



Malawi Government
National Statistical Office

Second Integrated Household Survey, 2004

Enumerator Manual for Household Characteristics, Income and Expenditure Questionnaire

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1. INTRODUCTION

You have been selected as one of the interviewers for the implementation of the second **Malawi Integrated Household Survey (IHS)**. The National Statistical Office (NSO) carries out the IHS approximately every five to six years. The first IHS was conducted between November 1997 and October 1998.

The principal focus of the survey is an issue of interest to us all – the welfare level of Malawian individuals and households. The survey data will be used in analyses to determine what proportion of Malawians are unable to meet their basic needs to enjoy an adequate standard of living and are living in poverty. These studies will also consider what accounts for some households being able to attain and sustain such a standard of living and what might be done to assist those households and individuals now living in poverty to escape poverty. The information collected in the IHS also will be used in a range of other studies, including examining employment, health, nutritional status, agriculture, as well as better understanding how households respond to changes in the macroeconomic environment. As you will learn, the data collected using the IHS is particularly rich because it integrates such a wide range of aspects of household and individual characteristics.

The enumeration of households in the IHS is spread over a year. This is done so that analysts are able to take into account the different conditions that households experience, particularly farming households, in both the rainy season and in the dry season. The lengthy enumeration period is also necessary in view of the size of the questionnaire and the fact that it may well take a day to properly administer a questionnaire to a household. Each enumerator will be responsible for the complete administration of the household survey questionnaire to 20 households in each of the twelve months the survey is being implemented across Malawi.

It is extremely important that you recognize that the survey is being conducted under the Statistics Act of 1967 that empowers you to collect information from selected households. However the information collected remains confidential to National Statistical Office and must therefore not be divulged to any unauthorized person.

2. DESCRIPTION OF THE SURVEY

(a) Topics covered

The subject matter covered is as comprehensive as possible in part because welfare has many dimensions that need to be investigated. These include income and expenditure, assets, education,

health and employment. In addition each aspect of household welfare and behaviour cannot be properly understood on its own, but has to be placed within the context of the whole.

The household survey has over 25 inter-linked modules that include the following:

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|--|--|
| <ul style="list-style-type: none">• Household membership• Education• Health and nutrition• Time use and labour• Housing• Food consumption• Non-food consumption• Durable goods ownership• Agricultural production and sales<ul style="list-style-type: none">– rainfed, tobacco, <i>dimba</i>, tree crops, and livestock | <ul style="list-style-type: none">• Household economic enterprises• Income transfers• Participation in social safety net programmes• Credit use for commercial activities• Security and safety• Self-assessment of welfare• Recent shocks to household welfare |
|--|--|

Information of this type can only be obtained by approaching household members themselves – that is, by visiting the people at home or at work. The most reliable and complete means of doing so is to collect data from the survey household members at their homes.

Later in this manual, the specific modules of the household questionnaire will be reviewed in considerably more detail. This will be done to provide you with key information on the intent of many of the questions and, consequently, how you should handle any problems that might crop up in administering the questions to respondents.

(b) Community questionnaire

A community questionnaire will also be administered to a small group of knowledgeable members (a minimum of four) of a representative community in each enumeration area (EA) selected for the survey. This questionnaire will be used to collect information that is applicable to all households residing in the community or to better describe the characteristics of the community. An important component of the community questionnaire is a module on prevailing prices for a range of items in the community. This information will be very important for the subsequent analysis of the data you will collect using the household questionnaire.

The administration of the community questionnaire will be the responsibility of the field supervisors. However, we ask that you assist your field supervisor in the completion of the community questionnaires in the EAs in which you work by, for example, identifying knowledgeable individuals in each EA who might serve as members of the group of informants to whom the community questionnaire will be administered.

(c) Reasons for the survey

Analysis of Poverty: The IHS will provide a complete and integrated data set that will provide a basis for establishing a poverty profile for the country. Sufficient consumption and expenditure information will be collected so that an estimate can be computed of the welfare level of survey households based on their per capita consumption levels. In order to classify households as poor or non-poor, the consumption level for each survey household will be compared to a poverty line that will also be developed using information collected through this survey.

Policy Analysis: The survey will serve a broad set of applications on policy issues including:

- Household consumption and expenditure patterns.
- Income sources and employment.
- Asset ownership.
- Agriculture.
- Health and nutritional status, and
- Education.

Being an integrated survey, these policy issues can be examined both in isolation separately, or in combination – for example, examining how educational attainment levels might affect agricultural production patterns.

3. SURVEY ORGANIZATION

The second Malawi Integrated Household Survey is being carried out by the National Statistical Office. The IHS-2 is designed to be nationally representative. That is, the information collected from the survey households will be used to estimate the characteristics of all households resident in Malawi. This is made possible through the use of random selection procedures to select households for interviewing by you and other enumerators.

The survey results will also be used to make district-level estimates of household characteristics. The IHS-2 is based on 30 strata – that is, populations for which the survey data should allow us to make reliable estimates of the characteristics of households and individuals in that population. The 30 strata are made up of 26 districts of Malawi (all districts, except Likoma), plus the four urban centres of Lilongwe, Blantyre, Mzuzu, and Zomba. A minimum of 240 households are to be interviewed in each district, with larger numbers of IHS-2 survey households in the more populous strata, such as Lilongwe rural, Mangochi, Blantyre city, and some others.

The total planned sample size is 11,280 households – nationally, 940 households will be interviewed each month over twelve months. You are one of the enumerators employed across the country to carry out this task. Your work will be monitored by a field supervisor who will be

responsible for the work of up to four enumerators in neighbouring survey areas. The field supervisor is responsible to assist you in solving any problems that you encounter in administering the survey.

The IHS-2 is a complex survey. The household questionnaire is quite detailed and long, the sample size is large, and the year-long enumeration period may make it difficult to maintain the required level of professionalism among the survey staff over the months of the survey. You, as one of the enumerators, are the critical foundation upon which a quality data set for use in analysis for decision-making can be built. Consequently, NSO has put in place a supervisory system to enable you to get the support that you require to effectively carry out the survey with the survey households.

As an *enumerator*, your responsibility entails completing the household questionnaires in your area of assignment. You will be provided with a bicycle to facilitate movement from household to household within an EA and to travel to the EAs from your place of residence. We expect that enumerators working in rural strata will need to change their place of residence within the stratum every two to three months. The EAs selected for enumeration in the rural strata are scattered across the rural areas. In order to be able to quickly get to the particular EA in which you are working every day, you need to reside in a location within the EA or very close to the EA. Consequently, as an enumerator, particularly if you are assigned to a rural stratum, you must be willing and able to move your place of residence regularly so that the quality of your work will not suffer.

Your immediate supervisor is the *IHS-2 field supervisor*. In order for you, the enumerator, to do a good job, you need to have adequate supervision and to be able to easily request rapid assistance if required. Your field supervisor is responsible for making sure that you are able to do your work properly – that you have the correct information and tools needed for the job. There will be fourteen field supervisors in total. Your field supervisor will reside in a convenient location relative to your area of work and the other enumerators that he or she must supervise. Your field supervisor will be provided with a motorcycle for transportation purposes so that you and all of the enumerators under his or her supervision receive a supervisory visit once a week, at a minimum.

The field supervisor is responsible for carrying out the anthropometric measurements of children aged between 6 and 60 months that will be recorded in Module AD, the last module of the household questionnaire. He or she will have the necessary weighing scales and length and height measuring instruments for doing so. You will be responsible for scheduling the anthropometric measuring sessions with the survey households for which you are responsible that have such children. You will also assist the field supervisor in making these measurements. (See the section of this manual on Module AD starting on page 66 for more details on collecting the anthropometric data.)

After the questionnaires for all survey households in an EA are completed, your field supervisor will review all questionnaires that you have completed to make sure that there are no errors. He or she will regularly sit in on your interview sessions with the IHS-2 sample household members to

assess your work. After you submit the household questionnaires to your field supervisor upon completing your interviews, he or she will return to you those of your questionnaires that are incomplete or that contain errors. In most cases, you will have to go back to the survey households to make the corrections. As the IHS-2 management team will assess the performance of your field supervisor primarily on the basis of the quality of the data that comes from you and the other enumerators under his or her supervision, you should expect your field supervisors to subject your household questionnaires to rigorous examination.

The field supervisors will be responsible for the completion of the community questionnaire. One questionnaire will be completed for each EA in which the household survey is administered – 564 community questionnaires in total. Although the community questionnaire completion is the responsibility of the field supervisors, you as an enumerator should assist the field supervisor in this task, particularly given your more detailed knowledge of the enumeration area.

For enumerators in rural districts, the field supervisors will be responsible for arranging transport to enable you to change your dwelling from time to time as the survey year progresses. They should be alerted to any problems you might encounter, whether concerning the administration of the survey itself or concerning your living and transport arrangements.

The IHS-2 field supervisors will themselves be under the supervision of *IHS-2 zone supervisors*. These individuals are permanent NSO staff assigned to oversee the administration of the IHS. There will be eight such supervisors responsible for two or three field supervisors and five to twelve enumerators each. The zone supervisors will be resident in zonal centres.

The zone supervisor is responsible both for the quality of the data which the enumerators and field supervisors provide and for the logistical arrangements of these staff. The zone supervisors will have vehicles at their disposal. They are expected to make frequent visits to both the enumerators and the field supervisors for whom they are responsible. They will receive the completed questionnaires from the field supervisors and subject them to an additional review. Those questionnaires that are incomplete or erroneous will be returned to the enumerator for correction. The zone supervisors will be responsible for making sure that all satisfactory questionnaires are transported to Zomba for data entry without delay.

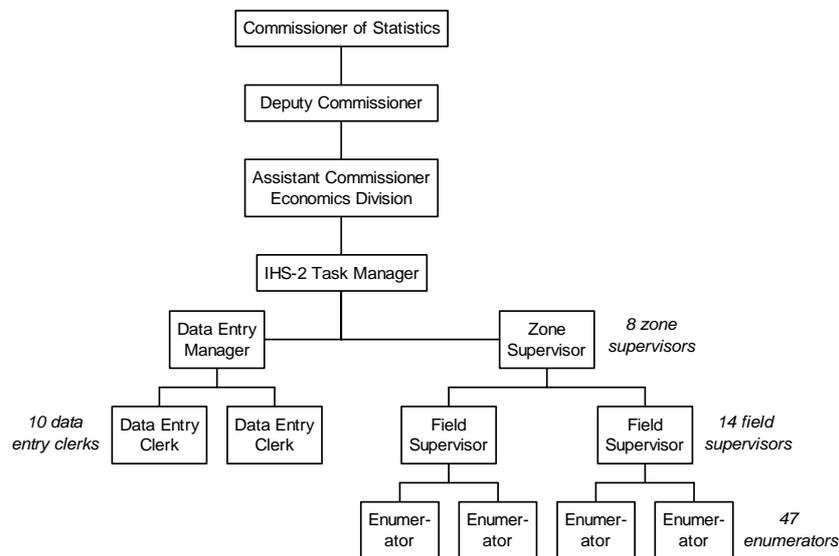
The vehicles assigned to the zone supervisors are to be made available to facilitate the relocation of the enumerators as they move their residence from time to time as the survey year progresses. Enumerators are to inform their field supervisors of their need for transport. The field supervisors will then inform the zone supervisors so that the necessary logistical arrangements are made. Typically, several days before the end work in the current EA, the zone supervisor will travel with the enumerator to the new EA to scout out new housing for the enumerator.

The zone supervisors are also responsible for any work related issues that the enumerators or field supervisors encounter as they do their work.

Finally, at NSO headquarters in Zomba, the *national IHS-2 management team* will operate under the direct oversight of the Commissioner of Statistics. Administratively, the IHS-2 management team is located within the Economics section of the NSO, under the direction of the Assistant Commissioner responsible for the Economics Division. Within the Economics Division, the IHS-2 Task Manager will be responsible for the day-to-day activities related to the survey. Data entry will take place in the IHS-2 management team offices. Analysis of the data that you collect will also be the responsibility of the IHS-2 management team.

A diagram of the management and personnel structure for the second IHS is shown in Figure 1 below.

Figure 1: Management structure for the 2004 Malawi Integrated Household Survey.



4. THE SURVEY SAMPLE

(a) Inclusion in the survey

You and the other enumerators each will work in 12 pre-selected enumeration areas over the course of the survey period, one EA in each month. (A total of 564 enumeration areas have been pre-selected for the survey, overall.) The IHS management team will have randomly selected twenty of these eligible households in each EA to be interviewed. Broadly speaking, the households eligible for the survey comprise all people living in private dwellings in both urban and rural areas. However, you should note several exclusions to this rule in the next sub-section. As noted above, our ability to

use the IHS-2 to estimate characteristics for the population of Malawi as a whole is dependent on a random selection of survey households from lists of all eligible households in a survey EA.

Within the selected households, information should be collected on all members in those modules where you are instructed to do so. Note, however, that in most modules of the household questionnaire, the respondents are restricted to certain categories of individuals based on age and/or sex. Moreover, the head of household, assisted by other household members if necessary, should be asked questions that concern the household as a whole.

(b) Exclusion from the survey

Members of the following households are not eligible for inclusion in the survey:

- All people who live outside the selected EAs, whether in urban or rural areas.
- All residents of dwellings other than private dwellings, such as prisons, hospitals and army barracks.
- Members of the Malawian armed forces who reside within a military base. (If such individuals reside in private dwellings off the base, however, they should be included among the households eligible for random selection for the survey.)
- Non-Malawian diplomats, diplomatic staff, and members of their households. (However, note that non-Malawian residents who are not diplomats or diplomatic staff and are resident in private dwellings are eligible for inclusion in the survey. The survey is not restricted to Malawian citizens alone.)
- Non-Malawian tourists and others holidaying in Malawi.

(c) Coverage rules

The coverage rules are largely related to the definition of *household*.

A *household* may be either a person living alone or a group of people, either related or unrelated, who live together as a single unit in the sense that they have **common housekeeping arrangements** (that is, share or are supported by a common budget). A standard definition of a household is “a group of people who live together, pool their money, and eat at least one meal together each day”. It is possible that individuals who are not members of the household may be residing with the household at the time of the survey. In most cases, but not all, someone who does not live with the household during the survey period is not a current member of the household. The definition of who is and who is not a household member is given below.

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

One should make a distinction between *family* and *household*. The first reflects social relationships, blood descent, and marriage. The second is used here to identify an economic unit. While families and households are often the same, this is not necessarily the case. You must be cautious and use the criteria provided on household membership to determine which individuals make up a particular household.

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

The *head of household* is the person commonly regarded by the household members as their head. The head would usually be the main income earner and decision maker for the household, but you should accept the decision of the household members as to who is their head. There must be one and only one head in the household. If more than one individual in a potential household claims headship or if individuals within a potential household give conflicting statements as to who is the head of household, it is very likely that you are dealing with two or more households, rather than one. In such cases, it is extremely important that you apply the criteria provided to delimit membership in the survey household.

Note that it is possible that the household head may not be residing in the dwelling at the time of the interview. He or she may be living and working, temporarily or permanently, in another part of Malawi or in another country.

Having identified a social unit that shares a common housekeeping arrangement – that is, a household – it then becomes necessary to determine who is and who is not a member of that household. After listing all potential household members (question B02), in order to determine which of these individuals are household members, the IHS-2 uses information on how many months during the past 12 months a potential household member has been away from the household (question B07). **Those individuals who have been absent from the household for more than 9 months during the past 12 months – that is, have been resident in the household for less than 3 of the past 12 months – should not be considered household members.**

However, there are several exceptions to this rule:

- The individual whom household members commonly regard as the head of household should always be included as a household member, even if he or she has been absent from the household for more than 9 of the past 12 months.
- Young infants less than 3 months old.
- New spouses who have recently come into the household and are now residing with the household.
- Household members residing in an institution elsewhere, but still dependent on the

household. This principally includes boarding school students. However, it does not include military personnel, prisoners, or other individuals who are not primarily dependent on the household for their welfare.

It is important to highlight that non-relatives who are resident in the household for more than three months and are included in a common household keeping arrangement under the head of household are to be considered household members. However, servants, other hired workers, and lodgers (individuals who pay to reside in the dwelling of the household) should not be considered to be household members if they have their own household elsewhere which they head or upon which they are dependent.

You should be very careful when dealing with this rather complex task of determining who should be included and who should not be included as a member of a survey household. You must carefully check the rules laid out here and in Module B of the household questionnaire. The rules should enable you to handle the vast majority of household situations that you encounter, but not all. If you are in doubt, initially, as to whether to include a household among the list of eligible households in an EA, discuss the problem with your supervisor. Likewise, later once the 20 survey households have been selected for you to interview in an EA, if you find that you remain unsure whether an individual should be included in a survey household, discuss the problem with your supervisor.

5. PRE-ENUMERATION LISTING AND HOUSEHOLD SELECTION

(a) Pre-enumeration listing

The Enumeration Areas for the survey will have been pre-selected by the IHS-2 survey management staff from a listing of all EAs in a district or urban centre using a randomised selection procedure. You will be assigned to carry out the survey with 20 households in 12 EAs over the 12 months that the survey is being implemented – 20 households in one EA per month. The 20 households will be randomly selected from a listing of all *eligible* households in an EA.

As part of the IHS-2 exercise, the National Statistical Office will have EA household listing teams go to all of the EAs selected for the IHS-2 several months before you as the enumerator come to the EA to carry out the survey. Using maps that NSO has prepared for the EAs, these teams will spend several days in each IHS-2 EA to compile a list of all eligible households in the EA. The average number of households in the EAs selected for the IHS-2 is about 300 households. However, note that some of the selected EAs have fewer than 100 households, while others have more than 700.

The aim of this exercise is to develop a list of all private dwellings within the EA. Non-private dwellings, such as prisons and hospitals, will not be listed, although private dwellings associated with institutions (e.g., caretakers' residences at a hospital) should be listed. No buildings that are not now

dwelling should be included on the list. This includes dwellings that are in ruins or have been destroyed by fire so that they cannot be inhabited. However, vacant buildings that could be inhabited should be found on the list. The list will include a unique dwelling unit number for each dwelling found in the EA, together with some identifying characteristics of the dwelling so that you and others can readily identify the dwelling. Households residing in each dwelling will then be listed. When using the list, you should bear in mind that it is possible for a single household to be resident in several dwelling or, vice versa, for several households to be resident in a single dwelling.

(b) Household selection

The IHS-2 management team will select households at random from the household listing for the EA (Form A). Twenty households will be selected in each EA, plus an additional five replacement households, in the event that one of the originally selected households cannot be found or is unwilling to participate in the survey. You will be given the household listing form (Form A) that will indicate the twenty selected households. You will immediately locate these households within the EA and begin interviewing them as soon as possible.

If you are unable to interview one of the selected twenty households, you must contact your field supervisor as soon as possible. Your field supervisor will investigate the problem and as soon as possible and if necessary instruct you on the replacement household to be interviewed. However, it is expected that there will be very few cases where you might need to replace one of the twenty originally selected households.

Locating the households and beginning the interviews cannot be delayed. The household questionnaire is large. Prudently, you should plan your interview schedule within an EA on the basis of administering one questionnaire each work day, on average. (Likely you will have to make two or three separate visits over different days to each survey household to ask questions of all household members that you need to interview. However, when averaged, we expect that 20 days of work should allow you to complete the questionnaires with 20 survey households.) Any delays in starting the questionnaire administration in an EA may potentially affect the quality of your work in later months.

As soon as you have identified those households that have children aged between 6 and 60 months, upon the next visit of your field supervisor, together you should schedule with these households when your supervisor will come to the household, with your assistance, to do the anthropometric measurements of the children for Module AD. These households with such children should be the first households that you interview.

6. COMPLETION OF THE HOUSEHOLD QUESTIONNAIRE

This chapter will examine each module of the household questionnaire in turn in order to address possible problematic issues relating to each. These notes here should be your first reference as you encounter any problems in administering any modules or questions in the household questionnaire.

(a) Questionnaire translation

The questionnaire is produced in English. Most of the households to whom you will administer this questionnaire will not be able to respond to the questions if they are asked in English. Consequently, you must translate the questions into a language in which the survey household members are fluent. There are three points to bear in mind.

First, there are several key terms that reappear throughout modules or throughout the questionnaire as a whole. These terms include 'household', 'head of household', 'activity', 'occupation', 'business', a wide range of consumption items, and any number of other terms. In the Annex on page 75 you will find a dictionary in which many of these terms are defined.

These terms should always be translated into local languages using the exact same words. The questions have been carefully worded to ensure that the desired concept is being asked. Study the questions so that you can ask them in a consistent and natural manner. If this is not done, the responses to the same question across households may not be comparable. During enumerator training, attention will be paid to the translations that should be used for these terms in the various languages. Similarly, you will find in the Annex on page 81 a table in which translations of key terms from the questionnaire are provided in Chichewa, Chitumbuka, and Chiyao.

Secondly, the questionnaire should be administered in a language that the survey household members understand fluently. If you find that you have been assigned to conduct IHS-2 interviews in an area in which most survey households are only fluent in a language in which you are not fluent, you must immediately inform your field supervisor. The field supervisor and zone supervisor will immediately transfer you to another area, and an enumerator fluent in the language of that area will be assigned to conduct the interviews in your original area.

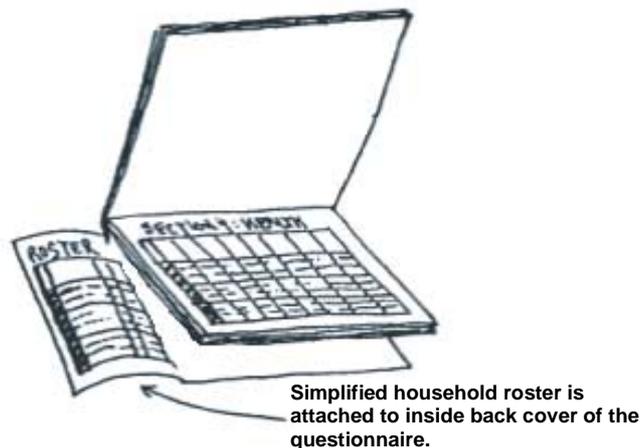
Finally, do not assume that your skills in Chichewa will allow you to conduct interviews throughout Malawi. Although Chichewa is the national language of Malawi, many rural residents are not fluent in the language. This is particularly the case in northern Malawi where Chichewa is not commonly spoken and in the lakeshore areas where Chiyao is the predominant language spoken in the villages. If you know that because of language difficulties you will be unable to efficiently and accurately administer the questionnaire in the area to which you have been assigned, you should immediately make this fact known to your field supervisor and the IHS-2 management team.

(b) Questionnaire formatting

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

The questionnaire is laid out in landscape (horizontal) format. Information on a particular individual within the household is to be recorded consistently on the same row of each module in which information on individual household members is to be collected. This is an extremely important instruction for you to follow in completing the questionnaire. An ID code is assigned to each individual in the household in Module B depending on which row is used to record the presence of the individual in the household. This same ID code and row should be used for that same individual in all subsequent modules.

In order to facilitate your doing so, the household questionnaire has a fold-out flap pasted to the inside back cover of the questionnaire. On this flap is a table in which you are to record the name, age, and sex of each household member – a simplified household roster. The 12 rows of this table correspond to the 12 rows that appear in all modules in which information on individual household members is collected. When you fold out this flap, the rows of the table on it should align quite closely with the rows of the modules in the questionnaire.



Paying attention to the typestyles (fonts) used in the questionnaire will help you administer it. The table below lays out for you what you should expect when you see a particular typestyle. Arial and Courier are names of typestyles or fonts. The examples in the table below are in the typestyle noted.

