are now very accurate. The test is free, and will give results within an hour.

The job of an IMAGE fieldworker is to make sure that the people they interview are aware that this service is available to people in the villages in which we are working, and to briefly explain some of the advantages of becoming tested. The decision as to whether to get tested will be entirely that of the respondent.

b) Experiences of Domestic Violence and other social problems.

It is possible that during the course of interviewing respondents in the study you will uncover some very sensitive issues, and issues for which people may need help. Some of the questions in the interviews directly relate to issues of abuse, violence and particularly sexual co-ercion. These are very complex, and difficult issues – and discussing them with a fieldworker may be painful or even dangerous for the respondent involved.

We will discuss more in the training about what to do in such situations. If people need, and ask for help, we may be able to refer them to places where they can get such help. However, we must always remember that it is our duty to maintain confidentiality, and this means not passing on any information to any other body or organization at any time without the full participation and consent of the respondent in question.

Most importantly: You must always talk to your supervisors before taking any action.

Also see Section VI. Support and Referral

SECTION VI. SUPPORT AND REFERRAL

YOUR ROLE AS AN INTERVIEWER

When you conduct an interview, your goal is to build a relationship with the respondent. You will be asking difficult questions, and they may cause difficult emotions or questions. It is important that you respond kindly, appropriately and professionally.

During your training you will discuss basic counseling techniques, and how to respond when women become upset during an interview. This training will help you become a good interviewer, and to handle situations where a woman either becomes distressed, reports a crisis situation, or requests assistance.

You should remember that this training does NOT train you as a counselor. At times during an interview you may be tempted to give advice, or to stop the interview, so that you can discuss the woman's problems. Refrain from doing this. If the woman requests assistance, refer her to your supervisor at the end of the interview, who will identify appropriate resources.

RESPONDING TO WOMEN BECOMING DISTRESSED

During the interview, some respondents may be very sad, and even cry. During these times the interviewer should:

- Be willing to take time to talk with sensitivity, kindness and patience.
- Be patient and composed. Remember that people often find it helpful to express their feelings.
- Make natural comments expressing sympathy, such as 'I know this is difficult', 'I appreciate your help with these questions', or 'I'm so sorry'. If she is crying, you may want to hand her a tissue. But remain calm and refrain from getting overly involved.

USING LOCAL REFERRAL SYSTEMS

During the baseline survey a number of fieldworker's identified situations where they felt that we as a research team had should be able to help. These included situations of extreme poverty and disability, physical and mental, as well as situations of domestic violence. RADAR is committed to supporting fieldworkers in dealing with these situations both personally and professionally.

As a first step, however, research interviewers must remember that it is neither our job, nor our right to decide for someone else when action should be taken. As researchers we walk into people's complex and volatile lives uninvited and without prior warning. By responding without thinking and without very careful consideration we may well do more harm than good. Additionally, research fieldworkers are not trained to deal with such situations. If you, as an interviewer, see it as your responsibility to solve every problem that you encounter in the field, it is most likely that the first casualty will be yourself.

Nevertheless, RADAR wishes to make sure that fieldworkers can respond to situations within a careful framework. To set this up, we are suggesting the following ;

- In situations where you get consent from the interviewee, it should be possible to notify a local Home Based Carer who can take action
- One of the first things you should do in villages where you are active is make contact with this group, and maintain contact over the course of the year.
- Someone from the social work department will come to our training to talk to us about how this system works in detail and to give us advice on how best to respond in situations.

SECTION VII. INTERVIEWER WELL-BEING

SUPPORT FOR INTERVIEWERS

You should be aware that at some point during the study, you may need emotional support. Conducting interviews about sensitive issues like sex and personal relationships can be a stressful experience, not only for the person being interviewed, but also for the interviewer. You may hear a number of upsetting stories over the course of the study. Some women may tell you that they have been abused in their relationships. Feelings of distress, anxiety, helplessness, guilt, concern, confusion, and exhaustion are real and important. These feelings may become even more pronounced over time.

During the training, if you find the topic difficult or distressing, and you decide that you do not want to continue with the study, you should tell a member of the research team. You will be free to drop out of the study. You will not be blamed in any way if you do this, and it will not jeopardize your chances of getting any future work with any of the organizations involved.

During the fieldwork, supervisors will regularly hold de-briefing sessions, to provide you with an opportunity to discuss and share your feelings. You should also feel free to talk to your supervisor at other times about how you are feeling, and any problems that you are facing. It is his job to help and support you.

Signs that you may need to discuss your feelings or concerns with your supervisor may include:

- You have encountered a woman who needs assistance, but you don't know how to help her;
- You begin to feel "burned out";
- You cannot stop thinking about a particular interview;
- You begin re-examining or recognizing abusive aspects in your own relationship;
- You are concerned for a family member or friend in an abusive situation;
- You are dreaming about one or more interviews;
- You are dreading your next interview;
- You cannot concentrate or are making many mistakes;
- You are anxious, nervous, or cry for no apparent reason;
- You continually think about your own experiences with abuse or violence;
- You think a co-worker is having emotional difficulties.

***You should not try to ignore these emotions,
or work through them alone,
but should discuss them with a supervisor.***

Seeking help or support will in no way put your job in jeopardy. It is common and important for interviewers to discuss their own responses to the lengthy and intense interviews.

HOWEVER, while sharing concerns and anxieties is important, interviewers should choose the right persons, times, and places to express their concerns. Interviewers should not gossip amongst themselves about respondents' personal information and should not disclose personal data to others outside the survey.

SAFETY OF INTERVIEWERS

Below are some of the common safety concerns that may arise during this study, and how they will be managed:

- Locating a respondent in the evening or in the dark:
 - *interviewers should not travel alone;*
 - *interviewers should always inform at least one other team member (usually her supervisor) about when and where they are going;*
- Handling difficult situations
 - *You should consult your supervisor immediately if a family member (husband or father for example) demands to see the questionnaire, or to be present during an interview;*
 - *You should feel free to request any support from your team, to help ensure that you can conduct the interview safely;*
 - *You should use your judgement, and terminate an interview if you feel unsafe*

Note from baseline : A further situation encountered during the baseline survey work, was that in some cases research assistants became the targets of abuse from local residents. You may become identified with “AIDS”, and rumors about the programme which inevitably spring up in communities can get tied to you. You should respond to these situations IMMEDIATELY, without letting them get out of hand, by informing your supervisor who will take appropriate steps.

- Other precautions
 - *Interviewers should be cautious about disclosing their full names, addresses or other contact information to respondents or family members. As a general rule, for contacts, provide the address of the field office.*
 - *Interviewers must not put respondent names or other contact data on the questionnaire;*

WORKING AS A TEAM

It is important that you think of yourself as being part of a team, and that you work to support each other.

Some ways that the team members may support one another include:

- *Be sensitive to the ways that interviews are psychologically affecting members of the team.*
- *If you believe that a team member has been negatively affected by an interview, or another aspect of the survey, approach her with sensitivity, and, if necessary, consult your supervisor.*
- *Share information on what works well during interviews, how to ask sensitive questions, and suggestions on dealing with problems.*
- *Know where members of your team are in the field.*
- *Follow the specified procedures. If you believe that another strategy is required for individual situations, consult the team and the supervisor before proceeding.*
- *Do not do anything that may put your-self or someone else on the team at risk.*
- *Use the team meetings to discuss any issue that concern you, or a particular interview that may have bothered you.*