Typestyle	Meaning	Examples
Lower-case Arial font	Questions that the enumerator is to read word-for-word to the respondent.	Concerning your household's clothing, which of the following is true? How did your household acquire this plot?
Upper-case Arial font	Instructions to the enumerator to guide in completing the questionnaire or in asking a particular question. Questions that are to be answered by enumerator observation are also presented in this typestyle.	(ASK ALL HOUSEHOLD MEMBERS AGED 5 YEARS AND OLDER.) IF DID NOT DO TASK, WRITE ZERO; LESS THAN 1/2 HOUR, WRITE 1/2 HOUR; OTHERWISE, ROUND TO NEAREST HOUR. THE ROOF OF THE MAIN DWELLING IS PREDOMINANTLY MADE OF WHAT MATERIAL?
Mixed lower- and upper-case Arial font	Questions that the enumerator reads word-for-word to the respondent, but that includes specific elements that the enumerator need to insert based on responses to earlier questions or other information of which the enumerator is aware. These elements are in upper-case.	How old is [NAME]? How much do you pay to rent this dwelling? (MK PER TIME UNIT) Did you apply any fertilizer to this plot in [LAST CROPPING SEASON]?
Lower-case Courier font	Question response codes that the enumerator will read to the respondent as a set of choices the respondent is to use in answering the question.	a private company.1 a private individual. . . .2 the government or army.3 a state-owned enterprise (parastatal). . . .4 MASAF or other public works program5 Other (specify). .6
Upper-case Courier font	Question response codes that the enumerator will <u>not</u> read to the respondent, but which will be used to code the response provided by the respondent.	GRASS.1 IRON SHEETS. . .2 CLAY TILES . . .3 CONCRETE . . .4 PLASTIC SHEETING . . .5 OTHER.6
Bold upper-case Courier font	Skip codes. Instructions to the enumerator as to which question should next be asked, based on the response to the current question or the individual respondent. The skip codes will typically include the » symbol.	(ALL EXCEPT WOMEN AGED 12 TO 49, »NEXT MODULE) (»C11) (»NEXT MODULE)

To summarize, if the typestyle is in lower-case, it should be read to the respondent. If the typestyle is in UPPER-CASE, it is not read to the respondent, but serves as an instruction or response code for the enumerator.

[...] - You will often find this notation in the questions, particularly in the consumption and expenditure modules. Most commonly, this is an indication that you are to insert the contents of the row heading into the question at this point.

Phrases are underlined in many of the questions. This is done to alert you to the key element of the question as you translate it for your respondent.

A consistent coding for the same response types is used throughout the questionnaire. This means, for example, that for the coding of time units, 'minutes' will always be coded as '1', 'hours' as '2', 'days' as '3', and so on. It is important to note, however, that where certain codes are not relevant in response to a question, the coding scheme for that question will not include some of the codes. For example, question AC11, which is a time related question, drops the codes for minutes and hours as possible responses, because these short time periods are not useful for the question being asked.

In many of the modules you will find vertical double lines – || – as the border of a column. These double-line borders usually are inserted with reference to a previous skip code. These special borders are to assist you in quickly moving to the next relevant question when a skip applies. For example, if question B17 has a skip code for certain responses of (»B21), you will find a vertical double line as the left border of the column for question B21.

In a few cases, vertical double lines are inserted to separate a large module into sub-modules on specific sub-topics within the overall module.

(c) Questionnaire administration

Before you go to a selected household, you should ensure that you are ready to begin the interview – that is, you are presentable, that you know how you are going to begin the interview, that you have at least two ball point pens and at least two household questionnaire forms with you for every household that you plan to interview, and that you have the location and code numbers of the survey households with you.

After you have begun the interview with the survey household, it is intended that you administer the questionnaire to one individual in the household at a time. That is, once you have finished administering the questions in one module to an individual, you immediately go on to administer the next applicable module in the questionnaire to the same individuals.

What this means is that you do not go through the questionnaire completing one module with all applicable household members before going on to the next module. Doing so is a waste of time for many household members. By asking all questions applicable to a particular household member at once, you will be able to quickly release that member so that he or she can do other things. Of course, completing the questionnaire in this manner will mean that you will have to schedule interview times with each of the members of the household, possibly over several days.

The only exception to this instruction are Modules A and B. These modules must be completed fully before you administer the rest of the questionnaire.

The modules in the questionnaire are organized by placing at the front of the questionnaire the modules to which the majority of household members need to respond. The modules later in the questionnaire typically only require the household head and selected other adults in the household as respondents.

The setting of the questionnaire administration should be relatively private. Some of the questions being asked are of a personal and private nature. You should respect the desire of the respondents for privacy. This is important particularly when talking about health matters, as well as the safety and security module.

No person except your field supervisor, zone supervisor, or people from the IHS-2 management team in Zomba should come with you when you interview. If an IHS-2 staff member does accompany you to an interview, you should always be sure to introduce the staff member to the respondent, making clear to the respondent the purpose of the presence of the IHS-2 staff member. In most cases, the IHS-2 staff will be present to monitor the quality of your own work and to support and assist you in effectively carrying out your assigned tasks. The supervisors are instructed to not interfere with your administration of the questionnaire to the survey household respondents, but will discuss any issues related to your administration of the questionnaire later with you in private.

Any other persons not connected to the IHS-2 or to the household should not be present when you are administering the household questionnaire. If any such individuals are present when you begin your interviews, you must politely request them to leave in order to respect the privacy of the survey household. If they cannot leave at that time, you should schedule the interview for a later time or move to a more appropriate place, when or where greater privacy can be assured.

Questions are directed to those aged 10 years and older. Each person aged 10 years or older needs to be asked questions directly. If you need to collect information on younger children, you should interview them together with their mother or guardian. Do not try to obtain data directly from young children. Also do not ask young children questions concerning other household members.

As noted on page 8, household members include those “residing in an institution elsewhere, but still dependent on the household. This principally includes boarding school students.” Moreover, it is possible that a household member will be absent from the household for the entire period that you are undertaking the IHS-2 administration in the EA. Collecting information on these absent individuals will be problematic, as they will not be able to respond to questions themselves. For these individuals, you will have to rely on the household head or, in the case of boarding students elsewhere, the individual in the household who is principally responsible for the well-being of the absent individual. Be sure to note in question B10 which other household member provided information on the absent individual. Unfortunately, there is no optimal solution in collecting comprehensive, relatively accurate information for such individuals. You must simply be aware of

the particular challenges of collecting good information on such absent household members and undertake the task as best you can.

As a general point, if you encounter a different or unusual case in a particular module or modules for a survey household and are not sure what to do, write all of the details down on the questionnaire. There is plenty of space on the empty page above each page of the questionnaire to do so. After you leave the survey household, check this manual for guidance. If the solution cannot be found in this manual, you should consult your field supervisor at the earliest opportunity.

When you have finally finished completing your interviews with all of the household members, you are to leave with the household an official letter of thanks. A copy of this letter – IHS Form Q – is included in the annex of this manual on page 89. This letter is to serve as a record of the interview for the household, as well as another way to provide them with information on how the information collected from them will be used. Your supervisor should make sure that you have enough copies of this letter to distribute to the sample households you will be interviewing.

(d) Your interactions with the community

You will be administering the questionnaire to 20 households in an EA each month. Enumeration areas are relatively small, consisting of about 250 households on average. In rural areas the EAs will consist of several small villages or one large village. In urban areas, EAs will cover parts of urban locations or neighbourhoods.

As you will be working intensively for four weeks with community members in carrying out the survey, it is vital that you establish a good working relationship with community leaders and, for that matter, with all community members. When you first arrive in a rural EA, you must immediately present yourself to the local group village headman and to the headmen of the villages in the EA to explain why you are going to be working in the area. You will be provided with an official letter of explanation from the Commissioner of the NSO and an ID badge to show them.

In urban locations, identifying a local leader is more problematic. Make inquiries as to who might be considered local leaders when you first come to an urban location. These may be local business, religious, community policing, or political leaders.

In meeting with the local authorities for the first time, you should ideally be accompanied by your field supervisor. This will not always be possible. However, during the first visit that your field supervisor makes to the EA in which you are working in a particular month, you should go with the field supervisor and introduce him or her to the local authorities.

Your work is not to be secretive. Please explain what it is you are doing to all community members who ask about your activities. You should be respectful, courteous, and patient with all

community members. The quality of your work is to a large degree dependent on the level of cooperation you receive from the members of the communities in which the survey households reside. If the general community attitude towards your work is negative, you likely will experience problems as you conduct interviews with the survey households in that community. Do all you can to cultivate a courteous relationship with the community as a whole.

However, while your work should not be secretive, you must respect the confidentiality and privacy of the survey household respondents when administering the questionnaire. This was emphasized in the previous section. Community residents who are not members of the survey household should not be present while you are conducting your interviews.

(e) Your interactions with the respondents

The IHS-2 is being conducted under the 1967 Statistics Act, and you are therefore empowered to collect this information from the respondents. However, the policy of the NSO is always to attempt to collect the information it requires with the willing cooperation of the public. You should therefore always be courteous and tactful in your dealings with respondents.

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

Be willing to answer any questions the respondents ask you about the survey and its particular contents. In most cases, the statement on page 3 of the questionnaire will provide a sufficient response. However, please refer to chapter 2 of this document as well.

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

At the start of the interview, you should always determine if the respondent has any appointments in the next hour or two. If sufficient time is available to complete several modules of the questionnaire before the respondent's appointment elsewhere, proceed and complete as much of the interview as possible. When the respondent must leave, arrange for another meeting in the next day or two at which the interview with the individual respondent can be completed.

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

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

In conducting an interview, if it is clear that the respondent has understood the question you have asked, you must accept whatever response the respondent provides you. Probe questions can be used to make sure the respondent understands the key element of the question being asked. However, you must never second-guess the respondent or make the assumption that you have a better understanding of the condition of the individual or household than the respondent does. The function of the enumerator is not to verify that the information provided is correct. The analysts of the IHS-2 are interested in what the respondent actually says. It is always possible that the respondent will lie to you or provide inaccurate information, but you, as the enumerator, should not make any judgements on the information provided. This is a problem for the analyst to take care of and not the enumerator.

There are exceptions, of course. At all stages of the interviews with members of a survey household, you should be alert to errors. These can be accidental or deliberate. You can never force people to give answers that they do not want to give, but you can approach the true facts by diplomatic and intelligent interviewing. For example, if the respondent says that the household has no livestock and there are chickens pecking at your feet or goats tied up nearby, you should inquire about these animals. However, you should not probe excessively after seeking initial clarification from the respondent. In any case, you should never go outside of the household to get information. This is beyond the scope of your work.

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

Disciplinary action will be taken against any enumerators who consistently treat their respondents with condescension and a lack of respect or who shows a pattern of re-interpreting the answers provided by the respondents.

(f) General instructions for completing the questionnaire

In this sub-section, basic instructions are provided on how you are to complete the questionnaire. For many of the points raised, this section will restate what was said before. However, this section should provide a useful, condensed set of general instructions for you to use as you carry out your work.

How to read the questions

Read the questions exactly as they are written in the questionnaire, following the established order. You should refer to the fold-out list of household members in order to verify the age of the individuals for modules that only apply to individuals within a certain age range. Closely follow the instructions of each section when asking the questions.

Format of the questionnaire

The household questionnaire modules are organized according to two basic formats.

Columns (vertical)

In this format, the text area, the response categories and the response to each question are found organized sequentially in columns. An example of this is found in Module G: Housing, where only one response is needed for information covering the entire household.

Columns and rows

This format is used when there is information from multiple respondents in a single module. In this format, the questions are located in the columns and the responses are recorded in the rows. An example of this format is found in Module C: Education, where the responses from all household members are recorded on individual rows for the same questions.

Format of the questions

The questions are divided in three parts as described and shown in the figure below:

Text area

This is the area where the text of the question is found. All of the questions are written as they are to be read to the respondents. Enumerators should not ask the questions according to their own

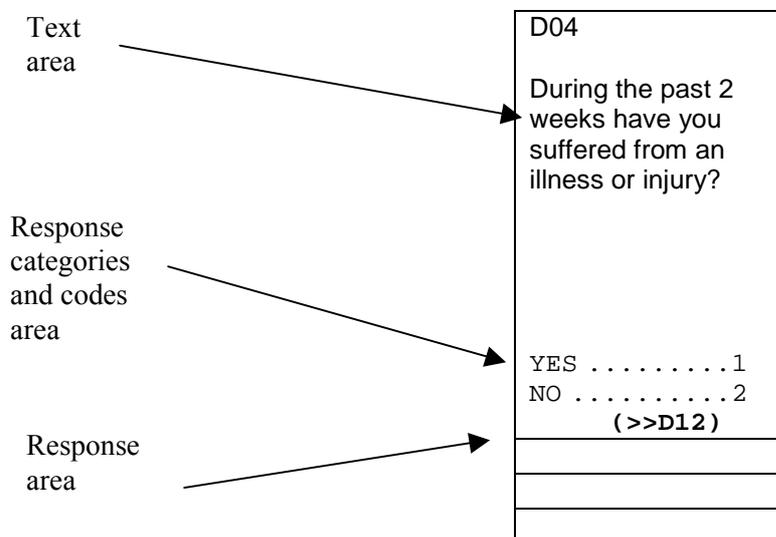
criteria, except in situations where the respondent does not understand the question. In such situations, you must explain the content without changing the sense of the question. This is important to ensure that all respondents are answering the same questions.

Response categories and codes area

This is the part of the question where the text of the response categories and their corresponding codes appear.

Response area

The responses received to the questions are recorded in this area. The responses should be recorded in the correct row corresponding to the respondent.



Types of questions

There are three types of questions included in the survey.

1. Enumerator does not read the question to the respondent. Rather, you record information based on observation or on previous responses provided by the respondent. See Examples 1 and 2 below.

Example 1 – Recording information based on enumerator observation

G06	G07	G08
WHAT TYPE OF DWELLING DOES THE HOUSEHOLD LIVE IN?	WHAT GENERAL TYPE OF CONSTRUCTION MATERIALS ARE USED FOR THE DWELLING?	THE OUTER WALLS OF THE MAIN DWELLING ARE PREDOMINANTLY MADE OF WHAT MATERIAL?
SINGLE HOUSE .1 SEVERAL SEPARATE STRUCTURES...2 FLAT.....3 ROOM IN LARGER DWELLING.....4 IMPROVISED HOUSING.....5 OTHER.....6	PERMANENT.. 1 SEMI-PERMANENT.. 2 TRADITIONAL 3 (SEMI-PERMANENT IS MIX OF TRADITIONAL (GRASS, MUD) & MODERN MATERIALS (IRON SHEET, CEMENT)	GRASS. . . . 1 MUD (YOMATA) 2 COMPACTED EARTH (YAMDINO). . 3 MUD BRICK (UNFIRED). . 4 BURNT BRICKS 5 CONCRETE . . 6 WOOD 7 IRON SHEETS. 8 OTHER. . . . 9

Example 2 – Recording information based on previously supplied information

E13
REVIEW QUESTIONS E08 TO E12.
DID THE RESPONDENT WORK FOR ANY HOURS AT THESE TASKS OVER THE LAST SEVEN DAYS?
YES 1 (>>E18)
NO 2

2. Enumerator reads the question only.

These questions are read to the respondents, after which you pause to wait for the response. The answers may be pre-coded, or you may have to write in a response to be coded later by the coders. See Examples 3 and 4 below.

Example 3 – Enumerator reads the questions and writes in a pre-coded response

B23	
What is your present marital status?	
MONOGAMOUS MARRIED OR NON-FORMAL UNION ...1	
(>>B25)	
POLYGAMOUS MARRIED OR NON-FORMAL UNION2	
(>>B25)	
SEPARATED3	
DIVORCED4	
WIDOW OR WIDOWER5	
NEVER MARRIED6	

Example 4 – Enumerator reads the question and writes in the response to be coded later.

E19	
Describe your <u>main employed occupation</u> over the last 12 months?	
(Supervisor To put in occupation code <u>after</u> interview	
WRITTEN DESCRIPTION	OCCUP. CODE

3. Enumerator reads the question and the response categories. See Example 5 below.

Example 5 – Enumerator reads the question and the response categories.

O06	
What is the <u>general texture of the soil</u> on this plot:	
READ ANSWERS	
sandy1	
between sand & clay .2	
clay3	

How to record responses

The responses received from the respondents should be written on the questionnaire in blue or black ink pen. Responses written in pencil can easily become smudged and difficult for the coders and key entry personnel to read and interpret.

Responses should be written clearly in upper-case letters. This instruction is especially important for those questions that will be coded later, such as occupation and industry.

How to correct mistakes

If a mistake is made in the recording of a response, do not erase the incorrect response. As you should be using a pen, you will be unable to erase. Rather, strike out the error by neatly marking it through with a line, and then write the correct response where it can be easily read:

G27	
To what length of time does this landline telephone cost refer?	
	DAY . . . 3
	WEEK . . . 4
	MONTH . . . 5
	YEAR . . . 6
TIME	TIME
AMOUNT	UNIT
6	3 5

The “other” category

In order to include all possible responses that may be provided, many questions include a response option of “other” to record responses that are not covered by any of the pre-coded responses. When you use this code, also provide a brief explanation of the category.

B11	
WHY WAS INDIVIDUAL NOT INTERVIEWED:	
ON SHORT ABSENCE (< 2 WEEKS)	1
ON LONG ABSENCE (> 2 WEEKS)	2
AT BOARDING SCHOOL OR OTHER INSTITUTION	3
PRESENT, BUT UNWILLING TO BE INTERVIEWED	4
OTHER (SPECIFY)	5
5 DEAF/MUTE	

Historical events and ages

Several of the questions in the questionnaire require information on the age of respondents, assets, or other items, as well as some dates. Many respondents will find it difficult to remember such ages and dates. One way to overcome this problem is to have the respondent remember a commonly known event that occurred at about the same time as the individual was born (in the case of the age of a person), an item was acquired, or whatever the age-related question may be. In the annex to this manual, starting on page 86, is a table of important events that occurred in Malawi over the past century. You can use this calendar to estimate ages or dates.

Absence of information or response

All questions that are not answered because of the skip pattern or general flow of the questionnaire should be left blank – no information should be recorded.

However, there are cases where respondents will not answer an individual question, either because they do not know the answer or because they refuse to answer the question. If after asking the question several times, you still cannot get a response, the following codes should be recorded:

Refuse to answer ..NR

Do not knowDK

However, you should use these codes very rarely. Your supervisors will warn you if they feel that you are unnecessarily or too frequently using these codes, as their excessive use may indicate a lack of effort on your part to collect the required information from the respondents. Be cautious, only using these codes when absolutely necessary.

Flows and skips

In order to have a logical order to filling in the questionnaire, it has been designed with a system of skips that allows you to follow the logical sequence of questions based on responses to questions already provided.

If there are no additional instructions, you pass directly to the next question.

<p>B12</p> <p>Where were you born?</p> <p>THIS VILLAGE . . . 1</p> <p>OTHER VILLAGE IN THIS DISTRICT . . 2</p> <p>VILLAGE IN OTHER DISTRICT 3</p> <p>THIS TOWN OR URBAN CENTRE . . . 4</p> <p>OTHER TOWN OR URBAN CENTRE IN THIS DISTRICT . . 5</p> <p>TOWN OR URBAN CENTRE IN OTHER DISTRICT 6</p> <p>OUTSIDE MALAWI . 7</p>

The double arrow symbol “>>” indicates that the interview should be continued with the question indicated. In the following example, if the respondent says ‘Yes’, you do not continue with question C11, but, rather, skip to C12. C11 is skipped because the question is not relevant to those who answer ‘Yes’ to question C10.

<p>C10</p> <p>Have you ever attended school?</p> <p>YES 1</p> <p> (>>C12)</p> <p>NO 2</p>

The double arrow symbol can also indicate that you should skip the remaining questions in the module and go on to the next module with the respondent. In the following example, if the respondent has never attended school, after getting the reasons why the respondent never went to school, you skip the rest of the education module because the respondent would have no responses to the rest of the questions.

C11	
What was the reason you never attended school? CAN GIVE UP TO 2 REASONS	
STILL TOO YOUNG TO ATTEND SCHOOL 1	
NO MONEY FOR FEES, UNIFORM 2	
POOR QUALITY OF SCHOOLS 3	
ILLNESS OR DISABILITY 4	
NOT INTERESTED 5	
PARENTS DID NOT LET ME 6	
HAD TO WORK OR HELP AT HOME 7	
SCHOOL TOO FAR FROM HOME 8	
SCHOOL CONFLICT WITH BELIEFS 9	
OTHER (SPECIFY) ... 10	
(>>NEXT MODULE)	
1st reason	2nd reason

Coding

Where the question responses are precoded, you simply record the code for the category that matches the respondent's response most closely.

B27	
Does your spouse living in this household now?	
YES 1	
NO 2	
2	

When the response to be recorded is a monetary amount or a figure, write the correct response in the corresponding cell. Record monetary amounts in Kwacha with no decimal point. Do not include tambala. For any tambala amounts, round to the nearest Kwacha. For any amounts over MK 1,000, include a comma.

O12
How much did you pay in total for your <u>lease or rent</u> on this plot in [LAST COMPLETED CROPPING SEASON]?
ESTIMATE VALUE OF ANY IN-KIND PAYMENTS
MK
<i>10,000</i>

When the response is to an open-ended question that will be coded later, be sure to write the response clearly and in upper-case letters.

E20	
Describe what kind of trade or business your main employed occupation over the past 12 months is connected with?	
	(Supervisor To put in industry code <u>after</u> interview
WRITTEN DESCRIPTION	IND. CODE
<i>LEATHER SHOE FACTORY</i>	

Respondents

Each module is clearly marked with the group that is supposed to respond to the module. In some cases, all individuals in the household will provide responses to the module, for example, Module B: Household Roster. In other cases, only individuals above a specific age will provide responses to the module, for example, Module C: Education, which is administered only to those individuals 5 years of

age and older. Finally, some modules will be administered only to the best-informed individual in the household on the topic, such as Modules N through U on agriculture.

As far as possible, information should be collected from the respondents individually. Having direct informants provides the most accurate and reliable information. Each member of the household should be permitted to respond for him or herself. There are some exceptions, however. Children less than 10 years of age will not be able to understand all of the questions and respond for themselves. For children, the best-informed member of the household should provide the responses for them. In addition, there may be individuals in the household who are unable to respond for themselves, either because of a disability or because of age. In these cases, again, the best-informed member of the household should provide responses for them. In the manual, the sections describing the individual modules have notations on who the respondents are and who the direct informants are.

There will be occasions where the respondent is listed as the household head, but it is impossible to speak with the household head. As noted on page 8, the household head need not necessarily be resident in the household. The household head is the person that other household members designate as their head, but it is possible that this person will not be residing in the household at the time of the survey. In these cases, you should seek out the person best able to respond for the household head, depending on the module being administered.

It may also be difficult to meet with the household head because, while he or she is resident in the household, he or she is too busy working to speak with you. You should make every effort to speak with the household head at his or her convenience. If however, after repeatedly finding it impossible to speak with the household head, you should seek out the person best able to respond for the household head, depending on the module being administered.

(g) Individual modules

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

At the beginning of the sub-section on each module is written who the respondent should be for the module, as well as who possible 'Direct informants' for the module might be. Direct informants are those who, in addition to the respondent, should be called upon to assist the respondent in accurately answering the questions.

Module A: Household identification, survey staff details, introduction, and table of contents

Respondent: Household head

Direct informants: Household head.

This module is used to collect information on the survey household in order to identify the household if it is necessary to re-interview the household members in the future and to identify the household for data analysis purposes. Information is also collected on who among the IHS-2 staff members processed the questionnaire at various stages of the data collection and entry.

- The ‘Questionnaire number’ box at upper right is for the use of the data entry staff. Simply leave this box blank.
- It is critical for later analysis that you adequately identify the location of the household you are interviewing. Please fill in A01 to A03 with the required information on the district, TA, and EA in which the household is located, noting the codes for each, as well as the names of the district and TA.
 - A01 & A02 – The codes for the district and TAs are listed in the Annex on page 82 at the back of this manual. Codes are only provided for those TAs and urban wards that contain EAs that were selected for the IHS.
 - Note that the district codes for Mzimba district and Mzuzu city are the same, as is the case for Lilongwe district and Lilongwe city, Zomba district and Zomba municipality, and Blantyre district and Blantyre city. The TA codes within these districts will be used to distinguish survey households in the urban centre stratum from those in the neighbouring rural stratum in the same district.
 - For the TA code, if the code starts with zero, please write this in the first cell of A02.
 - A03 – Your field supervisor will provide you the EA code for A03. Of course, all survey households within an EA will have the same EA code.
 - A04 – Write down the name of the village or urban location in which the survey household resides.
- The box on page 1 at lower right is only to be used if you need to use more than one questionnaire for the household.
 - Each questionnaire contains sufficient space to enumerate a household of 12 members. If the survey household has more than 12 members, you will need to use an additional questionnaire. Please note that you are doing so in the box as lower right, indicating how many questionnaires you are using in total.
- A05 and A07 use code information that will be taken from the household and dwelling list that you will have updated at the start of your work in the EA.
 - In A07, if members of the household reside in several dwellings, note here the code of the dwelling in which the household head resides.
- The information in A06 and A08 is very important. In the future, NSO plans to conduct additional interviews with selected survey households from the IHS. The descriptions on the location of the household, together with the full name of the household head, is necessary to accurately identify the survey household in the future, even in the absence of you or your field supervisor.
 - A08 should consist of a description that will uniquely identify the dwelling unit of the household, allowing one to readily find the dwelling within the EA.

- Please sketch the location of the household in a simple map that you can draw at the bottom right on page 2. On this map you should identify the dwelling of the household with reference to one or two prominent landmarks in its vicinity.
 - If the household has a telephone, whether a landline or a cell phone, please list this number in A08. This information may be of considerable use in the future, particularly in urban areas.
 - The contact names in A08 should be of individuals from other households in the community who are well known long-term residents and who will know where the survey household will have gone, if the household moves its residence in the coming years. These individuals may be relatives, religious leaders, village authorities, or other well-informed individuals.
 - We recognize that in urban areas establishing contact persons may be more problematic. Nevertheless, we request that you make an effort to identify contact persons who will be helpful in tracing the household in the future, if need be.
- A09 to A11 are used to provide information on whether the originally selected household for the IHS-2 was actually interviewed. In most cases, you will be able to interview the household originally selected.
 - A10 and A11 should be used only if you are unable to find the household after several attempts or if the household refuses to participate in the survey.
 - You should only use a replacement household after consulting with your field supervisor and only with the supervisor's authorization.
 - In selecting a replacement household, you must use the first household from the set of five replacement households for the EA selected from the household listing at the time of the original household selection. If you have already used the first replacement household, use the second replacement household, and so on.
- Module A-2: Survey staff details
 - You must fill out A12 to A14. Disciplinary action will be taken if you consistently submit questionnaires that do not have your own details noted here.
 - The date that you write in A14 should be the date that you first began interviewing members of the survey household.
 - A15 through A26 are to record the other individuals who will be involved in processing the questionnaire through data entry and cleaning.
- Household questionnaire - page 3
 - You should read and comprehensively explain all of the contents of the paragraphs in the box to the head of the survey household, making sure to answer any questions that he or she might have.
 - If the head of household is unwilling to allow you to proceed with the interview, please contact your field supervisor as soon as possible. The field supervisor should then talk to the household head to make an effort to obtain their cooperation.
 - While you await the field supervisor to talk to the household head, which may require a wait of several days, do not waste time. In the meantime, continue administering the questionnaire to other survey households in the EA.
 - If the field supervisor also is unable to convince the original household to participate in the survey, you will have to use the first household from the set of five replacement households for the EA selected from the household listing at the time of the original household selection.

- As noted above, you should not simply choose one of these households, but must use the first replacement household. If you have already used the first replacement household to replace another household, use the second replacement household, and so on.
- Again, only use a replacement household with the authorization of the field supervisor.
- If you do use a replacement household, note the ID of the household that was replaced in A10 and the reason why in A11.
- There is a table of contents for the questionnaire on page 3. Please use this to quickly find your way around the questionnaire.

Module B: Household roster

Respondent: All individuals

Direct informants: Questions B01 – B07, B29: Household head;
Questions B12 – B28: Individuals 10 years old and older.

This module is used to identify the members of the survey household and to collect basic information on the household members. Information on all household members should be collected.

The initial respondent to this module should be the household head, if available. If he or she is not available, the most senior member of the household present should respond to B02 to B04. The questions that follow should be asked of the individuals concerned or, in the case of young children, their mother or guardian.

The household roster is where the membership of the household is determined. All potential members of the household are listed in B02 to B04 in this module. Several of the key issues relating to this module were discussed earlier. If you need to reconsider who is and who is not a household member, refer to the discussion starting on page 7.

- You are instructed to complete B02 to B04 before continuing with the other questions in this module. Probe questions are provided in the column at the far left on page 4 of the questionnaire in order to obtain a full listing of individuals who normally live and eat their meals together in the household.
 - List the head of household on line one (ID code 1). The spouse(s) of the head with children should be listed next, followed by other relatives, ending with persons in the household who are not related to the head.
 - Make sure that the person you list as head of household in Module B is the same person that is noted in A06 on the first page of the questionnaire.
 - In writing the names of the household members, be sure that you uniquely identify the individuals. If two individuals in the household have the same name, ask about any nicknames or other ways in which the two persons can easily be distinguished from each other.
 - You must ask about the sex of the individual in B03. Do not use the name of the individual to assume the sex of that individual.

After the full listing of potential household members is completed, continue with collecting information on their age and the cumulative duration of their absences from the household over the past 12 months.

- In B05 and B06 both age and date of birth are asked. Date of birth is especially important for children.
 - For those 5 years of age and younger, request to see the child's health or immunization card to determine the birth date for the child.
 - For older individuals who may have trouble determining the month and day of their birth, complete as much of B06 as you are able to. Please make use of the national calendar of events that begins on page 86 to assist in determining the ages of such individuals.
 - In B05, for those aged 6 years and older, the age in years refers to completed years according to their last birthday.
 - For children 5 years of age and younger, round months to above or below 15 days.
 - That is, if a child is 6 months and 20 days old, report 7 months; if 6 months and 13 days old, report 6 months.
- Note that B07 asks for cumulative months of absence over the past 12 months.
 - For example, if an individual was absent once over a period of 3 months and again over another period of 1 month in the past 12 months, you should write 4 in B07.
 - You should include portions of a month of absence in the calculations here. Include the portions in determining the total cumulative absence.
 - For example, an individual who was away for one period of 6 weeks (1.5 months), another period of 3 weeks (0.75 months) and a third period of half a month, the total cumulative absence was 2.75 months – reported as 3 months. (See the next point on rounding.)
 - In reporting the total cumulated absence that includes such portions, round down if the portion of a month is less than half, round up if it is over half. If exactly half, round down.
 - For example, if an individual was absent in total for 3 months and one week, report 3 months; if 3½ months, report 3 months; if 3 months and 3 weeks, report 4 months.
 - In the previous example, where the total cumulative absence was 2.75 months, report 3 months.

B08 is where you judge, of those listed in B02, who is and who is not a household member. The interviewer fills in B08 without asking the respondent. The criteria listed in the column to the left of B08 are the same as those discussed under the coverage rules starting on page 7. Please refer to those instructions if you require additional detail.

- After determining who is and who is not a household member, you should immediately turn to the household roster flap that is pasted onto the inside back cover of the questionnaire.
 - Fill in the rows of the table on the roster flap with the required information (name, age, sex) on each household member, making sure that you list each member in the exact row in which he or she was listed in B02. This may result in some rows having no one listed.
 - It is extremely important to verify that you have listed each household member in the correct row. Considerable error in data entry and analysis is possible if you do not do so.

When you have filled in the flap on the inside back cover, complete the remaining questions in Module B, but only for those individuals who are household members.

Recall that only Modules A and B are supposed to be fully completed before going on to other modules. The other modules in the questionnaire should be completed by asking all questions in the questionnaire that are applicable to an individual household member before asking questions of another household member.

The following notes apply to question B09 through to the end of Module B.

- The interviewer fills in B09, B10, and B11 without asking a respondent.
- Note that B14 and B16 are only asked if the father or mother of the individual, respectively, has died. Note the skip codes in the answer code sections of B13 and B15.
- The response to B19 should be the most important reason why the individual moved to his or her present residence. Note that B18, B19, and B20 are asked only of those individuals who have lived elsewhere prior to their present place of residence.
- No questions are asked after B20 concerning children aged less than 10 years.
- No questions are asked after B21 concerning children aged less than 12 years.
- B21 – This question on main activity over the past seven days should be examined closely.
 - This question is used to divide the population into three categories – the economically active (codes 1 to 5), the unemployed (codes 6 to 8) and those who are considered to not be economically active (codes 9 to 11).
 - Often an individual can be categorized in two categories. You should categorize an individual according to his or her dominant activity.
 - In cases where this cannot be done, you should assign the individual to the activity classification category that is of most economic significance for the household.
- B22 on religion should be asked of all individuals aged 12 years and older.
 - Do not assume that the religion of the head of household will be the religion of all others in the household.
- Marital status (B23) – The ‘married’ marital status does not require that the relationship between man and woman be an official marriage. It can be a non-formal union that began without public ceremony of any sort.
 - Both men with multiple wives and women who are married to a man with more than one spouse should use code 2 (polygamous) to describe their marital status.
- B24 is filled in by the interviewer without asking a respondent. Note that for married individuals, you will skip B24.
- B26 – For men who have more than four wives resident in the household, you should make a bold notation of this fact at the top of page 6, listing the ID code(s) of the additional wife/wives there.
 - You should also highlight this fact to your field supervisor.
- B29 – The household head is to respond for all parents in the household who have children aged less than 15 years that do not live in the household. This question does not necessarily apply only to the head of household. However, he or she is responsible to answer it for all members of the household who are parents with children living elsewhere.

Module C: Education

Respondent: All individuals 5 years old and older

Direct informants: Individuals 10 years old and older.

Information on the educational history of all household members aged 5 years and older is collected in this module. No information is collected from those age 4 years and younger.

It is particularly important to pay attention to the skip codes that follow C11 and C20 for those who never attended school and those who are not now attending school, respectively. After completing C11, you will go to the next module. After completing C20, except for individuals who were in school in the past 12 months and are not now in school, you will go to the next module. For individuals who were in school in the past 12 months and are not now in school, you will skip to C30 in order to collect information on expenditures over the past 12 months related to their education.

- The skip codes in C04, C06, and C08 are inserted on the expectation that individuals who cannot read a language will be unable to write the language.
- C11 – Up to two reasons for never attending school can be given. Put the most important reason first.
- C12 – Note that nursery/pre-school is given code 0. This is to allow Standard 1 to be coded as 1, Standard 2 as 2, etc.
- A person may have attended a class level, but not completed it. Record the highest class level attended regardless of whether or not the individual completed that level.
- Older individuals may have attended school when the Malawi educational system was different from what it is now. The current system was instituted in the 1970s. Please use the following table to determine the current equivalent class level attained by older individuals who completed their education in the 1960s or earlier. You should use the current equivalent class level when completing C12 for such individuals.

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

- C13 – If an individual sat an examination for an educational qualification, but did not pass, you should report the lower qualification he or she actually achieved.
- C17 – This question is being asked to determine whether an individual is currently repeating the same class they attended the previous academic year. Be alert to the fact that the answer to

C12 and C17 may be the same.

- C20 – Note the skip code, as highlighted above. For all individuals who are not now in school and were not in the previous 12 months, you skip to the next module. For individuals who are not now in school, but did attend school within the previous 12 months, you must skip to C30 to collect educational expenditure information on these individuals.
- C21 – Do not expend too much effort in determining exactly what type of school the individual attends. As noted earlier, unless there is obvious evidence to the contrary, you should take the respondent's answers as sufficiently accurate.
 - If the respondent does not understand the question, ask what the name of the school is. Typically the name of the school will give you enough information to determine what type of school it is.
- C24 – Up to 2 reasons for the individual not continuing his or her education may be given. If more than one reason is given, put the most important first.
- C25 and C26 – If the individual did not attend school or do any homework the previous day, write zero. If they attended for less than a half hour, write 0.5 hours, making sure to prominently write the decimal point so that later the data entry clerks will see it. Otherwise round to the nearest hour.
 - Information on whether the previous day was a holiday or a day of the week when the school was not in session will be collected later in Module E.
- C27 and C28 – The aim of these questions is to assess how diligently the student attends school.
 - If the questionnaire is being administered during a school holiday and, in consequence, school was not in session over the past two weeks, the answers to both questions will be 'zero'.
- C29 is asked to collect information on how family events and circumstances over the past year may affect school attendance. Information on family events and circumstances is collected in other modules of the questionnaire, in particular Module AB.
- C30 – Note that payments made by family and friends outside of the household should also be included here.
 - C30-A – The extra fees here include those additional fees that the teacher or headmaster requires parents to pay.
 - An example of such fees are those which parents are often asked to pay in government schools to top-up the salaries of the teachers and headmaster in order to provide the instructors with a sufficient wage as an incentive to be diligent in their teaching duties.
 - C30-E – In determining the value of all contributions, be sure to include any in-kind contributions – labour, materials, or the like. In estimating in-kind payments, the respondent should estimate what he or she would have to pay for the item contributed if they purchased it in the market.
 - C30-G – Costs associated with transportation to school should be included here.
 - C30-TOTAL – If the individual respondent is unable to disaggregate educational expenses by categories, but can provide a total figure spent on educational expenses, this value should be written here.
 - If the individual disaggregates expenditures in C30-A to C30-G, there is no need to provide a total amount in C30-TOTAL. This cell can be left blank.

Module D: Health

Respondent: All individuals.

Direct informants: Individuals 10 years old and older.

In this module, information on both the recent and long-term health status of each household member is asked. Information should be collected on all members of the household. Information on the health condition of children should be asked of their mothers or guardians.

Note that the recall period in this module changes as one moves through it. D04 to D11 concern health problems suffered in the past two weeks. D12 to D14 ask about health-related expenditures in the past four weeks. D15 to D20 refer to the past twelve months. Finally, D35 to D38 refer to the last child born in past 24 months.

- D02 and D03 are filled in by the interviewer without asking the respondent.
- D04 – It is important for you not to assign an illness status to the respondent, but to let the respondent identify his or her own illness status. If they report having no illness in the last 2 weeks but look visibly ill, you should nevertheless record them as having no illness.
 - Moreover, even if they report, “I have not been ill, but I have had a fever.” you should record them as having no illness.
- D05 to D07 – Note that there is space for recording information about two possible health problems that the individual may have suffered from over the past two weeks. For those individuals reporting more than one health problem, you must be consistent in recording information about the first problem in the ‘Problem 1’ columns and those about the second problem in ‘Problem 2’.
 - Do not use the two columns to record multiple responses about a single health problem.
- D06 – If more than one individual diagnosed the medical problem, report the one who has the most formal medical education or training. The list of options in the questionnaire shows the priority order – medical workers have more formal medical education or training than traditional healers. If both a medical worker at a health facility and a traditional healer diagnosed the illness, you should report the medical worker as having diagnosed the illness.
- D07 – To understand the definitions of the various treatment facilities, please refer to the list of general definitions in section (a) of the Annexes starting on page 75.
- D12 to D14 – It is in these three questions that expenditures on health-related goods and services over the past four weeks are reported.
 - Make sure that the respondent does not report a specific health-related expenditure in more than one of these categories. That is, they should not report a purchase of drugs, for example, in both D12 and D14, when only one purchase was made. You must avoid double-counting of the same expenditures here and throughout the questionnaire.
 - Note that the MK value of any in-kind payments made, such as items given in payment to a traditional healer, should be estimated and added to cash expenditures, if any, as part of the total costs reported. In estimating in-kind payments, the respondent should estimate what he or she would have to pay for the item(s) used in payment if they purchased it in the market.
- D12 concerns expenditures related to an illness – principally the costs of diagnosis and treatment of the illness or injury. These costs should include any costs related to seeking

diagnosis and treatment from a traditional healer or some other non-formal health care provider.

- D13 focuses on preventative health related expenditures. These are those expenditures that relate to activities undertaken to prevent illness and to safeguard one's health, and include pre-natal clinics for expectant mothers, post-natal clinics to monitor infant growth, nutrition programmes, and general physical examinations.
- D14 asks for total expenditures on medicines acquired outside of the official system. These primarily are over-the-counter drugs that do not require a doctor's prescription to acquire. Several examples are given in the question.
- D15 to D20 concerns the costs associated with hospitalisations and overnight stays with a traditional or other healer over the past twelve months. Again, note that in-kind payments made should be valued in MK and added to the total costs incurred.
 - D17 and D20 are questions asked to determine the economic impact on the household of these costs. Such costs often can severely affect the economic well being of a household.
- D21 to D25 are a series of questions asked to assess the current general health status of the individual.
 - D23 – Multiple responses are possible to reflect the possibility that an individual might suffer from more than one disability.
- D26 to D33 are a series of questions related to chronic illness. Such illnesses are of relatively long duration, usually with a slow onset, with long-term negative effects on health. Chronic illnesses can be contrasted to acute illnesses, which come suddenly and, once cured, usually do not have long-term effects.
 - Space is provided in D27 to report more than one chronic illness. Usually a single chronic illness among several will be the more important, with the other illnesses resulting from the principal illness. This principal illness should be reported first.
 - If the individual is suffering from more than two chronic illnesses, list the two most severe or most debilitating.
 - D28 only allows space for reporting on the duration of time the individual has suffered from one chronic illness. Please report here on the principal chronic illness from which the individual is suffering.
 - D29 – If more than one individual diagnosed the medical problem, report the one who has the most formal medical education or training. See the instructions for D06.
- D34 is filled in by the interviewer without asking the respondent.
 - D35 to D38 are only asked of women aged 12 to 49 years, women in their childbearing years. Note that the recall period is 24 months.

Module E: Time use & labour

Respondent: All individuals 5 years old and older

Direct informants: Individuals 10 years old and older.

Information for this module is collected from all members of the household aged 5 years and older. Younger children aged 5 to 9 years should be asked the questions with their mothers or guardians available to assist them.

Note that the recall period changes through this module: previous day (E05 – E07), past seven days (E08 – E15), past four weeks (E16), and past twelve months (E18 to end).

- E02, E03, and E04 are filled in by the interviewer without asking the respondent.
 - E04 – Public holidays are those in which government offices are officially closed.
- E08 through E12 may require making calculations. If the respondent cannot remember the number of hours over the past 7 days, ask for the number of hours in one day and ask how many days the task was done. Then multiply the number of hours by the number of days to get the total number of hours for the last 7 days.
- E13 is filled in by the interviewer without asking the respondent.
- E18 to E28 – These questions concern wage employment. Note that *ganyu* daily labour is excluded. Questions on *ganyu* labour are asked later.
- E19 & E20 – You are to provide a brief description of the occupation of the individual in E17 and the general industry in which the individual does this work in E18. The field supervisor is responsible for coding the responses here.
 - To assist you in determining the sort of information expected in E19 & E20, the occupation codes that the supervisor will use can be found in section (d) of the Annexes on page 84. The industry codes are provided in section (e) of the Annexes on page 85.
 - Pay particular attention to the general categories of occupation (*professional, technical, and related workers; clerical and related workers; etc.*) and industry (*manufacturing, construction, social & community services; etc.*) noted in the coding lists. These will assist you in categorizing the occupations and industry of your respondents.
- E19. The main employed occupation over the past 12 months is either their only occupation or the occupation that the respondent worked the most hours, if the respondent worked at more than one job. For individuals with two occupations with the same number of hours, the main employed occupation is the one that gives the largest income. If equal in number of hours and income, the one that the respondent considers as his or her main occupation should be noted.
 - *Occupation* refers to the kind of work done by an individual irrespective of the industry in which the individual works. For example, one can be a clerk in agricultural, building, transport, or any of a number of industries. Clerk is an occupation, as is enumerator, for that matter.
 - Do not write in generic names such as secretary, office worker, day worker, etc.
 - Write in a brief description of the occupation such as mechanic in an auto repair shop, carpenter's assistant, construction worker, bilingual secretary, etc.
- E20. This question is to determine the economic sector in which the respondent works. Write a description of what the establishment where the respondent worked does.
 - *Industry* refers to the activity of the establishment in which an individual works at his or her occupation. An industry is usually identified on the basis of the nature of the goods and services produced.
 - Do not write the exact name of the company or institutions, except for those individuals who work for government ministries or official or public organizations. Also, do not write a generic description such as 'workshop', 'industry', 'factory', etc., as these do not provide enough descriptive information.
 - Provide a description of the place where the individual works, such as auto repair workshop, factory that makes leather shoes, sale of life insurance, etc.

- E27 – Allowances and gratuities include allowances and per diems paid to business employees and civil servants for costs related to travel, fieldwork, workshops, and the like.
 - The amount reported here should include hotel accommodation payments directly made by the employer on behalf of the employee, if any.
 - In estimating the value of in-kind allowances or gratuities, the respondent should estimate what he or she would have to pay for the item received if they purchased it in the market.
- E30 – Note that an estimate of the total days of *ganyu* work is all that is required. Do not spend too much time to get the exact number of days of *ganyu* worked. For individuals who worked more than 20 days at *ganyu*, if your estimate is within 5 days of the true amount, that is sufficiently accurate.
- E31 – If the respondent is unable to compute an average daily wage they received for *ganyu* labour over the past 12 months, ask them to estimate how much they would expect to receive at the time of the interview if they did a day’s work of *ganyu* labour of the sort of *ganyu* most commonly done at that time of year.
 - In estimating in-kind *ganyu* wages received, the respondent should estimate what he or she would have to pay for the item received as wages if they purchased it in the market.

Module F: Security and safety

Respondent: All individuals 10 years old and older

Direct informants: Questions F03 to F14: Individuals 10 years old and older.
Questions F16 to F23: Household head.

This module is divided into two sections, one of which is asked of all members of the household aged 10 years and older, while the other is asked of the head of household only. Note that the questions asked of the household members can be quite personal – particularly F09. Consequently, privacy is needed when asking the respondent these questions.

- F03 to F05 ask for subjective assessments by the respondents of how concerned they are with crime in their area of residence. Asking these questions effectively may require some practice.
 - The following is to assist you in judging how to code the answers respondents provide:
 - ‘Very safe’ describes a situation where the individual rarely worries, if at all, about encountering criminals.
 - ‘Fairly safe’ describes the situation where the individual recognizes that criminals may be encountered, but that the risk of doing so is not sufficiently serious to constrain their activities.
 - ‘Unsafe’ describes the situation where the individual actually modifies their activities to avoid encountering criminals.
- The skip code at the start of F06 asks you to review the responses to F03, F04, and F05. Only ask F06 if the respondent answered ‘Unsafe’ to one or more of the three questions.
- F15 – Identify the household head in order to apply questions F16 through F23 only to the household head.
- F16 through F23 – These questions are only asked of the head of household. As the responses to these questions refer to the head of household personally, if the crimes were committed against a member of the household other than the head, the answer is no.

Module G: Housing

Respondent: Head of household

Direct informants: Head of household or other informed adult household member.

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

- G01 – If the household is living in their house without authorization, ownership, or paying any rent – that is, they are squatters – use ‘Free, unauthorized’ (code 5).
 - However, if the household is living in the house for free and is authorized to do so, you should use ‘Free, authorized’ (code 4). For example, the household may be staying in a house provided for free by a relative.
- G02 – Have the respondent estimate a sale price, as best as they can.
 - Make sure that the price is for the dwelling and the residential plot of land upon which it is located only. However, make certain the price does not include the value of land used for commercial or agricultural purposes upon which the dwelling may be located.
- G03 – Have the respondent estimate a rental rate that they could charge for the house, as best they can.
- G06 through G10 should be filled in by interviewer observation. Do not ask of the respondent.
- G06 – Types of dwelling unit.
 - Dwellings made up of ‘several separate structures’ are most commonly found in rural areas, as where separate sleeping huts are constructed for various members of a household.
 - A ‘flat’ is a self-contained dwelling unit within a larger building. As such it will contain its own private kitchen and toilet facilities. This type of dwelling is most commonly found in urban areas.
 - In contrast, a ‘room in a larger dwelling’ will not have self-contained kitchen and toilet facilities. These facilities will be shared with other residents in the larger dwelling. This type of dwelling is most commonly found in urban areas, also.
- G07 – Permanent materials tend to be modern building materials that are available from suppliers of building materials and hardware – cement, iron sheeting, specialized flooring materials, burnt/fired red bricks, and so on.
 - Note, however, that burnt/fired red bricks made by household members themselves should be considered to be ‘permanent materials’, even though they were not purchased.
 - However, unfired mud bricks are ‘traditional materials’.
 - ‘Semi-permanent’ is the term used here for a mix of permanent and traditional building materials. Such a description would apply to a house made of red bricks and cement mortar, but roofed with grass thatching.
- G08 – G10 – If two or more different types of materials are used for the walls, roof, or floor, report the material that is used in the majority.
- G11 – Count all rooms used for cooking, eating, or sleeping regardless if that is their only use.
 - A room used for both eating and sleeping counts as 1 room.
 - If a room is divided by fabric, folding screens, cartons, plastic or other temporary

material, the room is considered as 1 room.

- Minor rooms in the dwelling should be excluded from the room count. These include bathrooms and toilets, storerooms, carport/garage, *khondes*, and so on.
 - However, you should include all other rooms, including rooms that are usually unoccupied, such as those that are reserved for guests.
- Note that many houses in rural areas will consist of a single room. These should be included in the room count.
 - For example, all of the qualifying rooms in the separate houses of dwellings made up of several separate structures should be counted.
- G18 – As guidance on the categories for the answer codes: ‘all’ = 100%; ‘almost all’ = 85% to 99%; ‘more than half’ = 60% to 85%; ‘half’ = 40% to 60%; ‘less than half’ = 15% to 40%; ‘a little’ = 1% to 15%; ‘none’ = 0%.
- G28 – Be alert to ownership of cell phones by household members other than the head of household. The monthly costs associated with ownership of all cell phones, including these, should be included in G29.
- G36 – Toilet facilities.
 - VIP latrine is the acronym for ‘Ventilated Improved Pit latrine’.
 - The primary features of VIP latrines consist of an enclosed structure (roof and walls) with a large diameter (110mm), PVC vertical ventilation pipe running outside the structure from the pit of the latrine to vent above the roof. They often will have concrete slabs containing the latrine hole.
 - ‘Tradit. latrine w/roof’ means ‘Traditional latrine with a roof’.
 - ‘Tradit. latrine w/o roof’ means ‘Traditional latrine without a roof’.
- G39 to G41 – These questions concern the use of mosquito nets in the household.
 - G40 – Three response codes are offered, as new treated nets do not need to be dipped in insecticide, as they come pre-dipped. Older nets should be dipped every six months. New untreated nets should also be dipped in insecticide after purchase.
 - If the household has both old and new nets, question G40 should be asked with reference to the older nets.
 - G41 – If there are no children under age 5 years in household, use code 9 in the response.

Module H: Consumption of selected food over past three days

Respondent: Individual primarily responsible for household food preparation.

Direct informants: Individual primarily responsible for household food preparation.

This module begins a series of modules on food and non-food consumption and expenditure (through Module L). Information in the food consumption modules should be asked of the individual in the household who is primarily responsible for food preparation for the household, with the assistance of other food preparers and the head of household, if applicable. Information on non-food expenditures should be asked of the head of household, who should be assisted by other informed adults within the household.

Various recall periods are used in these modules. The length of the recall period is associated with the typical frequency of purchase of the items. Food items, which are purchased most frequently, have the shortest recall period. Non-food purchases have longer recall periods, with the longest being for items that are purchased infrequently.

Module H will appear to be a strange module on food consumption. It duplicates several of the questions asked in Module I, but over a shorter recall period (3 days vs. 7 days) and only asks about consumed foods that were acquired other than through cash purchase – that is, own-production, in-kind acquisition, or gifts.

The reason this peculiar module is included in the second IHS is to allow analysts to make comparisons between the information provided in the first IHS done in 1997-98 and this IHS. Much of the food consumption information in the first IHS was collected in a manner similar to Module H here. The six items listed in Module H are among the most commonly reported food items in the first IHS. Comparing the frequency of consumption of these items here in Module H with the consumption of these items in the first IHS will allow analysts to judge the comparability of that survey with this survey in terms of consumption information.

- The format of Module H is similar to all of the following consumption and expenditure modules. You need to pay attention to the recall period of each module. Here it is a three-day recall.
- The question in H01 needs to be asked concerning each item listed at the start of each row of the table.
 - Only if the answer to H01 is yes are the following questions asked concerning the item.
- The item codes noted under H02 in Module H and similar codes in the other consumption and expenditure modules will not be used by you in the field. They are included in the questionnaire to facilitate data entry and analysis.

Unit codes

There is a large volume/weight unit coding scheme used in the IHS. This scheme is used here in Module H and is also used in Module I and refers to quantities usually found in retail markets and other commercial setting. A shortened version of the same volume/weight unit-coding scheme is used with agricultural produce in Modules P, Q (much shortened version), S, and T and refers to common harvest and wholesale marketing units.

The coding scheme, while extensive, cannot hope to be comprehensive to cover all non-standard units used by households throughout Malawi. The following set of rules is given to assist you in using these unit-coding schemes.

- Whenever possible, report the quantity in standard, metric units. If you can easily convert the quantity the respondent reports to kilograms or litres, please do so.
- However, we recognize that reporting quantities in standard units will often be difficult to do. Consequently we have provided in the coding list more than a dozen alternative non-standard

units that you may employ when you cannot convert the amount reported to a standard unit.

- NSO has assembled a database of conversion factors for most of these units for most of the major food items found in the market or in farmers' fields.
- If the respondent reports a quantity in a unit other than those listed in the coding scheme, see if he or she can:
 - First convert the quantity to some standard equivalents – kg, 50-kg bag, 90-kg bag, grams, litres, millilitres, and so.
 - If unable to convert to standard units, convert the quantity to one of the non-standard units listed in the coding scheme.
- If you find it impossible to enter the quantity reported by the respondent using the standard or the non-standard units found in the coding scheme, you should obtain a clear description of the unit the respondent is referring to in terms of volume or dimensions (height, width, depth).
 - Inform your field supervisor of this non-standard unit.
 - If this is a commonly used non-standard unit in the area, an investigation will be done to compute conversion factors to standard units for most of the major food items for which the non-standard unit is used.

You should recognize that the quantities reported will be estimates. Consequently, you should be reasonable in the requests you make to the respondent for additional precision in the quantities he or she reports. Do not unnecessarily irritate the respondent for additional information when he or she has already given you that which they are able to provide.

Also recognize that different terms are used for the same units

- 'Piece' refers to any individual quantity of an item.
 - For example, the unit coding for 'piece' should also be used to report 'packet', 'box', 'fruit', 'slice', 'whole fish', 'chicken', 'cabbage', 'pumpkin', 'cassava tuber', 'sweet potato', 'bottle', 'jar', and so on and on.
 - However, for commercially manufactured products, if possible you should report the standard unit, e.g. 250 g of spaghetti, rather than one piece (box) of spaghetti.
- 'Heap' refers to a collection of smaller items sold in retail markets, such as a heap of peas or tomatoes.
 - Where possible, you should use standard units or convert the contents of a single 'heap' to the many 'pieces' that make up the heap.
 - This is particularly the case when different sized heaps of the same item are commonly found in a market or EA.
 - Only use 'heap' when you cannot convert the quantity in the heap to an alternative unit.
- 'Bunch' should be used for bananas, plantains, and similar foods.
 - The unit can also be used for green leafy vegetables (*nkhwani*, *tanaposi*, rape, etc.), if the bunches reported cannot be converted to individual pieces.

Decimals

Note that if you need to report portions of a unit, you should use decimals, making sure that you write the decimal point in the questionnaire cell very prominently, e.g., 3.5. Do not use fractions,

e.g., 3½, as experience has shown that data entry clerks frequently misinterpret fractions when they process the questionnaires later.

However, try to avoid using decimal points, whenever possible. For example, rather than noting a quantity as '0.5 of a 50 kg bag', you should note '25 kg'.

Module I: Consumption of food over past one week

Respondent: Individual primarily responsible for household food preparation.

Direct informants: Individual primarily responsible for household food preparation.

As with the previous module, information in this food consumption module should be asked of the individual in the household who is primarily responsible for food preparation for the household, with the assistance of other food preparers and the head of household, if applicable. This is one of most central modules of the IHS, as the information it contains is critical for the poverty analysis that will be done using the IHS. Please be diligent as you complete this module with the respondents.

Note that it is possible, indeed it is likely, that individual household members will have consumed some food over the past one week independently of the other household members. If the respondent(s) are aware of the food that individual household members consumed elsewhere, they should include this food in their responses to your questions. As you are administering Module I, you should prompt the respondents from time to time to remind them to consider such individual consumption as they are answering your questions. This is particularly necessary for the questions under the sub-heading 'Cooked Foods from Vendors' (food codes 820 to 830).

Although the longest module in the questionnaire, its layout is generally similar to that of Module H. However, several additional questions are asked, most notably on total consumption of the food item in the past week and the value of any consumed items that were purchased.

- I01. Please note that this question is asking about how much of each item did the household members consume, that is how much did they eat. People in the household must have consumed these items. If any of the items were given to animals, do not count that as part of household consumption.
- At the end of each food group, there is a space for "Other (specify)". To administer this question, ask "Did your household consume any other [NAME OF THE FOOD GROUP] over the past one week?" If the response is yes, write in the name of the item and record the information in I03 through I07.
- I05 refers only to the value of the purchased food consumed.
 - In contrast to the previous module, we do not need the respondents to estimate the cash value of the food they consumed that they did not purchase.
 - We do require the respondents to provide the quantity consumed of this sort of food, as well as for purchased food consumed.
- Note that the focus in this module is on consumption of food and not on food expenditures.

- Consequently, if in the past week the household purchased, for example, a large amount of maize or dried fish from a wholesaler, the entire value of that purchase should not be recorded here.
- Only the value of the maize or fish that was purchased and consumed by the household in the past week should be reported in this case.
- A portion of the section on page 24 that refers to ‘Cooked foods from vendors’ is blacked out. This is because the questions on the value of these items that came from own-production do not apply to such items. You must either purchase them or be provided them as gifts from another person.

Module J: Non-food expenditures – Past one week & one month

Respondent: Head of household.

Direct informants: Head of household or other informed adult household member.

Attention now turns to household expenditure on non-food items. This module and the following two modules should be asked of the head of household, who should be assisted by other informed adults within the household. These modules also are quite central to the poverty analysis of the IHS, so should be completed with close attention on your part.

This module consists of two separate tables. The recall period and the items listed are all that differ between them. For those items that a member or members of the household purchased of the recall period in question, only the total value of the purchases needs to be reported. No quantities are required.

- Item codes 207, 208, and 218 are aggregate values of items or services.
- You should provide the respondent with examples of the sorts of items that they should consider in accounting for expenditures on all of these items. Several examples are given in the questions, which can be expanded.

Module K: Non-food expenditures – Past three months

Respondent: Head of household.

Direct informants: Head of household or other informed adult household member.

This module should be asked of the head of household, who should be assisted by other informed adults within the household. This module is very similar to the previous module, except for the recall period used. Again, for those items that a member or members of the household purchased of the recall period in question, only the total value of the purchases needs to be reported. No quantities are required.

The detail on clothing purchases is necessary to allow comparability with the first IHS. This level of detail on clothing items was asked in the earlier questionnaire.

- As in the previous module, item codes 329 and 330 are aggregate values of items. Provide the

respondents with brief lists of the sort of items concerned.

Module L: Non-food expenditures – Past twelve months

Respondent: *Head of household.*

Direct informants: *Head of household or other informed adult household member.*

This module should be asked of the head of household, who should be assisted by other informed adults within the household. This module is very similar to the previous two modules, except for the recall period used.

Additionally, there is a small two-item table on utilization of and expenditures on wood poles & bamboo and grass for thatching. These are non-food items that the household would not necessarily need to purchase in order to utilize. As these items were included in the first IHS and in the subsequent poverty analysis of that survey, questions on these items are also asked in the second IHS here. However, note that the interest is in the estimated value of the items, and not the quantity utilized by the household.

- Note that *lobola* and marriage ceremony costs (item codes 413 and 414) are for engagements and marriages in the household.
 - Not for gifts made to other households for engagements and marriages in those households.
 - Information on such gifts should be reported in Module X on gifts.

Module M: Durable goods

Respondent: *Head of household.*

Direct informants: *Head of household or other informed adult household member.*

This module should be asked of the head of household, who should be assisted by other informed adults within the household. The focus of this module is on the material assets that are owned by the household or which were owned and were then sold within the past five years.

This module is divided up into two sections. For the items in the section that are owned by the household, the first section asks for details on the age and value of the items. In the second section, only the number of items owned is asked for those items owned. In both section, if an item is reported as not being owned, questions are asked as to whether the household owned such an item in the past 5 years, and when it was sold.

The reason that there are two sections is again linked to the first IHS. The items in the first section were used in the poverty analysis of the first IHS. Consequently, for the sake of comparability between the poverty analysis of the first IHS and the poverty analysis that will be done on the data from the second IHS, more detailed information on these assets must again be asked in the second

IHS. The items in the second section of Module M were not used in the poverty analysis of the first IHS, so somewhat less information is required on their ownership.

Become familiar with the list of items in this module. You should understand distinctions between the items – such as between a ‘chair’ and an ‘upholstered chair’, between a ‘table’ and a ‘coffee table (for sitting room)’ and between a ‘radio (wireless)’ and a ‘Tape or CD player, HiFi’.

- M04 & M05 – If several of the items are owned, an average age and value for the items should be computed. As elsewhere, do the best you can in collecting this information, while respecting the efforts and patience of the respondents.
- If the household owns more than one of any item, to calculate the average age of the items for M04, ask the age of each of the individual items. Sum this and divide by the number of items.
 - For example, if the household owns 5 beds, ask the age of each bed. If the household says one bed is 1 year old, one bed is 4 years old and three beds are 10 years old, the total age is 35 years. Divide this by 5 to get 7 years as the average age of the beds.
- In order to estimate the value of the items for M05, use the following guidelines:
 - If the item was bought less than a year ago, use the price paid for the item.
 - If the asset was bought more than a year ago, use the current sale value for the item.
 - If sale is not possible, you should ask about the costs and time required to replace the item. This will give you an approximate value of the item.
- M07 – If the item or items owned in the past five years but that is not owned now was not sold, but was stolen, lost, or given away, you should use code ‘55’, rather than the calendar year when the item or items were sold.

Module N: Agriculture – General

Respondent: *Individual(s) most informed on household agricultural activities.*

Direct informants: *Individual(s) most informed on household agricultural activities.*

This is the first in a series of seven modules dealing with various aspects of agricultural production and marketing. This module is the simplest of the agricultural modules. It is to be administered to the household head and others who are concerned with farming in the survey household.

The reference period for this module is the last completed cropping season. By this is meant the last rainfed-cropping season for which the harvest of principal field crops, such as maize, has been completed in the enumeration area. For example, if an interview takes place in March, the last completed cropping season will be the cropping season of the previous year, and not the cropping season currently underway.

- N01 – This is a filter question for the entire module.
 - Note that there are two elements to this question – agricultural activities and/or ownership of agricultural land.
 - If a survey household does not farm, but does control agricultural land, Module N should be

administered.

- Only if the household does not farm and does not own or control any agricultural land should the rest of Module N be skipped.
- N02 – This is not asked of the respondents, being in upper-case. You should write down here the code for the cropping season to which the information collected refers.
- N05 - In estimating in-kind rental payments, the respondent should estimate what he or she would have to pay for the item received if they purchased it in the market.
- N10 begins a series of questions on interactions between the local agricultural Field Assistant (FA) and the household. Note that if no interactions took place with the local FA in the most recently completed cropping season, all of these questions (N11 to N30) should be skipped.

Module O: Agriculture – Rainfed cultivation

Respondent: Individual(s) most informed on household agricultural activities.

Direct informants: Individual(s) most informed on household agricultural activities.

This module collects detailed plot level information on the farming practices of the household during the last completed cropping season. Each row of the module on the questionnaire represents one agricultural plot. A plot is defined as an area of land in which a uniform, consistent crop management system is used, even if multiple crops are grown. This module is to be administered to the household head and others who are concerned with farming in the survey household.

- O01 – This is a filter question for the entire module. If no member of the household farmed during the last completed cropping season, this module and the following module P are both skipped. Module P is skipped because it concerns the sales of crops reported grown in this module.
 - However, even if Modules O and P are skipped, be sure to fill in the answer box for O01.
- O03 – You should first obtain a list of all of the plots cultivated by household members before collecting additional information on each.
 - In order to distinguish one plot from another, you should write short names in O03 to identify each uniquely.
 - These names may simply consist of the major crop grown in the plot, if the household only has one plot in which that crop is grown. Or the major crop and a unique secondary crop. For example, “maize and pigeonpea”
 - Including the name of the household member who is most responsible for cultivating the plot can provide further identification. For example, “Mussa’s cassava”.
 - If necessary, you can include the location of the plot. For example, “Maize by path to primary school”.
 - Note that the name of the plot will not be entered into the data file used to analyse the survey. The name of the plot is only to assist you and the survey household members easily discuss, without confusion, the cropping activities in which they are engaged.
 - Do NOT collect information on *dimba* plots, unless they are also farmed during the rainy season. This module is only concerned with rainfed cultivation. *Dimba* cultivation is considered in Module R.

- O04 – Once you have a list of all of the rainfed plots cultivated by household members, you need to identify who in the household made the decisions about the cropping activities on each plot. If possible, questions concerning an individual plot should be asked of this individual.
- O05 – The respondent can choose what area unit to use to report the area of the plot. However, if at all possible, encourage them to estimate the area in acres, hectares, or square meters.
- O06 – Soil texture concerns the ‘heaviness’ of the soil in the plot. Soil texture is useful for understanding potentially how productive the plot might be in producing crops.
 - Sandy soil is ‘light’, whereas clay soil is ‘heavy’. Usually soil in *dambos* will be relatively heavy with considerable amounts of clay in it, whereas soil between *dambos* will be relatively light with much sand.
 - Clay soils are good for making bricks. Sandy soils are too loose to make good bricks.
- O07 – The respondent should estimate the slope of the plot.
 - If water does not readily drain from the plot, it is ‘flat’. ‘Steep, hilly’ plots will be somewhat difficult to cultivate because of the slope.
 - Note that many important farming areas of the country will not have any steep or even moderately steep slopes. Examples include the relatively flat farming zones in Lilongwe, Kasungu, Mchinji, and Mzimba districts, as well as most farmed areas of Nsanje and Chikwawa districts. Many areas of the lakeshore and the Lake Chilwa plain are also relatively flat.
- O08 – All of the crops grown in the plot during the last cropping season should be noted here.
 - The first crop listed should be the major crop in the plot, whether defined in terms of yield or in terms of significance for the household. If the plot is intercropped, this crop will usually be the staple food crop, such as maize or cassava.
 - Note that you should distinguish between local, composite, and hybrid varieties of maize.
 - Finger millet (*mawere*) should also be distinguished from pearl millet (*mchewere*).
- O09 – This question asks how the plot was acquired.
 - Most smallholder farmers will have acquired their plots through customary procedures from local leaders or from the family of their spouse.
 - In some areas, particularly around the urban centres, land may be purchased, either officially (with title) or unofficially.
 - Leasehold is a common method for estate owners to acquire their estate land. The land is leased (rented) from the government on a long-term basis – for a 33-year term, a 99-year term, or similar long terms.
 - Note the skip codes in the answer codes for those responses that indicate that the household does not have customary tenure or did not purchase the land.
- O10 – This is a filter question to avoid having to ask question O11 in those areas where there really is no land market. O11 is a meaningless question if land is not bought and sold.
- O11 – The sales price is an estimate, of course. Ideally you will have some idea of land prices in the area, so you should know what are reasonable prices.
- O12 – If the household members made in-kind payments to rent or lease the plot, in estimating the value of the in-kind payments, the respondent should estimate what he or she would have to pay for the item they used in payment if they had purchased it in the market.
- O14 – If only one application of fertilizer was made, report this in the ‘FIRST FERTILIZER’ section, leaving the ‘SECOND FERTILIZER’ blank.

- O15 –If a single purchase of fertilizer was made for use on several plots, the respondent will have to determine how much of the fertilizer purchased was used on a particular plot. It is the value of this amount of fertilizer that should be reported here.
- O17 – Only report purchased seeds or seedlings here. However, be sure to include the cost of seeds or seedlings purchased from other farmers, as well as from agricultural input merchants.
- O19 – As with the fertilizer, if a single purchase of seeds or seedlings was made for use on several plots, the respondent will have to determine how much of the seeds or seedlings purchased was used on a particular plot. It is the value of this amount of seeds or seedlings that should be reported here.
- O21 – A person-day of labour is one day of labour provided by one person.
 - For example, if the respondent hired one person for three days to ridge the plot, and on another occasion hired five persons for one day to weed the plot, eight person-days of labour were used on the plot.
- O22 – Have the respondent estimate the total cost of *ganyu* labour used on the plot. Have the respondent estimate as best he or she is able; however, do not excessively trouble the respondent in an attempt to get a more accurate total cost of *ganyu* labour.
 - If the household made in-kind wage payments to *ganyu* labourers, in estimating the value of the in-kind wages, the respondent should estimate what he or she would have to pay for the items they used in paying the wages if they had purchased them in the market.

Module P: Agriculture – Rainfed crop sales

Respondent: Individual(s) most informed on household agricultural activities.

Direct informants: Individual(s) most informed on household agricultural activities.

This module collects detailed crop level information on the harvest and sales made for the rainfed crops harvested at the end of the last completed cropping season. Each row of the module on the questionnaire represents a crop type. This module is to be administered to the household head and others who are concerned with farming in the survey household.

- P01 – Complete P01 for all crops before going on to the other questions in the module. Note that the module extends over two pages of the questionnaire.
 - Look at the crops listed as having been grown in each plot in the previous module in O08. For every crop mentioned, you should mark P01 as ‘yes’, confirming with the respondent that the crop was grown.
 - If crops were reported planted in Module O that are not specifically noted in Module P, you should use the “Other _____” rows at the bottom of the second page of Module P to report on these crops.
 - In particular, if the household sold any tobacco other than burley (code 17 in O08), the sales of that tobacco should be noted here. However, information on sale of burley tobacco is collected in Module Q.
 - Also probe for any crops not originally noted in O08, but which are listed in Module P.
 - If the respondent(s) state that additional crops to those listed in O08 were harvested, you will need to note these crops in the appropriate plot in O08.
 - If the crops not originally noted in O08 were grown in another plot from those originally

listed in Module O, you will need to collect information on that plot by returning to Module O and completing another line.

- Because of their late harvest period relative to other rainfed crops, it may prove difficult to capture accurate information on sales and other uses of the harvest of pigeonpea (*nandolo*) and long duration sorghum (the tall varieties).
 - If you face a problem in accounting for the sales and other uses of the harvest of these crops, you should have the respondents estimate what they anticipate will be the sales and other uses of these crops once harvested. In particular, they should make reference to the patterns of sales and other uses for these crops when they were grown and harvested in previous years.
- P03 – Module P is concerned with the total amount of a crop harvested.
 - Note that if the same crop was grown over more than one plot, the sum of the amount of the crop harvested in each plot will need to be computed and used in replying to P03.
 - If a crop was harvested from more than one plot, it will be necessary to have the respondent(s) report the total harvest in a single unit. If they remember the harvest from each plot in terms of different units, they will have to convert the quantities harvested to a single type of unit for you to record the total harvest of the crop.
 - P03, P04, P09, P10, and P11 all require the respondent to report on quantities of the crop. If possible, encourage the respondent to use the same unit for all of these questions.
 - If the respondent is able to report the harvest in standard units (kilogrammes), this is preferred.
- P06 – If there are more than two buyers, note the two who purchased the largest amount of the crop.
 - Cooperatives & Associations (code 6) include organizations such as NASFAM, TAMA, or tobacco clubs.
- P07 – If only one buyer is listed in P06, this buyer is the ‘first buyer’.
- P10 – For cotton and any other industrial crops, it is very unlikely that the household would have consumed any of the harvest. Consequently, the cells under P10 for cotton should not be used. Similarly, if information is collected in one of the ‘Other _____’ rows on any tobacco other than burley, P10 should not be filled in.
 - The ‘N/A’ printed in these cells is an abbreviation for ‘not applicable’.

Module Q: Agriculture – Tobacco

Respondent: Individual(s) most informed on household tobacco activities.

Direct informants: Individual(s) most informed on household tobacco activities.

This module collects detailed information on tobacco cultivation by household members. This module is to be administered to the household head and others who are concerned with tobacco cultivation in the survey household.

- If the household did not grow tobacco in the past five cropping seasons, this is noted in Q01, and the rest of the module is skipped.
- Q02 to Q07 concern the participation of household members in tobacco clubs, such as those organized by the Malawi Rural Finance Corporation (MRFC), the National Association of

Smallholder Farmers of Malawi (NASFAM), and the Tobacco Association of Malawi (TAMA).

- Q06 – Use the final cell, “Other (spec.)”, only if the respondent specifies a particular reason for his or her participation in the club that is not noted in one of the other cells of Q06.
- Q07 – If the tobacco club of which the respondent was a member was self-organized or was organized by the Ministry of Agriculture or another institution without any affiliation to NASFAM, TAMA, or MRFC, all three cells should be ‘No’.
- Q08 – A history of the household’s cultivation of tobacco over the past five years is collected here.
- Q09 - This is not asked of the respondents, being in upper-case. If the household grew tobacco in the last completed cropping season, Q10 is skipped.
- Q10 – This is only asked of those who did not grow tobacco in the last completed cropping season to determine what were the reasons why they did not grow tobacco.
 - After answering this question, the rest of the module is skipped. The rest of the module only applies to those households that grew tobacco in the last completed cropping season.
- Q11 to Q13 asks about the different kinds of tobacco grown by the household in the last completed cropping season, both burley and other kinds. However, in the questions that follow Q14, only the burley tobacco grown by the household in the last completed cropping season should be considered by the respondents.
 - Q13 – Up to two different kinds of tobacco other than burley can be listed.
- Q14 – This is a filter question that is not asked of the respondent. If no one in the household cultivated burley tobacco in the last completed cropping season, the rest of the module is skipped, as all of the following questions refer to burley tobacco grown in the last season.
- Q17 – The ‘recommended amount’ of fertilizer is that which the Ministry of Agriculture or ARET recommend is applied to tobacco plants, both as a first, basal dressing and as a second, top dressing. If the respondent does not know the recommend amount of fertilizer for burley tobacco, but feels that he or she did not apply as much fertilizer to the burley tobacco as he or she would have liked, the answer should be ‘No’
- Q19 – This question concerns any burley tobacco that the farmer graded or had graded, even if it was not all of the burley tobacco harvested. In order to sell it at the auction floors, burley tobacco leaf must be graded. Only if the farmer did not sell any burley leaf at the auction floor is ‘did not grade’ a possible answer.
 - If the farmer used two different methods to grade the burley tobacco leaf, report on the method used with the largest amount of leaf.
- Q20 – To be sold at the auction floors, tobacco has to be baled. Only if the farmer did not sell any burley leaf at the auction floor is ‘did not bale’ a possible answer code. You should check for consistency in this regard with the answers you receive.
- Q21 – Report net earnings here. This is equivalent to ‘total burley tobacco sales’ less the ‘total costs of producing and selling the burley tobacco’.
- Q25 – This question is only answered if the farmer used credit for producing burley tobacco and was unable to repay the credit from his or her burley tobacco sales.
- Q26 to Q35 ask about specific buyers of the burley tobacco produced by the household in the last completed cropping season. The specific buyers are listed in the first column of each line.
 - Q27 – If the household did not sell to the particular buyer noted in the first column of the line, this should be noted in Q27 and the rest of the questions on the buyer skipped. You should then ask about the next buyer on the following line.

- Q35 – This question only should be asked if the household sold some, but not all, of their tobacco at the auction floors.

Module R: Agriculture – Dry season (*dimba*) cultivation

Respondent: Individual(s) most informed on household agricultural activities.

Direct informants: Individual(s) most informed on household agricultural activities.

This module collects detailed crop level information on the harvest and sales made for the dry season (winter season) crops harvested from *dimba* plots (and elsewhere) at the end of the last completed dry season. Each row of the module on the questionnaire represents one agricultural plot cultivated during the dry season. A plot is defined as an area of land in which a uniform, consistent crop management system is used, even if multiple crops are grown. This module is to be administered to the household head and others in the survey household who are concerned with the farming of *dimba* and other dry season crops.

- R01 - This is not asked of the respondents, but is completed by the enumerator. This should be answered to inform the analyst of the survey data which last completed dry season is being referred to in this and the following module.
- R02 – This is a filter question for the entire module. If no member of the household cultivated a *dimba* garden or other plots during the last completed dry season, this module and the following module S are both skipped. Module S is skipped because it concerns the sales of dry season crops reported grown in this module.
- R04 – You should first obtain a list of all of the *dimba* plots cultivated by household members before collecting additional information on each plot.
 - In order to distinguish one plot from another, you should write short names in R04 to identify each uniquely. Please refer to the instructions for question O03
 - Do NOT collect information on rainfed plots, unless they are also farmed during the dry season. This module is only concerned with dry season cultivation.
- R05 – Once you have a list of all of the *dimba* and other dry season plots cultivated by household members, you need to identify who in the household made the decisions about the cropping activities on each plot. If possible, questions concerning an individual plot should be asked of this individual.
- R06 – The respondent can choose what area unit to use to report the area of the plot. However, if at all possible, encourage them to estimate the area in acres, hectares, or square meters.
- R07 – All of the crops grown in the plot during the last cropping season should be noted here.
 - The first crop listed should be the major crop in the plot, whether defined in terms of yield or in terms of significance for the household.
 - Note that you should distinguish between local, composite, and hybrid varieties of maize.
 - Not all of the crops noted in the coding for rainfed cultivation in question O08 are listed here. This is because many rainfed crops are not cultivated in the dry season in *dimba* plots. These crops are excluded from the coding list here.
 - Note, however, that the same codes are used for the same crop in O08 and here in R07.
- R08 to R11 – This questions concern how the plot was acquired. To better understand these

questions, please see the instructions for O09 to O12 presented earlier in this text.

- R16–If a single purchase of fertilizer was made for use on several plots, the respondent will have to determine how much of the fertilizer purchased was used on a particular plot. It is the value of this amount of fertilizer that should be reported here.
 - Note that unlike in module O, no questions are asked here on the amount of fertilizer applied to each plot – only the value of fertilizer applied.
- R20 – As with the fertilizer, if a single purchase of seeds or seedlings was made for use on several plots, the respondent will have to determine how much of the seeds or seedlings purchased was used on a particular plot. It is the value of this amount of seeds or seedlings that should be reported here.
- R21 to R23 – See the instructions for O21 to O23 for detailed instructions on answering these questions.

Module S: Agriculture – Dry season (*dimba*) crop sales

Respondent: Individual(s) most informed on household agricultural activities.

Direct informants: Individual(s) most informed on household agricultural activities.

This module collects detailed crop level information on the harvest and sales made for the dry season (*dimba*) crops harvested at the end of the last completed dry season. Each row of the module on the questionnaire represents a crop type. This module is to be administered to the household head and others who are concerned with farming in the survey household.

- S01 – Complete S01 for all crops before going on to the other questions in the module.
 - Look at the crops listed as having been grown in each plot in the previous module in R07. For every crop mentioned, you should mark S01 as ‘yes’, confirming with the respondent that the crop was grown.
 - If crops were reported planted in Module R that are not specifically noted in Module S, you should use the “Other _____” row at the bottom of Module S to report on these crops.
 - Also probe for any crops not originally noted in R07, but which are listed in Module S.
 - If the respondent(s) state that additional crops to those listed in R07 were harvested, you will need to note these crops in the appropriate plot in R07.
 - If the crops not originally noted in R07 were grown in another *dimba* or other dry season plot from those originally listed in Module R, you will need to collect information on that plot by returning to Module R and completing another line.
- S03 to S09 – Module S is concerned with the total amount of a crop harvested. Please refer to the instructions for the very similar questions in Module P for additional instructions on the questions here in Module S.
 - However, note that, unlike in question P07 and P08, no questions are asked in Module S on the reasons why a portion of the *dimba* crop harvested was sold to a particular buyer. Consequently, Module S has two fewer questions than Module P.

Module T: Agriculture – Tree crop production & sales

Respondent: Individual(s) most informed on household agricultural activities.

Direct informants: Individual(s) most informed on household agricultural activities.

This module collects detailed crop level information on the harvest and sales from tree crops over the last completed harvest season for the particular tree crop. Each row of the module on the questionnaire represents one tree crop. This module is to be administered to the household head and others in the survey household who are concerned with managing the household's tree crops. Unlike the previous modules on rainfed cropping and *dimba*, dry season cropping, note that in Module T information on both the cultivation and the sales of the harvest of tree crops is covered.

- T01 - This is a filter question for the entire module. If no member of the household cultivated a tree crop during the last completed harvest season for any tree crop, the rest of this module is skipped.
- T02 – If the household did not harvest from a specific tree crop, note and skip to next tree crop.
 - Any tree crops harvested by the household that are not specifically listed should be entered in the bottom line of the module.
 - You should pay attention to what sort of tree crops there are in the area. If a common tree crop is not listed in Module T, you should ask about it specifically.
 - Note that wild fruits are not to be listed here. Module T only is concerned with tree crops that are cultivated by the household.
- T04 – Trees are planted in a 'plantation' when an area of land is specifically dedicated to the cultivation of the tree. Typically trees in a plantation will be planted in a regular pattern with uniform spacing between the trees. Typically, tea and coffee are grown in a plantation pattern. Fruit trees when grown in an orchard are usually grown in plantation.
- T06 applies to both tree crops grown in a plantation pattern or grown scattered in a field.
- T07 to T10 – For more detail on how the respondent is to answer these questions, refer to the instructions for questions P03 to P06.
- T11 – Since spoilage of tree crops, particularly fruit, is a major problem with the commercialisation of tree crops in Malawi, a question is asked on losses due to rotting that was not asked in previous agricultural sales modules.

Module U: Agriculture – Livestock & livestock sales

Respondent: Individual(s) most informed on household livestock husbandry activities.

Direct informants: Individual(s) most informed on household livestock husbandry activities.

This module collects detailed information on the ownership and sales of livestock over the past twelve months. Each row of the module on the questionnaire represents one type of livestock, including poultry. This module is to be administered to the household head and others in the survey household who are concerned with managing the household's livestock. Both the ownership and husbandry of livestock and the sales of livestock is covered.

- U01 - This is a filter question for the entire module. If no member of the household raised or owned livestock during the past twelve months, the rest of this module is skipped.
- U02 – If the household does not own any of a specific type of livestock at present, but did own such livestock at some point in the past twelve month, the answer to this question should be ‘yes’, and the rest of the questions concerning that specific type of livestock should be asked.
 - “Other poultry’ would include ducks, guinea fowl, doves, and turkeys. “Other (specify)” would be used for rabbits, guinea pigs, or any other livestock not listed.
- U04 - If the household does not own any of a specific type of livestock at present, but did own such livestock at some point in the past twelve months, answer ‘zero’.
- U05 – The price noted should reflect the average current sales prices for the livestock in local markets, adjusted for the quality of the livestock owned by the household, e.g., age, size, nutritional status, etc.
- U07 – The value reported here should be the total sales of the livestock type made by the household – not the average price received.
- U08 to U15 – This series of questions is asked to better understand how the numbers of livestock owned by the household changed over the past twelve months.
- U16 – The respondent is to provide you with the total costs of animal husbandry for all of the specific type of livestock they own over the past 12 months. These costs include the costs of special feed, animal medicines, salaries and in-kind benefits provided to herders, and so on.
- U17 to U19 – These questions investigate whether the household sold any animal by-products, such as milk, eggs, or meat, and how much money they received over the past 12 months from the sale of these items.
 - U19 should be an estimate.

Module V: Household enterprises

Respondent: Head of household

Direct informants: Household members managing income-generating enterprises of household.

This module collects detailed information on the ownership and operation of any income-generating enterprises by the survey household that were in operation over the past one month. Each row of the module on the questionnaire represents one household enterprise. This module is initially to be administered to the household head. Once the income-generating enterprises operated by household members are identified in V03 to V06, the household member(s) who manages the enterprise should be the respondent to the questions that follow on a particular household enterprise.

Note that the household enterprises considered here are non-agricultural. Farming and animal husbandry should not be included here, as these sorts of income-generating enterprises have been sufficiently covered in Modules N through U.

- V01 - This is a filter question for the entire module. If no member of the household operated a non-agricultural income-generating enterprise during the past month, the rest of this module is skipped.
 - Household non-agricultural income-generating enterprises include those that produce or

trade goods or services, including owning a shop or operated a trading business, no matter how small.

- Enterprises might include, for example, fishing; making mats, bricks, or charcoal; working as a mason or carpenter; firewood selling; metalwork; tailoring; repair work; food processing, fish marketing, petty trading, and so on.
- V03 – All enterprises should be listed here before the other questions are asked about each one.
 - The description should be short and succinct, sufficient to inform the supervisor in what sort of industry the enterprise should be classified.
 - Examples would include, ‘vegetable seller in market’, ‘bicycle repair’, ‘palm mat weaving’, ‘furniture or coffin making’, ‘*mandazi* preparation and sales’, ‘used clothes (*kaunjika*) trading’, ‘beer brewing’, ‘*kachasu* distilling’, ‘charcoal making’, and so on.
 - The coding that the supervisor will use to classify the household income-generating enterprises listed will be the industry codes that are found on page 85 in the Annexes.
 - Note that no agricultural production enterprises should be listed here – enterprises that would be coded as 111 or 112 using the list of industry codes.
 - However post-harvest processing and trading of agricultural crops should be listed here.
- V04 – The owner of the household enterprise is noted here. Space is provided for up to two owners.
- V06 - The manager(s) of the household enterprise is noted here.
 - Although in most cases they will be the same individual, you should not assume that the owner and the manager of the household enterprise will always be the same person.
 - Space is provided for up to two managers.
 - The questions on this enterprise that follow should be asked of the manager.
- V07 – Although the reference period for Module V are those household enterprises that were in operation over the past one month, once these enterprises have been identified, V07 asks how many months the enterprise has been in operation out of the past 12 months.
- V10 – If the respondent does not know if the enterprise is registered with the government, do not probe. Simply note the response as “does not know”. Excessive probing on this question may unnecessarily cause worry for the respondent.
- V13 – This question only concerns workers in the enterprise who are not household members.
- V14 – The main source of funds used to start up the household enterprise, if there are multiple sources, is the source from which the largest amount of money was obtained.
 - Note that a ‘loan’ needs to be formally repaid, while a ‘gift’ does not.
 - ‘Sale of assets owned’ means that the owner sold some item of value in order to obtain the money needed to begin the household enterprise.
 - ‘Proceeds from another business’ are the profits earned in another enterprise in which the owner of the household enterprise is engaged.
 - If no start-up capital was required, respond ‘none’ (code 13).
- V15 – Information is sought here on who makes use of the services and/or good provided by the household enterprise.
 - ‘Final consumers’ indicates that the enterprise is retail-oriented.
 - The other response codes specified indicate that the enterprise is wholesale-oriented.

- ‘Institutions’ would include schools, hospitals, prisons, and the like.
- If ‘Manufacturers’, the enterprise provides unfinished products or raw materials to other enterprises who use them as part of the process of creating a final product for the market.
- V16 to V19 are a series of questions to understand the revenue earned or the losses incurred by the household enterprise.
 - Ideally the difference between V16 and the sum of all of the categories of V17 should equal the profit or loss for the enterprise over the past month reported in V19.
 - However, avoid excessively troubling the respondent about minor inconsistencies.
 - This is particularly the case when the difference of V16 and the sum of V17 is not quite zero, yet the respondent reports ‘just break even’ in V18.
 - The value reported in V19 should be guided by the values reported in V16 and V17. You must inquire of the respondent if he or she reports inconsistent numbers. There should be consistency between the amounts reported in V16 and V17 with the profit or loss position of the enterprise reported in V18 and the amount provided in V19.
 - For example, you should probe further if you find that the reported sales in V16 are much higher than the sum of the business costs in V17, and yet the respondent reports in V18 that he or she made a loss in the previous month and provides a negative figure in V19.
- V19 – If a loss is reported, this must be put in parentheses to indicate clearly to the data entry clerk that the value being reported is a negative number.

Module W: Other income

Respondent: *Head of household.*

Direct informants: *Head of household.*

Information has already been collected on income from employment, from agriculture, and from household enterprises. This module collects quite aggregated and general information on other income sources for the household. The household head should be the respondent. The reference period for this module is the past 12 months. Only if the household received income from one of the income sources considered in Module W over the past 12 months, should it be noted.

Do not include in this module income from gifts received from other family members or relatives, close friends, or other concerned individuals. This income is covered in Module X.

Also do not include income received from programmes being carried out by the government or by Non-governmental organization (NGOs). Such income is covered in Module Y on social safety net programmes.

- W01 to W03 – ‘Savings interest or other investment income’ includes interest from an account at a savings bank (passbook account) or other savings institution, dividend interest from the holding of corporate ownership shares, and so on.
- W04 to W06 – Pension income is that provided to retired workers. Most commonly pensions are provided to retired civil servants in Malawi. However, larger private commercial firms will also provide pensions for their long-term employees who have retired.

- Depending on the programme, pension payments sometimes may be made to the surviving spouse or other dependents of a civil servant or long-term worker in a private commercial firm. Be sure to make inquiries about this possibility.
- W11 – ‘Other regular income of any other type’ could come from a wide range of sources, although one should expect this to be relatively uncommon in Malawi.
 - Examples might include:
 - staggered payments from an insurance policy for an individual who has passed away,
 - staggered payments from a court judgment made in a household members favour,
 - regular alimony payments after a divorce,
 - regular payments made to support the costs of raising a particular child in the household (child support).

Module X: Gifts received and given by household

Respondent: *Head of household.*

Direct informants: *Head of household.*

This module collects quite aggregated and general information on gifts received by and gifts made by the household over the past 12 months. The household head should be the respondent. The gifts received and given are disaggregated according to type: cash, food, and other in-kind. This module corresponds to a very similar module included in the first Integrated Household Survey.

Do not include income received from programmes being carried out by the government or by Non-governmental organization (NGOs). Such income is covered in Module Y on social safety net programmes. Also do not include income from sources already covered in Module W.

- X03, X04, X07, and X08 – In estimating the value of food and in-kind gifts received and given, the respondent should estimate what he or she would have to pay for the gift if they purchased it in the market.

Module Y: Social safety nets

Respondent: *Head of household.*

Direct informants: *Head of household.*

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

Although several examples are given in the questionnaire of the types of programmes in Malawi that should be considered under each type of social safety net programme, it is not necessary for the respondent to know the exact title of the programme from which the household benefited. The only exception to this is for the Starter Pack or Targeted Inputs Programme (TIP) programmes, for both the rainy season and for the dry season crops.

With regards to the Starter Pack, the Starter Pack should be treated as a single pack – not a collection of packs that need to be described individually. Consequently, rather than having the respondent describe how much seed and fertilizer the household received, ask them to immediately provide you with a MK value for the items received. If any other programmes provided more than one type of item as part of the benefits received, an MK value rather than in-kind amounts should be reported in Y04.

- Y01 – If the household did not benefit from a specific listed type of social safety net programme, note and skip to next programme.
- Y03 – If the household benefited from a particular safety net programme in the past three years, note in which of the years 2001, 2002, and 2003 the household benefited (code 1) and did not benefit (code 2) from the programme.
- Y04 – The type and amount of benefit received under a programme should be noted here.
 - Note that here the interest is in the benefit the household or household members took away from the programme – whether in cash or in-kind. Consequently, for the food-for-work or the cash-for-work programmes, for example, the benefit is not the number of days or weeks of labour household members worked under the programme, but the amount of food or cash the household members received in payment for their labour.
 - Note that the only type of benefit that can be expected from the last five social safety net programmes listed is cash. Consequently, in the ‘Unit’ cell for Y03, MK is pre-printed for these programmes.
 - Moreover, as noted above, the benefit from the Starter Pack programme should be provided in MK terms, since it would be difficult to separately describe the seed and the fertilizer received. Consequently in the Unit’ cell for Y03 for the two Starter Pack programmes, MK is pre-printed as well.
- Y05 – The Malawi Kwacha value of in-kind benefits listed in Y03 is estimated here. Only if in-kind benefits are listed in Y04 should Y05 be completed.
 - As only cash benefits can be expected from the two Starter Pack programmes and the last five social safety net programmes listed, the cells for Y05 for these programmes are shaded in. Nothing should be entered in these cells.

Module Z: Credit

Respondent: *Head of household.*

Direct informants: *Head of household and household members who are responsible for loans received.*

This module collects information on credit for business or farming purposes received by or sought by household members over the past 12 months. The household head and the persons responsible for the loans received by the household should be the respondents.

The credit can either have taken the form of cash or of in-kind goods, such as agricultural inputs. The credit can have been obtained from an informal source, such as a relative or a local money lender (*katapila*). However, there must be an explicit agreement between the lender and the household member who took the loan that the loan would be repaid within a certain period of time and/or with the addition of a specific interest charge on top of the principal amount of the loan. Consequently, gifts should not be listed here, nor should items received under transfer programmes, such as the Starter Pack (TIP).

Credit for consumption purposes, such as to purchase food when there is no food remaining in household food stores or for weddings or funerals, should not be included here.

Note that there are two sub-modules to Module Z:

- The first is only asked if the household received at least one. The sub-module obtains details on the loans received and is asked of the household head and the persons responsible for each loan received.
 - Each row of this sub-module corresponds to a loan received.
- The second sub-module is asked only if the household did not receive a loan in the past 12 months. The household head is the respondent for this sub-module.
 - Z01 - This is the filter question for the two sub-modules. If a household member received no loan for business or farming purposes in the past twelve months, questions Z02 to Z11 are skipped.
 - Z03 – List the sources of all of the loans for business or farming purposes received by household members over the past 12 months.
 - Z04 – Code the sources according to the code list in the lower right corner of the questionnaire page.
 - If the lender is both a ‘relative’ and a ‘neighbour’, they should be coded as a ‘relative’.
 - If the lender is both a ‘grocery/local merchant’ and a ‘*katapila*’, they should be coded as a ‘*katapila*’.
 - Z05 – Identify the household member responsible for the loan.
 - Questions Z06 to Z11 on the loan should be asked of this individual.
 - Z06 – Identify the reason for obtaining the loan.
 - Non-farm inputs (code 6) would include, for example, cloth and thread for a tailor, timber

and tools for a carpenter, cement for a mason, and so on.

- Z07 – The amount reported here should be the principal amount received by the borrower from the lender.
- Z11 – The amount reported here should be the sum of the principal and interest repaid to the lender by the borrower.
- If the household received any loans, once information on all loans is collected, you should skip Z12 to Z14 and go to the next module.
- Z12 to Z14 – In this sub-module information is collected on whether household members attempted to obtain a loan for business or farming purposes in the past 12 months and were denied credit.
 - Z13 - If they attempted to obtain such a loan, but failed, this question asks who turned down their request.
 - Room is provided for up to two lenders to be noted.
 - Use the codes in the lower right corner of the questionnaire page.
 - Z14 - If no household members attempted to obtain such a loan over the past 12 months, this question asks why household members did not attempt to obtain any credit.
 - Room is provided for up to two reasons to be given.
 - If two reasons are given, list them by order of importance, with the most important first.

Module AA: Subjective assessment of well-being

Respondent: *Head of household.*

Direct informants: *Head of household.*

This module collects information on the opinion of the head of household on the standard of living of the household of which he or she is the head. Consequently, the household head should be the respondent. The reference period varies by question, being either at present, over the past one month, or relative to one year ago.

Note that for most of the questions in this module it is the opinion of the household head that is sought. Consequently, there really is no wrong or right answer to these questions.

- AA01 to AA04 – These questions ask the household head to assess whether the food consumption, housing, clothing, and health care of the household members is adequate.
 - If you need to explain what is meant by ‘adequate’, inform the respondent that it means ‘the minimum consumption needs of the household sufficient for their requirements’.
 - Three responses are provided – more than adequate, just adequate, less than adequate. These responses should be read to the respondent for at least the first question (AA01).
- AA05 to AA07 – These questions require the household head to compare his or her standard of living to that of other people.
 - To do this, a picture of a set of six steps is used. The respondent should imagine that the richest people in society are all found on the top step, while the poorest people are found on the bottom step.

- A diagram of this set of six steps is provided in the questionnaire and should be shown to the respondent when asking these three questions.
- The respondent is then supposed to imagine on which step:
 - AA05 – he or she would be found today
 - AA06 – most of his or her neighbours would be found.
 - AA07 – most of his or her friends would be found.
- AA08 – All of the possible responses to this question on the current income of the household should be read to the respondent. He or she will choose from the five responses read.
- AA09 & AA10 – These questions ask the household head to estimate what the economic well-being of the household was a year ago compared to today and what it will be a year from now compared to today.
- AA11 & AA12 – These questions asks the household head to estimate what is the minimum amount of cash income upon which the household could survive without going into debt or suffering a loss of welfare below their minimum needs.
 - Note that for a farming household, the household head will need to take into account the value of the food that the household eats that is produced from their own fields and is not purchased. This value of this food will need to be taken into account when making the estimate.
 - As noted, there really is no right or wrong answer to this question. However, you should be able to recognize when a respondent gives you a response that is extremely low or extremely high. In these cases, you should politely probe to determine whether the respondent correctly understood the question.
 - However, as always, do not unnecessarily antagonize and anger the respondent in seeking what you might view to be an ‘acceptable answer’.
- AA13 – All of the possible responses to this question on his or her level of contentment with life should be read to the respondent. He or she will choose from the five responses read.
- AA14 to AA17 – These four questions in other studies have been shown to be important indicators of the welfare level of the household. There was no other logical place in the questionnaire to ask these questions, so they are included in this module.
 - AA14 – Note that for men, you can ask about the number of trousers he owns, whereas for women ask about the number of skirts or dresses she owns.
 - Do not be concerned if a man has far more shirts than trousers or if a woman respondent has far more blouses or *chitenges* than skirts or dresses. For consistency, only concern yourself with the number of trousers or skirts & dresses owned.

Module AB: Recent shocks to household welfare

Respondent: *Head of household.*

Direct informants: *Head of household.*

This module collects information on negative economic shocks, or more or less unforeseen events that negatively affected the welfare of the household. Such shocks may not be economic nor necessarily wholly negative in their nature, but among the effects that they have is to cause a reduction in the economic welfare of the household.

Each line of the module refers to one specific shock. The household head should be the respondent. The reference period is the past five years.

- AB01 – A list of 16 types of shocks are provided. You should ask the household head whether the household was negatively affected, in terms of household welfare, by the occurrence of each of the events listed over the past five years.
 - You should go through the entire list in AB01 before continuing with the rest of the module.
 - Note that some households will experience some shocks negatively, while other household will experience the same shock without any negative effects.
 - For example, in a poor household the birth of a child may cause hardship for the household. The effects of the additional costs associated with the new individual in the household may be sufficiently severe to cause a reduction in the health status of household members, including the infant. The household may be unable to provide sufficient health care for the ill child, resulting in his or her death.
 - However, in a wealthy household, the birth of a child will likely cause not much reduction in welfare for the household, or at least an insufficient reduction to cause any economic hardship.
 - Consequently, do not assume that the occurrence in a household of an event listed in AB01 will necessarily be considered as a negative ‘shock’ by the head of household.
 - Note that there is space for two additional shocks to be listed to those specifically noted in the module.
- AB03 – Review with the respondent the negative shocks that the respondent noted as having been experienced by the household over the past five years. Have the respondent select which was the first, second, and third most significant shocks experienced.
 - The significance of a shock is with regard to the reduction in household welfare caused by the shock. The most significant shock is that shock experienced over the past five years that led to the greatest reduction in the welfare of the survey household.
 - All other cells in AB03 should be left blank, but these three most significant shocks.
 - If three shocks or less were identified in AB01, have the respondent rank all of them.
- AB04 to AB07 – These questions are only asked about the shocks for which rankings are provided in AB03 – no more than three shocks.
- AB04 – Economic impact of shock
 - A reduction in income concerns a reduction in the amount of cash or other resources (e.g., harvest from household plots) that are coming into the household.
 - A reduction in income comes about through a reduction in the ability of household members to earn income.
 - This may come about through the death or long-term illness of an economically productive member of the household, so his or her wages or the other economic resources he or she produces for the household are lost to the household or a significantly reduced.
 - Alternatively, the loss of productive assets will also result in a reduction in income. The loss of cropland or livestock will result in the income or the other economic resources that the land or the livestock provided the household being lost or significantly reduced. In such cases where productive assets are lost, both an income loss and an asset loss are experienced.

- A reduction in assets concerns a reduction in the amount of goods that the household possesses.
 - These goods may either be productive – land, livestock, agricultural and other work tools – or non-productive – house, furniture, transport, and other durable goods.
 - Assets may be lost directly – as through a fire that destroys some physical assets owned by the household – or indirectly, whereby the household faces an economic shock and sells or otherwise disposes some of their assets to cope with the economic difficulty.
 - A reduction in non-productive assets reduces the ability of the household to cope with additional negative economic shocks. Such assets constitute storehouses of wealth that can be sold when needed to increase the resources (cash or other economic resources) available to the household in times of difficulty.
- A reduction in both assets and income can occur with the loss of productive assets.
 - Alternatively, the shock may cause a loss in the income-earning ability of the household. In order to cope with the loss of income, the household may sell or otherwise dispose of some of their assets to cope with the loss of income they are facing, doing their best to maintain an adequate level of welfare. In the end, both income and assets are lost to the household.
- AB05 – This question is to determine how widespread the shock was felt within the community.
 - While a drought may negatively affect all farming households in a community, the death of an individual will only affect the household of which the individual was a member.
 - ‘Some other HHs too’ should be used as the answer code if more than the respondent’s household was affected, but less than half of the households in the community were affected. ‘Most HHs in community’ should be used if more than half, but not all of the households in the community were affected.
- AB06 – Note that the recall period for this module is over the past 5 years. Consequently, the answer to AB06 should be 5 years or less.
- AB07 – This question concerns the responses of household members to the negative economic shock that they experienced. Up to three possible responses can be noted. These should be listed by order of importance, with what the respondent viewed as the most effective or important response listed first.
 - There are 25 response codes listed in the coding scheme. You as the enumerator should become familiar with these codes so that you can accurately characterize the responses to the shock noted by the respondent.

Module AC: Deaths in household

Respondent: *Head of household.*

Direct informants: *Head of household.*

This module collects information on deaths of household members over the past two years. Each line of the module refers to a deceased household member. The household head should be the respondent.

This module is one of the last in the household questionnaire because of the difficult emotions it may cause in the respondent. You will need to be extremely sensitive to the emotional state of the

respondent as you ask for information concerning household members who have recently died. Be courteous and sympathetic.

If the respondent is unwilling to continue with the module at some point, please excuse him or her. If there is another household member who can complete the module in place of the household and is willing to do so, you should work with this replacement respondent. Otherwise, you will have to return on another day to complete the module with the original respondent.

- AC01 - This is a filter question for the entire module. If no household member, including any infants, died over the past two years, the rest of this module is skipped.
- AC07 – This question is only asked concerning those who died when they were aged 12 years and older. If the deceased individual did more than one kind of work during his or her life, report on the work that they did for most of their life.
- AC08 – This question separates causes of death between old age, non-illnesses, and illnesses.
 - Non-illness causes of death are considered in AC09.
 - Illness that caused the death is considered in AC10. Up to two illnesses can be listed.
- AC13 – This questions concerns inheritance practices that may cause a loss of assets to the household.
 - For example, in some Malawian cultures, the assets of a man are inherited by his brothers and not by his widow.

Module AD: Child anthropometry

Respondent: Mother/guardian of children aged 6 to 60 months.

Direct informants: Mother/guardian of children aged 6 to 60 months.

In this module the field supervisor, with your assistance, will measure the weight and height/length of all children aged 6 to 60 months – that is all children older than 6 months and younger than 5 years. The mother or guardian of the child also should assist in this task. The two final questions of the module are asked of the mother. None of the other questions of the module require a respondent, as they involve measurements or require your input as the enumerator.

Detailed instructions for taking the measurements are provided starting on page 69. These instructions are written for the individual who is in charge of taking the measurements, that is, your field supervisor. You will perform the role of the assistant in these instructions. However, you, not the field supervisor, will be responsible for filling in the questionnaire as measurements are made.¹

These measurements are made on the child to determine his or her nutritional status. By comparing the weight of the child to his or her age or height/length, or the age of the child to his or her height/length, important information is provided on the welfare level of the child and of the survey household as a whole. Child nutritional status is an important indicator of welfare, as it integrates a

¹ Most of the instructions and diagrams for completing Module AD are taken from Part 5 of Cogill, 2003.

range of elements that make up the welfare of a household, including food security, nutritional intake, health care, education (particularly of the mother/guardian), and so on.

However, for the comparisons of weight, height/length, and age of a child to be useful, the measurements of all three factors must be very accurate. Consequently, you will reconfirm the age of the child in Module AD, even though this was already asked in Module B, the household roster. There are precise instructions provided below for how the field supervisor, with your assistance, is to measure the weight and the height or length of the child. Any error in these measurements will make the information very difficult, if not impossible, to use.

The child's mother or guardian will assist you in particular by reassuring the child, so that accurate measurements can be made. The child needs to be as calm as possible when you are measuring him or her. Consequently, the mother or guardian should be nearby. Both the field supervisor and you should speak politely and in a friendly manner with the children. A child who is scared or worried will be a difficult child to measure.

The field supervisor and you should complete the measurements for one child at a time. If more than one child needs to be measured in a survey household, complete taking both the weight and the height/length of one child before taking measurements on any other child.

- AD01 – This module only applies to children who are not older than 5 years and 0 months and who are not younger than 6 months.
- AD03 – It is important to note the roster ID code of the mother or guardian here, as many of the analyses of child nutritional status will involve characteristics of the mother or guardian of the child.
- AD04 – As noted above, even though this information was asked in Module B, please reconfirm the age here.
 - One reason for doing so is that it is quite likely that father filled in the roster. In this module, the mother or the guardian of the child will provide the age of the child. The mother or guardian likely knows better than the father the exact age of child.
 - Do not round ages to the nearest month to determine whether or not to measure a child.
 - For example, if the field supervisor and you carry out the measurement of children on 23 March 2003, you should not measure any children whose date of birth was before 23 March 1998 or after 23 September 2002.
 - No children older than 5 years and 0 months should be measured.
 - No children younger than 0 years and 6 months should be measured.
- AD05 & AD06 – These questions are only asked if it proved impossible to measure a child. You should only answer this question after the field supervisor and you have tried at least on two separate occasions to measure the child. Even if the child is not measured, note that you should ask the mother or guardian questions AD11 and AD12 concerning the child.
- AD07 – Weight of child.
 - There are two possible types of weighing scales that might be used to weigh children for Module AD – either a hanging scale (Salter-type scale) or an electronic scale that rests on

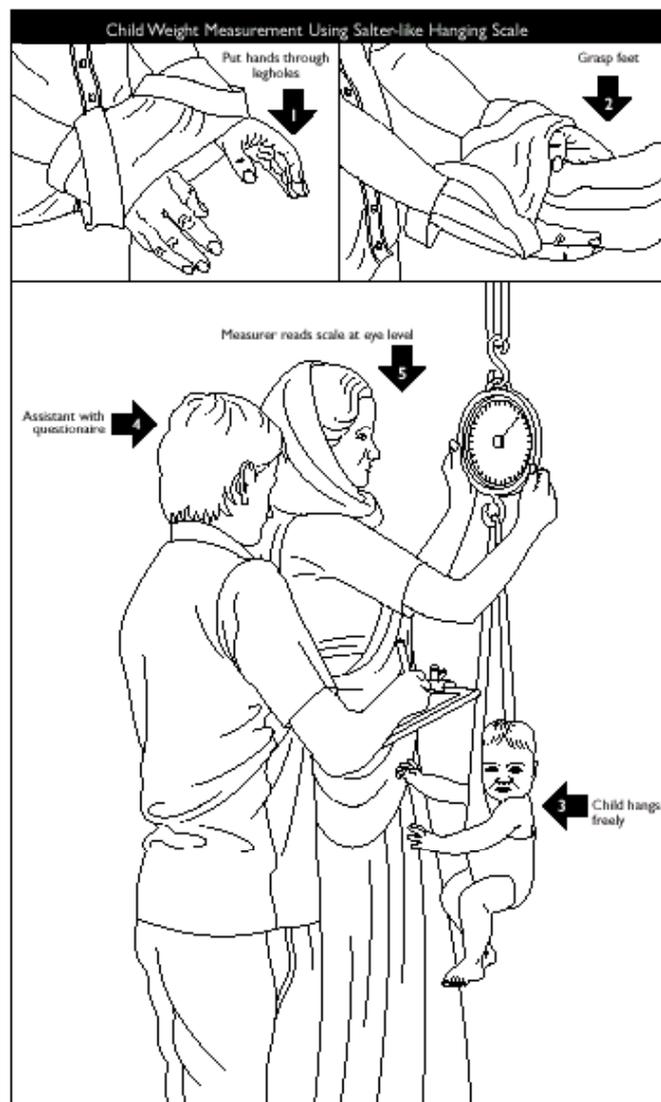
the ground.

- The electronic scale requires the mother/guardian and the child to be weighed together at the same time.
- **Instructions are provided on the following pages concerning how the field supervisor and you should use each of these scales.**
- Be sure that the mother or guardian understands what will be done to the child – that is, explain to the mother or guardian how the child will be weighed.
 - Be sure to politely and thoroughly answer any questions or other concerns that the mother or guardian might have.
 - You should also make sure to explain how the child’s length or height will be measured.
- Note that weights should only be recorded in kilogrammes, and they should be recorded to the first decimal place (nearest 100 grammes). Note that the decimal point is already printed in the cells for AD07.
- If the child weighs less than 10 kilogrammes, the first blank of the three blanks in AD07 should be filled in with a 0 (zero).
- AD08 – Height/length of child.
 - Children under 24 months should be measured lying down – their length is measured.
 - All children aged 24 to 60 months should be measured standing up. That is, their height is measured.
 - **Instructions are provided on the following pages concerning how the field supervisor and you should measure both the length of a young child and the height of an older child.**
 - Lengths and heights should only be recorded in centimetres, recorded to the first decimal place (nearest millimetre). The decimal point is already printed in the cells for AD08.
 - If the length or height of a child is less than 100 centimetres, the first blank of the four blanks in AD08 should be filled in with a 0 (zero).
- AD09 – You must indicate here whether the height/length of the child was measured with the child lying down or standing up.
- AD10 – You should note here if the weighing or the measuring of the child was not done as accurately as expected.
 - This would particularly be due to a child who was scared or worried and would not stay sufficiently still to be weighed or measured accurately. Of course, you should expect that all children will be somewhat frightened. What is of interest here are to note those not typical cases where accurate measurement was very difficult to accomplish.
 - However, if you conduct the measurements as instructed, you should rarely have to note here that measurement was difficult.
- AD11 – A nutrition programme is typically carried out from the local health centre and may involve the feeding of prepared foods for the child at the health centre or the provision of uncooked foods for preparation at home.
- AD12 – An under-five clinic is a public health clinic carried out at the local health centre. At these regularly scheduled clinics the general health of infants and young children is assessed, the children are regularly weighed and measured, and immunizations are provided to the children.

This is the final question of the Integrated Household Survey household questionnaire.

Child weight using a hanging scale (Salter scale).

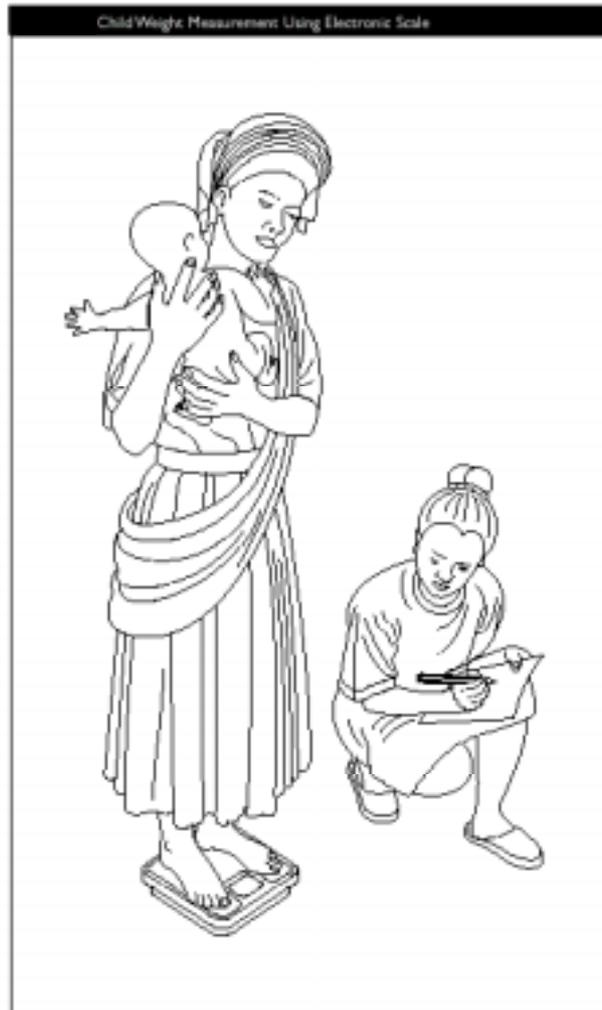
1. Hang the scale from a secure place like a ceiling beam or a solid branch on a tree. You may need a piece of rope to hang the scale at eye level. Ask the mother/guardian to undress the child as much as possible.
2. Attach a pair of the empty weighing pants to the hook of the scale and adjust the scale to zero, then remove from the scale.
3. Have the mother hold the child. Put your arms through the leg holes of the pants (Arrow 1). Grasp the child's feet and pull the legs through the leg holes (Arrow 2). Make certain the strap of the pants is in front of the child.
4. Attach the strap of the pants to the hook of the scale. **DO NOT CARRY THE CHILD BY THE STRAP ONLY.** Gently lower the child and allow the child to hang freely (Arrow 3).
6. Check the child's position. Make sure the child is hanging freely, not touching anything.
7. Hold the scale and read the weight to the nearest 0.1 kg (Arrow 5) when the child is still and the scale needle is stationary. Even children who are very active, which causes the needle to wobble greatly, will become still long enough to take a reading. **WAIT FOR THE NEEDLE TO STOP MOVING.**
8. Immediately record the measurement in AD07 to one decimal place.
9. After recording the measurement, gently lift the child by the body. **DO NOT LIFT THE CHILD BY THE STRAP OF THE WEIGHING PANTS.**



Source: How to Weigh and Measure Children: Assessing the Nutritional Status of Young Children, United Nations, 1986.

Child weight using electronic scale that rests on the ground.

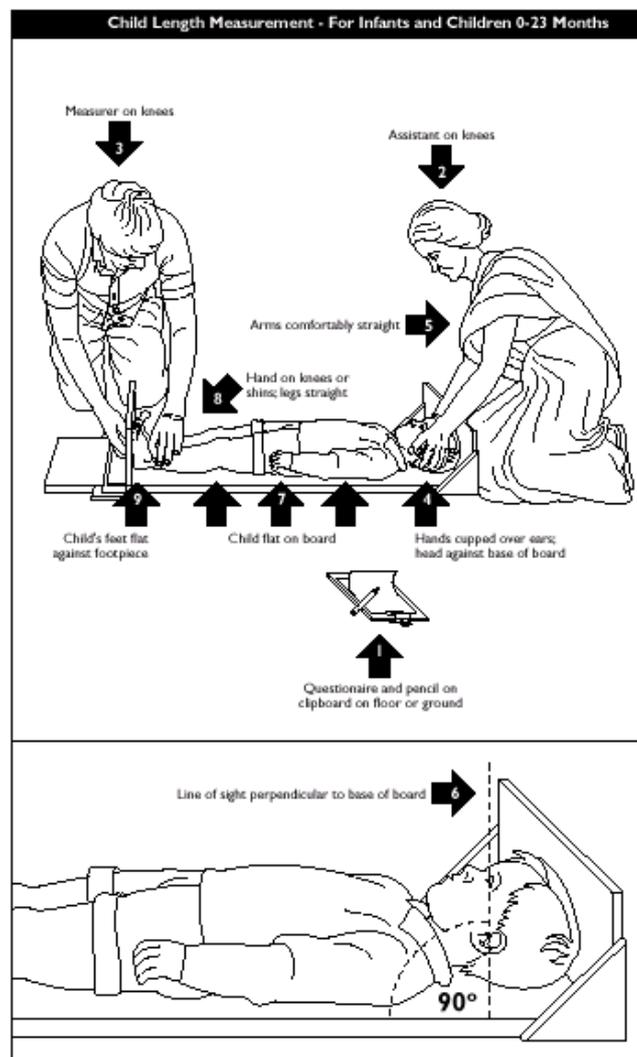
1. Minimize the clothing on the child.
2. Ensure the scale is not over-heated in the sun and is on an even and level surface enabling the reading to be clearly seen.
3. Ask the mother/guardian to stand on the scale holding the child in her arms. Record on the blank sheet in the questionnaire above Module AD the weight of the mother/guardian and the child together. The weight should be recorded to one decimal point (e.g. 65.5 kg).
4. Pass the child to a person nearby to hold.
5. The mother/guardian should now be standing on the scale alone without the child. Record the second weight reading of just the mother (e.g. 58.3 kg).
6. The difference between the two weight readings (e.g. 7.2 kg) is the weight of the child. This should be entered in AD07 to one decimal place.



Source: How to Use the UNICEF ALE, UNICEF, 2000.

Measuring the length of children aged 6 to 23 months.

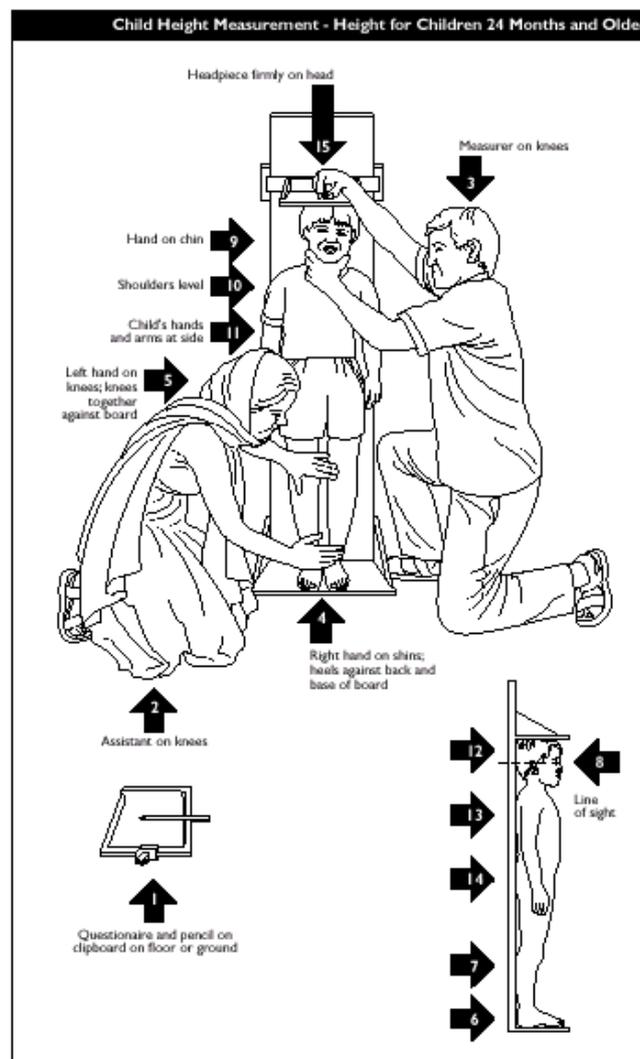
1. Place the measuring board on a hard, flat section of the ground or floor.
2. The assistant should kneel with both knees behind the base of the board (Arrow 2).
3. You should kneel on the right side of the child so that you can hold the foot piece with your right hand (Arrow 3).
4. With the mother's help, lay the child on the board by supporting the back of the child's head with one hand and the trunk of the body with the other hand. Gradually lower the child onto the board. Ask the mother/guardian to kneel close on the opposite side of the board facing the measurer, as this will help to keep the child calm.
5. The assistant should cup his or her hands over the child's ears (Arrow 4). With arms comfortably straight (Arrow 5), the assistant should place the child's head against the base of the board so that the child is looking straight up. The child's line of sight should be perpendicular to the ground (Arrow 6). The assistant's head should be straight over the child's head, looking directly into the child's eyes.
7. You should make sure the child is lying flat and in the centre of the board (Arrows 7). Place your left hand on the child's shins (above the ankles) or on the knees (Arrow 8). Press them firmly against the board. With your right hand, place the foot piece firmly against the child's heels (Arrow 9).
8. When the child's position is correct, read and write down the measurement at the foot piece to the nearest 0.1 cm.



Source: How to Weigh and Measure Children: Assessing the Nutritional Status of Young Children, United Nations, 1986.

Measuring the height of children aged 24 to 60 months.

1. Place the measuring board on a hard flat surface against a wall, table, tree, etc. Make sure the board is not moving.
2. Ask the mother/guardian to remove the child's shoes and unbraid any hair that would interfere with the height measurement. Ask her to walk the child to the board and to kneel in front of the child in order to reassure the child.
3. Place the child's feet flat and together in the centre of and against the back and base of the board/wall. The assistant should place his or her right hand just above the child's ankles on the shins (Arrow 4), and his or her left hand on the child's knees (Arrow 5) and push against the board/wall. Make sure the child's legs are straight and the heels and calves are against the board/wall (Arrows 6 and 7).
4. Tell the child to look straight ahead at the mother/guardian. Make sure the child's line of sight is level with the ground (Arrow 8). Place your open left hand under the child's chin. Gradually close your hand (Arrow 9). Do not cover the child's mouth or ears. Make sure the shoulders are level (Arrow 10), the hands are at the child's side (Arrow 11), and the head, shoulder blades, and buttocks are against the board/wall (Arrows 12, 13, and 14). With your right hand, lower the headpiece on top of the child's head. Make sure you push through the child's hair (Arrow 15).
5. When the child's position is correct, read and write down the measurement at the headpiece to the nearest 0.1 cm.



Source: How to Weigh and Measure Children: Assessing the Nutritional Status of Young Children, United Nations, 1986.

7. SUBMISSION OF THE COMPLETED QUESTIONNAIRE

After you have completed interviewing all of the survey household members, you should review the entire questionnaire to be certain that all questions that apply to the survey household members have been asked. If you find any questions that were not asked that should have been, you will need to visit the household once again to complete these questions. Just before you leave the survey household, be sure to provide them with a copy of the official letter of thanks from the Commissioner of Statistics (IHS Form Q, shown in the Annex on page 89).

After again reviewing the questionnaire and being confident that all questions have been asked, you should submit the completed questionnaire to your field supervisor. The field supervisor will be responsible for coding the responses to the questions on occupation and industry (E19, E20, and V03). More importantly, within one or two days, your field supervisor will also review the questionnaire for completeness, consistency, and accuracy.

By consistency, what is meant is that how some questions are answered should determine the range of possible answers that would be valid for another question. There needs to be a logic to the responses that you are provided by the household members. For example, you should not expect that an individual would respond in C12 that the highest class level that they attained was Form 4, yet they reply that they have no educational qualification in C13.

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

It is expected that such errors will be relatively common in the first few months of the survey. However, thereafter you will have learned from your mistakes, will be alert to such problems, and will catch these errors at the time that you are administering the questionnaire to survey household members.

Once your field supervisor is satisfied that you have corrected any errors that he or she found, the field supervisor will submit the completed and corrected questionnaire to your zone supervisor. As soon as possible, the zone supervisor will also review the questionnaire for completeness, consistency, and accuracy. Again, if errors are found, he or she will return the questionnaire to you –via the field supervisor – for additional corrections.

After all of the errors found by the zone supervisor have been corrected, the questionnaire will be sent to Zomba for data entry. No provision has been put in place to have erroneous questionnaires

sent back to the field from Zomba. It is critically important that you and your supervisors correct any errors in the questionnaire before your zone supervisor dispatches it to the data entry staff in Zomba.

8. ANNEXES

(a) General definitions

Terms	Definition
Academic year	The period of time during which an individual is in a single class. In Malawi the academic year runs from January to October.
Acre	Area of land equivalent to 0.4 hectares, or the equivalent of a square area measuring about 64 meters on each side.
Activity	A specific pursuit in which a person partakes, whether for economic gain or for leisure.
Adequate	Just sufficient for a specific requirement.
Adopted child	A child voluntarily accepted as ones' own child, although a child of other parents.
Alimony	A payment made to one spouse by the other for support after legal separation or divorce.
Allowances	Money given for a specific purpose, such as to cover the costs of travel or lodging.
Animal husbandry	Concerned with the production and care of domestic animals.
Antagonize	To provoke the hostility or anger of another person.
Anthropometry	The study of human body measurements, especially on a comparative basis.
Asset	An item of value owned.
Asset loss	A loss of items of value that one owned.
Bed net	A mosquito net, a fine net draped over a bed to prevent mosquitoes from feeding on those sleeping in the bed.
Boarder	A boarding student. A student who lives at the school in which he or she is enrolled.
Business	Usually a commercial, trading, or other money-earning activity engaged in as a means of livelihood.
Business start-up capital	Wealth in the form of money or property that an individual or partners have accumulated in order to cover the costs of setting a business in operation.
Calendar year	January to December.
Characteristic	A feature of a subject (e.g., individual, household, population) that helps to identify it, tell it apart from others, or to describe recognizably.
Chronic illness	Chronic illnesses are of relatively long duration, usually with a slow onset, with long-term negative effects on health. Chronic illnesses can be contrasted to acute illnesses, which come suddenly and, once cured, usually do not have long-term effects.
Collateral	Property given as security for a loan or other obligation.
Commission	A fee for services rendered based on a percentage of sales made (as distinguished from a salary).
Common housekeeping arrangements	When two or more individuals agree to carry out together the routine tasks of a household, pooling the necessary resources between themselves.
Communal	For or by a group rather than for or by individuals, usually refers to an activity or property.
Community	A group of people living in the same locality with common administration, rights, and interests
Community questionnaire	One of the two questionnaires used in the second Malawi Integrated Household Survey. It is administered to a small group of community leaders in order to collect information that should be common to all residents of the community. The field supervisor is responsible for administering the community questionnaire.
Comprehensive	Including all or everything.
Consecutive	Following in a train; succeeding one another in a regular order.
Consultation	A meeting with a medical expert to diagnosis or treat a health problem.
Consumption	The use of economic goods to satisfy needs. 'Economic goods' are physical objects or services that have value to people and can be sold in the marketplace.
Cooperative	An enterprise or organization jointly owned or managed by those who use its facilities or services, such as a farmer's cooperative.
Cropping season, last completed	The last completed cropping season is the last rainfed-cropping season for which the harvest of principal field crops, such as maize, has been completed in the enumeration area.
Day scholar	In contrast to a boarder or boarding student. A student who lives elsewhere (usually at home) than at the school in which he or she is enrolled.
Deceased	A person who has died.

Default	Failure to perform a task or fulfil an obligation, especially failure to meet a financial obligation, e.g., to default on a loan repayment.
Dependent	One who depends; one who relies on another for economic support.
Diagnosis	The process of identifying or determining the cause of a health problem through patient examination and review of laboratory results
Diarrhoea	Frequent and watery bowel movements.
<i>Dimba</i>	Agricultural plots or gardens located in seasonal wetlands (<i>dambo</i>). Typically cultivated only during the dry, winter season.
Disability	A disadvantage or deficiency, especially a physical or mental impairment that interferes with or prevents normal activities in particular areas.
Divorced	An individual who was once married to another, but whose marriage was formally terminated.
Dry season	In Malawi, the period when there is relatively little rain, April/May through October/November. In the south of country especially, the light <i>Chiperoni</i> rains may fall during this period.
Dwelling unit	A house intended to be occupied as a residence, in distinction to a store, office, or other building. A household usually will reside in a single dwelling unit, but it is possible for a single household to reside in several dwelling units or for several households to reside in a single dwelling unit.
Economic activity	Activities of an individual or a household that have to do with obtaining the practical necessities of life and the production and management of material wealth.
Educational qualification	The various levels of educational attainment recognized by the Malawian educational system for those who successfully complete the necessary schoolwork and examinations, e.g., PSLC (Primary School Leaving Certificate), JCE (Junior Certificate Examination), MSCE (Malawi School Certificate Examination), diploma, degree.
Enumeration	To administer a survey or questionnaire to members of the population.
Enumeration area	A relatively small, contiguous area established by the enumeration agency (the National Statistical Office in Malawi) as a data gathering area. In Malawi, approximately 250 households reside in an average EA. Typically, a single enumerator or enumeration team will gather information from the households and individuals within a single enumeration area.
Enumerator	The individual responsible for administering a survey or questionnaire to members of the population.
ESCOM	The Electricity Supply Commission of Malawi, the national electricity provider in Malawi.
Expenditure	Spending money for goods or services.
Facilities	Something created to serve a particular function, e.g.: hospitals and other health care facilities, schools and other educational facilities.
Faith healer	Faith healers mainly use prayer in the treatment of their patients.
Family	A fundamental social group in society typically consisting of one or two parents and their children. A group of persons sharing common ancestry. Here, the term has a biological meaning and stands in contrast to 'household', which has an economic meaning.
Family business worker	Member of a household who works in an economic enterprise owned and managed by household members. The individual may or may not receive a salary for his or her labour in the family business.
Feverish	Individual might feel abnormally cold or very hot. The skin of a feverish person will typically feel warmer than normal to others.
Field supervisor	Supervisors of the enumerators conducting the second Malawi Integrated Household Survey. Each field supervisor is responsible for the work of three or four enumerators.
<i>Ganyu</i>	Short-term rural labour hired on a daily or other short-term basis. Most commonly, piecework weeding or ridging on the fields of other smallholders or on agricultural estates. However, can also be used for non-agricultural tasks.
Gifts	Something that is given to another voluntarily and without formal expectation of compensation or repayment.
Gratuities	A payment, usually in the form of money, given in return for service.
Grocery	Store selling a relatively wide range of items, among which can be found a limited assortment of medicines
Handicapped	A physical or mental disability
Head of household	The person commonly regarded by the household as their head
Hectare	Area of land the equivalent of a square area measuring exactly 100 meters on each side, equivalent to 2.47 acres.
Homework	Schoolwork that is assigned by the instructor to be done at home.
Homeworker	Unpaid individuals who are responsible for carrying out many of the domestic duties of a household, most commonly 'housewives'. Such workers should be distinguished from salaried domestic workers ('house help'). NSO categorizes such individuals as "not economically active", although they may in fact work long hours in completing household chores.

Household	May be either a person living alone or a group of people, either related or unrelated, who live together as a single unit in the sense that they have common housekeeping arrangements (that is, share or are supported by a common budget). A group of people who live together, pool their money, and eat at least one meal together each day. As used with relation to the IHS, the term has an economic meaning and stands in contrast to 'family', which here has a biological meaning.
Household business or enterprise	Organized commercial activity, a commercial establishment, owned and managed by household members.
Household characteristics	Distinctive qualities or traits of a household and/or its members.
Household listing	A list of all private dwellings within an enumeration area (EA). This list is compiled by a team from the National Statistical Office and is used to randomly select households within the EA for interviewing by the enumerator.
Household member	All individuals, excluding domestic servants, hired workers, and lodgers, who have been in the household for at least 3 of the last 12 months. The exceptions are: <ul style="list-style-type: none"> • The head of household is always a member regardless of how long he or she has been absent. • Young infants less than 3 months old. • New spouses who have recently come into the household and are now residing with the household. • Household members residing in an institution elsewhere, but still dependent on the household. This principally includes boarding school students. However, it does not include military personnel, prisoners, or other individuals who are not primarily dependent on the household for their welfare.
Household questionnaire	One of the two questionnaires used in the second Malawi Integrated Household Survey. Twenty households within an enumeration area are randomly selected to have administered to their members the household questionnaire. It is administered by an enumerator to all members of the selected household in order to collect information on the characteristics of each household.
Immediate family	Usually refers to an individual, his or her spouse or spouses, children, and parents.
Income	The amount of money or in-kind goods received during a period of time in exchange for labour or services, from the sale of goods or property, or as profit from financial investments. It includes food consumed from the harvest obtained from one's own agricultural activities.
Income generating activity	Any economic activity that is undertaken with the expectation that the individual engaging in the activity will receive income of some kind. The activity can be wage labour, but more commonly this term refers to the operation of small business enterprises.
Income loss	A reduction in the ability of household members to earn income.
Industry	The general activity of the establishment in which an individual works at his or her occupation. An industry is usually identified on the basis of the nature of the goods and services produced.
Inheritance traditions	Culturally defined rules as to how the property of an individual is distributed upon his or her death.
In-kind gifts	Gifts given in goods or services rather than money.
In-kind payment	Payments for services or goods received made in goods or services rather than in money.
In-patient	A patient who is admitted to a hospital or clinic for treatment that requires at least one overnight stay.
Input (agriculture)	Include fertiliser, pesticides, agricultural machinery or equipment.
Intercropped	To plant (a crop) in the same agricultural plot with another.
Inventory	The stock or quantity of goods and materials that a trader has on hand for sale.
Investment income	The amount of money or in-kind goods received during a period of time as profit from financial investments. Investments are commitments of money or property into commercial or financial enterprises that are made in order to gain a profit in the future.
Irrigation	To supply dry land with water by means of ditches, pipes, or streams; to water plants other than through rainfall.
Job transfer	A change of location in one's employment that may make it necessary for one's household to change its dwelling and place of residence.
<i>Kachasu</i>	Traditional locally distilled alcohol for consumption.
<i>Katapila</i>	Informal money lenders in Malawi.
<i>Kaunjika</i>	Second hand clothes for sale.
L.E.A.	Local Education Authority. The LEA of an area often runs primary schools.
Last 30 days	The 30 days prior to the interview. If the interview is done on the 10 th of the month, the last 30 days are the days between the 10 th of the previous month and the day of the interview.

Last 7 days	The seven days prior to the interview. If the interview is done on a Wednesday, the last 7 days are the days since the previous Wednesday.
Last month	The month prior to the interview. If the interview is done in May, the last month is April.
Last week	The week (Sunday through Saturday) prior to the interview. If the interview is done on a Wednesday, the last week is the Sunday through Saturday of the week prior to the interview.
Leasehold	Use of land on the basis of rent with the terms and length of use being described in a rental contract, the lease. In Malawi leasehold rights to land typically give the leaseholder access to and use of the land for an extended period – 25, 33, 50, and 99-year leases are common. Many estates have been established through acquiring leasehold access to the land.
Lodger	One who occupies a hired or rented room in another's dwelling, usually temporarily.
<i>Mandazi</i>	Deep fat fried wheat flour bread, similar to doughnut or beignet.
Married	To have a husband or wife/wives. To be married does not require that the relationship between man and woman be an official marriage. It can be a non-formal union that began without public ceremony of any sort.
Midwife	A person, usually a woman, who is trained to assist women in childbirth.
Monogamous	Being married to only one person at a time
Net sales	Total sales less the costs of production or the costs of running the commercial business.
NGO	Non-Governmental Organization. Often non-profit organizations that deliver social services to the general public.
Nursery / Pre-school	A school for children who are not old enough or not ready to attend primary school. Usually attended by children less than 6 years of age.
Occupation	Refers to the kind of work done by an individual irrespective of the industry in which the individual works. For example, one can be a clerk in agricultural, building, transport, or any of a number of industries. Clerk is an occupation.
Out-patient	A patient who receives health care services from a hospital or clinic for treatment that does not require an overnight stay.
Past 12 months	The 12 months prior to the interview. If the interview is done in May, the past 12 months are the months since May of the previous year.
Past 4 weeks	The four weeks prior to the interview
Pension	A sum of money paid regularly as a retirement benefit or to the survivors of an employee or civil servant.
Permanent construction materials	Permanent materials are 'modern' building materials that are available from suppliers of building materials and hardware – cement, iron sheeting, specialized flooring materials, burnt/fired red bricks, and so on.
Person-day	A unit of labour – the work of one person for one day.
Pharmacy	Store that specializes in the sale of medicines and other medical and health-related items.
Plantation	Trees are planted in a 'plantation' when an area of land is specifically dedicated to the cultivation of the tree, usually in a regular pattern with uniform spacing between the trees, such as is seen with tea and coffee in Malawi.
Plot (agricultural)	An area of land in which a uniform, consistent crop management system is used, even if multiple crops are grown.
Polygamous	Being married to more than one person at a time
Poultry	Domestic birds, such as chickens, turkeys, ducks, or guinea fowl, raised for meat or eggs.
Poverty	A condition in which a person lacks many of the basic necessities of life and the income needed to buy them. In poverty analysis a poverty line is calculated – a level of fundamental basic needs calculated according to the food needs of an individual, plus some basic non-food needs. If the level of consumption and expenditure of an individual is not sufficient to meet these basic needs, the individual is considered to be poor or in poverty. This is a state of 'absolute poverty'. However, one can also evaluate the poverty of an individual or household by comparing their level of well-being to that of others, rather than to a poverty line. Doing so is to undertake a 'relative poverty' analysis.
Pre-natal	Occurring before birth, e.g., prenatal medical care is care given to pregnant mothers.
Prescription	Written instructions from a doctor to a pharmacist concerning the form and dosage of a drug to be sold or otherwise provided to a patient. Only with a prescription can some medicines be legally provided to consumers.
Production	The creation of value or wealth by producing goods and services.
Promotion examination	The school examinations that must be successfully passed in order for students to progress to the next level of education, e.g., the Primary School Leaving Examination, the Junior Certificate Examination, and the Malawi School Certificate Examination.

Public works programme	Construction projects, such as of roads, school and health facilities, or dams, that are financed by the government or donor agencies for the benefit or use of the general public. In Malawi, the labour for such activities is most often provided by local community members in exchange for a cash wage or in exchange for food (food-for-work) or agricultural inputs (inputs-for-work).
Questionnaire	A form containing a set of questions, especially one addressed to a number of respondents as a way of gathering information for a survey.
Rainfed	Of crops, grown with water supplied from natural rainfall, rather than through irrigation.
Random	Without direction, rule, or method; left to chance. In the case of the IHS, the survey sample households are selected randomly. That is, every household in an enumeration area selected for the survey will have an equal chance of being selected to be enumerated. There is no systematic method imposed on the selection of the sample – it is random. By using random sampling, the likelihood of error in estimating the characteristics of the population as a whole is reduced
Remittance	A payment of money sent to a person in another place.
Respondent	The individual to whom an enumerator is asking survey questions at a particular time.
Sample	A representative portion of the population. The sample is selected from the population and the characteristics of its members examined in order to estimate and gain information about the characteristics of the population as a whole. A sample is generally selected for study because the population is too large to study in its entirety.
Savings interest	Payments made by a financial institution, such as a savings bank, to an individual who deposits funds with the institution. These payments are calculated as a percentage of the amount deposited and are made on a regular basis, typically annually.
Semi-permanent construction materials	A mix of permanent and traditional building materials. Such a description would apply to a house made of red bricks and cement mortar, but roofed with grass thatching.
Separated	A marital state referring to a man and woman who, although married in the past, no longer live together as husband and wife. However, they are not legally divorced.
Shocks	More or less unforeseen events that negatively affect the welfare of a household. Such shocks may not be economic nor necessarily wholly negative in their nature, but among the effects that they have is to cause a reduction in the economic welfare of the household. Examples include drought, flood, illness, death in the family, sudden loss of purchasing power, and so on.
Social safety nets	Programmes established by government or by NGOs to offer welfare protection to poorer households in society by providing income through cash or in-kind transfer programs, employment through labour-intensive public works programs, or school scholarship programs, among others.
Soil texture	Refers to the size of the particles making up soil, but concerns the 'heaviness' of soil. If soil is made up primarily of larger particles, such as sand, it will be judged to be 'lighter' than if it is made up of small particles, like clay.
Spouse	A marriage partner; a husband or wife.
Squatter	Someone who resides in a dwelling or on land without permission, legal title, or customary right to do so.
Standpipe	A public tap for the supply of piped water.
Starter Pack / TIP	Malawi government programme consisting of the distribution to farming households of packets of improved maize seed, fertilizer, and legume (groundnut, soyabean, etc.). Beginning in the 1998/99 cropping season, the Starter Pack was distributed to all rural households. In later years, the number of recipients was reduced, and the programme was called the Targeted Inputs Programme (TIP).
Stratum / strata	In statistical terms, sub-sets of the population as a whole that are taken into account when designing and analysing a survey. There may be factors that divide up the population into sub-populations or strata, and we expect the measurements and characteristics of interest to vary among the different strata. In the case of the IHS, we are interested in the differences between the districts and urban centres of Malawi, so they are our strata.
Subjective assessment	Using the opinions of the subject, the respondent, to assess a condition or characteristic. In the IHS, one module has the head of household provide his or her own opinions on the welfare condition of the household. This module will stand in contrast to the 'objective assessment' that will be done by the survey analysts using the information collected in the other modules of the IHS.
Sufficient	A quantity of something that can fulfil a need or requirement but without being much more than is necessary.
Survey	The act of collecting data from a sample that is considered to be representative of the population as a whole.
Tenant farmer	An individual who farms land owned by another and shares the harvest with the owner in payment for the use of the land. In Malawi, tobacco is frequently grown under a tenant farming system where the landowner provides a tenant with land and farming inputs, the tenant provides the labour, and the harvest of tobacco is shared between the two.

Tobacco club	Cooperative farming organization focused on tobacco production. Usually they form to acquire agricultural credit or inputs. Frequently the clubs are jointly responsible for paying back any agricultural credit received by any of the club members.
Trade	To engage in buying and selling for profit.
Traditional birth attendant	Members of the community who are called upon by community members to assist at births. Usually they are self-taught or informally trained.
Traditional construction materials	Traditional housing construction materials that are taken from common natural resources – unfired mud brick, grass thatching for roofs, rough poles for roof beams.
Traditional healer	Traditional healers tend to use locally available traditional remedies to treat illnesses. They may also employ magic or religious methods in the treatment of their patients.
Traditional latrine	Hole dug and covered with a platform made of wood poles and mud with an opening in the centre for use as a toilet. Will be walled using grass or mud brick. May or may not have a roof. May also be used as a bathing area.
Training college	Post-secondary educational institution that offers specialized training, usually for teachers, but also for other occupations (agricultural extension, banking and finance, religious professionals, etc.)
Unprotected well (water)	A well from which to draw water, the surroundings of which and whose well shaft is not lined in concrete or other impermeable material. In consequence, polluted water can easily drain into the well, potentially posing a health hazard.
Utensils	A tool, instrument, implement, or container used domestically, especially in a kitchen.
VIP latrine	Acronym for 'Ventilated Improved Pit latrine'. The primary features of VIP latrines consist of an enclosed structure (roof and walls) with a large diameter (110mm), PVC vertical ventilation pipe running outside the structure from the pit of the latrine to vent above the roof. They often will have concrete slabs containing the latrine hole.
Welfare	<p>Although a difficult term to define, what is meant by welfare in the context of the IHS-2 is a measure of the level of consumption and expenditure of an individual or a household with reference to that of others in the population or with reference to a standard of what constitutes a minimum level of consumption and expenditure to meet one's basic needs (poverty line). Poor people have relatively low welfare levels.</p> <p>It should be highlighted that this is quite a narrow definition of welfare, made for purposes of the poverty analysis for which the IHS-2 data will be used. One's level of welfare is not only determined by one's level of consumption and expenditure, but also will depend on one's abilities and opportunities for applying those abilities, one's security, and what one considers to be one's basic needs for a happy life.</p>
Well-being	The state of being healthy, happy, prosperous, satisfied with one's life circumstances. It is the opposite of 'poverty' or 'being poor'. 'Well-being' can also be used as a synonym for welfare, e.g., 'one's level of well-being'.
Zone supervisor	Senior supervisors of the fieldwork for the second Malawi Integrated Household Survey. Directly supervise the field supervisors. The zone supervisors are responsible both for the quality of the data which the enumerators and field supervisors provide and for the logistical arrangements of these staff.

(b) Translation of key terms for the IHS-2 questionnaires.

It is not easy to come up with exact translations of these terms in the vernacular languages of Malawi. The translations here are to provide enumerators with some initial guidance on how the terms should be translated.

However, during the training of enumerators and in the initial weeks of fieldwork, consistent translations of these key terms in each language will be determined. These translations then should always be used by the IHS-2 survey staff in administering the household and community questionnaires.

Once these standard, consistent translations of these terms have been determined, this table should be updated by hand with any new translations.

English	Chichewa	Chiyao	Chitumbuka
activity	zichitochito; ntchito	itendo	vakuchitikachitika
adequate	zokwanira	yakwanira	kukwanira
assets	katundu; zipangizo	katundu jwa kamulichisya masengo	katundu
business	malonda	malonda	bizinesi
community	gulu; dera	likuga lya wandu	chikaya
consumption	kugwiritsa ntchito; zodibwa	yakulya; yakonasika	kalyelo
economic activity	zochitachita zobweretsa chuma	itendo yakuichisya mbiya	kasangiro ka ndarama
expenditure	ndalama zimene mwagwiritsa ntchito	mbiya sya konanga	kanangiro
head of household	mkulu wolamulira mnyumba kapena pa banja	mtwee waliwasa; jwakulamulira pewasa	uyo wali namazaza
household	panyumba; banja	nyumba/liwasa	banja
household enterprise	zobweretsa chuma mnyumba; pabanja	malonda gamwiwasa; malonda ga mnyumba	kantchito;pabanja
in-kind	kupereka kapena kulandira katundu ngati mphatso kapena malipiro	indu yakupedwa mmalo mwa mbiya	uwiri
occupation	mtundu wa ntchito	mtundu wa masengo	chakuchitika
plot (agricultural)	chigawo chamunda	mgunda; malo ga mgunda	kamunda; puloto
poverty	umphawi	kulaga; usauchi; yakunonopa	ukavu
production	zopangidwa	yakupanganya	vuna
respondent	oyankha	wakwanga iusyo	wakuzgora
shocks	zotutumutsa	isisimusyo	zamabuchibuchi
welfare	chikhalidwe; umoyo	chisamalilo	ukhaliro

(c) District and TA codes

District	District Code	TA name	TA Code
Chitipa	101	TA Mwabulambya	01
		TA Mwenemisuku	02
		TA Mwenewenya	03
		TA Nthalire	04
		TA Kameme	05
		Chitipa Boma	20
Karonga	102	TA Kilupula	01
		SC Mwakaboko	02
		TA Kyungu	03
		TA Wasambo	04
		SC Mwirang'ombe	05
		Karonga Town	20
Nkhata Bay	103	TA Kabunduli	01
		SC Malanda	04
		SC Zilakoma	05
		TA Mankhambira	06
		SC Fukamalaza	07
		SC Mkumbira	08
		TA Musisya	09
		SC Mkondowe	11
Rumphi	104	TA Chikulamayembe	01
		TA Mwamlowe	02
		SC Mwahenga	03
		SC Mwalweni	04
		SC Mwankhunikira	07
		TA Katumbi	08
		TA Zolokere	09
		Rumphi Boma	20
Mzimba	105	TA M'Mbelwa	01
		TA Mtwalo	02
		SC Kapingo Sibande	03
		SC Jaravikuba Munthali	04
		TA Chindi	05
		TA Mabalabo	07
		SC Khosolo Gwaza Jere	08
		TA Mpherembe	09
Mzuzu City	105	Nkhorongo Ward	31
		Lupaso Ward	32
		Zolozolo Ward	33
		Chiputula Ward	34
		Chibanja Ward	35
		Mchengautuwa Ward	36
		Viphya Ward	44
		Msongwe Ward	45
New Airport Site	46		
Kasungu	201	TA Kaluluma	01
		SC Simlemba	02
		SC M'nyanja	03
		TA Kaomba	05
		SC Lukwa	06
		SC Njombwa	08
		SC Chilowamatambe	09
		TA Chulu	10
		TA Santhe	11
TA Wimbe	12		
		TA Kapelula	13
Nkhotakota	202	TA Kanyenda	01
		SC Kafuzila	02

District	District Code	TA name	TA Code		
		TA Malenga Chanzi	03		
		TA Mwadzama	05		
		Nkhotakota Boma	20		
Ntchisi	203	TA Chikho	02		
		TA Kalumo	03		
		SC Nthondo	04		
		SC Chilooko	05		
		Ntchisi Boma	20		
Dowa	204	TA Dzoole	01		
		SC Chakhaza	02		
		SC Kayembe	03		
		TA Chiwere	04		
		SC Mkukula	05		
		SC Mponela	07		
		Dowa Boma	20		
		Mponela Urban	21		
Salima	205	TA Karonga	02		
		TA Ndindi	05		
		TA Khombedza	07		
		SC Mwanza	08		
		SC Msosa	10		
Lilongwe	206	TA Chadza	01		
		TA Kalolo	02		
		TA Chiseka	03		
		TA Mazengera	04		
		SC Chitekwele	05		
		TA Khongoni	06		
		TA Chimutu	07		
		SC Mtema	09		
		TA Kalumbu	10		
		SC Tsabango	11		
		SC Njewa	13		
		TA Malili	14		
		TA Kabudula	15		
		Lilongwe City	206	Area 1	31
				Area 3	33
Area 8	38				
Area 18	48				
Area 21	51				
Area 23	53				
Area 24	54				
Area 25	55				
Area 36	66				
Area 38	68				
Area 44	74				
Area 47	77				
		Area 50	80		
		Area 52	82		
		Area 54	84		
		Area 55	85		
		Area 56	86		
		Area 57	87		
Mchinji	207	SC Mavwere	02		
		TA Zulu	03		
		TA Mkanda	05		
Dedza	208	TA Pemba	01		
		SC Chilikumwendo	02		
		TA Kaphuka	03		

District	District Code	TA name	TA Code
		TA Tambala	04
		TA Kasumbu	06
		TA Kachindamoto	07
		SC Kamenya Gwaza	08
Ntcheu	209	TA Phambala	01
		TA Mpando	02
		TA Kwataine	03
		SC Makwangwala	04
		SC Champiti	05
		TA Njolomole	06
		TA Chakhumbira	07
		SC Goodson Ganya	08
		TA Masasa	09
Mangochi	301	TA Mponda	01
		TA Chimwala	02
		TA Nankumba	03
		TA Jalasi	04
		SC Mbwana Nyambi	05
		SC Chowe	06
		TA Katuli	07
		TA Makanjila	08
		SC Namabvi	09
Machinga	302	TA Liwonde	01
		SC Sitola	02
		TA Kawinga	03
		SC Chamba	04
		SC Mposa	05
		SC Mlomba	06
		SC Chikweo	07
		SC Chiwalo	09
		TA Nyambi	10
Zomba	303	TA Kuntumanji	01
		TA Mwambo	02
		TA Chikowi	04
		SC Mbiza	05
		TA Mlumbe	06
Zomba Municipality	303	Mtiya Ward	32
		Chikamveka Ward	34
		Chikamveka North Ward	35
		Chirunga East Ward	36
		Likangala Ward	38
		Zomba Central Ward	40
		Sadzi Ward	42
Chiradzulu	304	TA Mpama	01
		TA Likoswe	02
		TA Nkalo	04
		TA Nchema	06
Blantyre	305	TA Kapeni	01
		TA Chigaru	03
		TA Kuntaja	06
		TA Machinjili	07
		TA Somba	08
Blantyre City	305	Michiru Ward	31
		Mapanga Ward	33
		Nkolokoti Ward	34
		Ndirande North Ward	35
		Ndirande South Ward	36
		Ndirande West Ward	37
		Likhubula Ward	39
		Chilomoni Ward	40

District	District Code	TA name	TA Code
		Blantyre West Ward	41
		Bangwe Ward	46
		Limbe East Ward	48
		Soche East Ward	51
		Soche West Ward	52
		Nancholi Ward	53
		Misesa Ward	54
Mwanza	306	TA Dambe	01
		TA Mlauli	02
		TA Kanduku	03
		TA Nthache	04
		TA Symon	05
		TA Ngozi	06
Thyolo	307	TA Nsabwe	01
		SC Thukuta	02
		SC Mphuka	05
		SC Kwethemule	06
		TA Kapichi	07
		TA Nchilamwela	08
		TA Chimaliro	09
		TA Bvumbwe	10
		TA Thomas	11
Mulanje	308	TA Mabuka	01
		SC Laston Njema	02
		TA Chikumbu	03
		TA Nthiramanja	04
		TA Nkanda	05
		SC Juma	06
		Mulanje Boma	20
Phalombe	309	TA Mkhumba	01
		TA Nazombe	02
Chikwawa	310	TA Ngabu	01
		TA Lundu	02
		TA Chapananga	03
		TA Maseya	04
		TA Kasisi	06
		TA Makhwira	07
Nsanje	311	TA Ndamera	01
		TA Chimombo	02
		TA Mlolo	04
		TA Tengani	05
		SC Mbenje	06
		TA Malemia	07
Balaka	312	TA Nsamala	01
		TA Kalembo	02

(d) Occupation Codes

Professional, technical, and related workers

- 01 Physical scientists and related technicians
- 02 Architects
- 03 Engineers and related technicians
- 04 Aircraft and ships' officers
- 05 Life scientists and related technicians
- 06 Medical, dental, and related workers
- 07 Veterinary related workers
- 08 Statisticians, mathematicians, and related technicians
- 09 Economists
- 11 Accountants
- 12 Jurists, legal professionals
- 13 Teachers
- 14 Workers in religion
- 15 Authors, journalists and related writers
- 16 Sculptors, painters, photographers, and related creative artists
- 17 Composers and performing artists
- 18 Athletes, sportsmen, and related workers
- 19 Professional, technical, and related workers not elsewhere classified

Administrative and managerial workers

- 20 Legislative officials and government administrators
- 21 Managers

Clerical and related workers

- 30 Clerical supervisors
- 31 Government executive officials
- 32 Typists, secretaries
- 33 Bookkeepers, cashiers and related workers
- 34 Computer operators
- 35 Transport and communications supervisors
- 36 Transport conductors
- 37 Mail distribution clerks
- 38 Telephone and telegraph operators
- 39 Clerical related workers not elsewhere classified

Sales workers

- 40 Managers (wholesale and retail trade)
- 41 Working proprietors (wholesale and retail trade)
- 42 Sales supervisors and buyers
- 43 Technical sales agents and manufacturers' agents
- 44 Insurance, real estate, securities and business services sales agents
- 45 Sales agents, shop assistants, and related workers
- 49 Sales workers not elsewhere classified

Service workers

- 50 Managers (food and lodging services)
- 51 Working proprietors (food and lodging services)
- 52 Housekeeping and related service supervisors
- 53 Cooks, waiters, bartenders, and related workers
- 54 Maids and related housekeeping service workers not elsewhere classified
- 55 Building caretakers, cleaners, and related workers
- 56 Launderers, drycleaners and pressers
- 57 Hairdressers, barbers, beauticians and related workers
- 58 Security, protective service workers
- 59 Service workers not elsewhere classified

Agriculture, animal husbandry, and forestry workers, fishermen, and hunters

- 60 Farm managers and supervisors
- 61 Farmers
- 62 Agriculture and animal husbandry workers
- 63 Forestry workers
- 64 Fishermen, hunters and related workers

Production and related workers, transport equipment

operators, and labourers

- 70 Production supervisors and general supervisors
- 71 Miners, quarrymen, well drillers and related workers
- 72 Metal processors
- 73 Wood preparation workers
- 74 Chemical processors and related workers
- 75 Spinners, weavers, knitters, dyers, and related workers
- 76 Tanners, leather workers
- 77 Food and beverage processors
- 78 Tobacco preparers and tobacco product makers
- 79 Tailors, dressmakers, sewers, upholsterers, and related workers
- 80 Shoemakers and leather goods makers
- 81 Cabinetmakers and related woodworkers
- 82 Stone cutters and carvers
- 83 Blacksmiths, toolmakers and machine tool operators
- 84 Machinery workers, machine assemblers, and precision instrument makers (except electrical)
- 85 Electrical workers and related electrical and electronics workers
- 86 Broadcasting station and sound equipment operators and cinema projectionists
- 87 Plumbers, welders, sheet metal and structural metal preparers and erectors
- 88 Jewelers and precious metal workers
- 89 Glass formers, potters and related workers
- 90 Rubber and plastics product makers
- 91 Paper and paper board products makers
- 92 Printers and related workers
- 93 Painters
- 94 Production and related workers not elsewhere classified
- 95 Bricklayers, carpenters and other construction workers
- 96 Stationary engine and related equipment operators
- 97 Material handling and related equipment operators, dockers and freight handlers
- 98 Transport equipment operators
- 99 Labourers not elsewhere classified

(e) Industry Codes

Agriculture, Forestry & Fishing

- 111 Farming
- 112 Animal production
- 113 Forestry, logging
- 114 Fishing
- 115 Hunting & trapping

Mining & Quarrying

- 211 Stone quarrying
- 220 Other mining

Manufacturing

- 311 Butcher, meat processor
- 312 Dairy products
- 313 Fruit & vegetable processing
- 314 Fish processing and preservation
- 315 Grain milling
- 316 Baking
- 317 Other food processing and preservation
- 321 Distilling
- 322 Beer brewing
- 323 Soft drink manufacture
- 331 Tobacco processing
- 332 Textile manufacture
- 333 Cord/rope manufacture
- 334 Clothing manufacture
- 335 Leather goods manufacture
- 336 Footwear manufacture
- 337 Saw milling, timber manufacture
- 338 Handicraft manufacture
- 339 Furniture manufacture
- 340 Printing, publishing
- 341 Chemical manufacture - agrochemicals, drugs, etc.
- 342 Soaps/cosmetics manufacture
- 343 Rubber or plastic product manufacture
- 344 Brick manufacture
- 345 Concrete product manufacture
- 346 Fabricated and structural metal manufacture
- 347 Other manufacture

Electricity, Water, & Other Utilities

- 411 Electricity supply
- 412 Water supply
- 413 Sanitary services - sewage, rubbish
- 414 Other utility provision

Construction

- 511 Building - residential, non-residential
- 512 Civil engineering - roads, bridges, etc.
- 513 Other construction

Wholesale & Retail Marketing

- 611 Wholesale fuel
- 612 Wholesale agricultural produce
- 613 Wholesale other
- 621 Motor vehicles & parts retail
- 622 Furniture and home furnishings retail
- 623 Electronics and appliance retail
- 624 Building material dealers
- 625 Food and beverage retail
- 626 Health, personal care, pharmacy
- 627 Filling station (fuel)
- 628 Clothing retail
- 629 Shoe retail
- 630 Office supplies and stationery retail
- 631 Used merchandise retail
- 632 Other retail
- 641 Bar & restaurant
- 642 Hotel, rest house
- 643 Street food sales

Transport & Communication

- 711 Rail transport
- 712 Urban bus/minibus transport
- 713 Inter-urban and rural bus/minibus transport
- 714 Taxi operation
- 715 Freight by road
- 716 Motor vehicle rental
- 717 Inland water transportation
- 718 Air transportation
- 719 Other transportation
- 721 Packing, forwarding, delivery services
- 722 Storage, warehousing
- 731 Communications

Finance & Business

- 811 Banks
- 812 Saving banks, lending institutions
- 813 Insurance
- 814 Real estate
- 815 Legal services
- 816 Accounting services
- 817 Engineer, architect
- 818 Advertising services
- 819 Other business services

Social & Community Services

- 911 Administrator
- 912 Elementary and secondary schools
- 913 Colleges, universities, and professional schools
- 914 Business schools, computer, and management training
- 915 Technical and trade schools
- 916 Other schools and instruction
- 917 Outpatient health care services, e.g., doctors & dentist offices
- 918 Medical and diagnostic laboratories
- 919 General medical and surgical hospitals
- 920 Research, scientific institution
- 921 Animal care, veterinary
- 922 Other professional, scientific, and technical services
- 931 Welfare institution
- 932 Business association
- 933 Religious organization
- 934 Political organization
- 935 Other civic organization
- 941 Radio/TV broadcasting
- 942 Artist
- 943 Library/museum
- 944 Amusement club
- 951 Electrical repair
- 952 Motor vehicle repair
- 953 Bicycle repair
- 954 Electronic equipment repair and maintenance
- 955 Machinery repair and maintenance
- 956 Watch, clock repair
- 957 Personal and household goods repair and maintenance
- 958 Laundry
- 959 Domestic servant, private household
- 960 Security services, guard
- 961 Barber & beauty salon
- 962 Photographic studio
- 963 Funeral services
- 964 Other personal services
- 971 General government
- 972 Justice, police activities

(f) National calendar of events

<u>Age</u>	<u>Year</u>	<u>Event</u>
104	1900	Northeastern Rhodesia separated from Nyasaland. Death of Queen Victoria. 1st Montfort Marist Mission opened – Limbe.
101	1903	Kings African Rifles defeated in Somaliland. Lake Nyasa and Shire River very low. Beginning of Limbe Township.
100	1904	Start of recruitment of Protectorate people by the Witwatersrand Native Labour Association (Wenela) to work in the mines. Temporary railway built to assist the transportation of goods between Port Herald (Nsanje) and Chiromo. Alomwe immigration from Portuguese East Africa to Malawi increased.
99	1905	Dysentery caused death of many people throughout the country.
97	1907	First Legislative Council; First Governor; Name of protectorate changed from British Central Africa to Nyasaland. Completion of railway bridge at Chiromo
96	1908	First motor vehicle arrives in Nyasaland. 1st Battalion of Kings African Rifles returns from East Africa. Railway from Port Herald (Nsanje) to Blantyre opened. First train arrives at Blantyre.
95	1909	Industrial school for the Blind established under the Church of England in Nkhotakota.
94	1910	Post Office Savings Bank introduced. Central Angoniland divided into Lilongwe and Dedza districts.
93	1911	Country divided into 14 districts. First population census taken.
92	1912	Railway built between Port Herald (Nsanje) and the Zambezi river.
91	1913	George Smith, K.C.M.G., appointed Governor of Nyasaland. Marimba district was divided into Nkhotakota division and Ngara sub-division. Lilongwe district divided into Dowa, Fort Manning (Mchinji), and Lilongwe districts. Blantyre district divided into: Blantyre division and Chiradzulu sub-division.
90	1914	Outbreak of the First World War. Battle of Karonga. Disablement of German boat "Herman Von Wissmann".
89	1915	Chilembwe up-rising in Chiradzulu. Railway extended from Port Herald (Nsanje) to Chindio, Moçambique.
86	1918	End of the First World War.
82	1922	Railway opened from Beira to Chindio.
80	1924	Famine in Mzimba area, relief measures taken. Bridges built over Linthipe, Lingadzi, Lumbadzi and Diamphwe rivers in Lilongwe and Dedza districts.
78	1926	First flying boat lands on Lake Nyasa.
77	1927	Blantyre - Salisbury (Harare) Road via Tete commenced.
76	1928	Lilongwe bridge erected. Blantyre- Salisbury (Harare) Road via Tete opened.
75	1929	Labour census taken for the first time in Nyasaland (Malawi). Jeans Training Centre opened in Domasi with 23 teachers.
74	1930	Construction of the Blantyre-Balaka railway.
73	1931	Population census taken in the country.

<u>Age</u>	<u>Year</u>	<u>Event</u>
		Zomba Mental Hospital opened.
		New hydroelectric power station commenced on the middle section of the Shire River.
72	1932	Locusts damaged crops throughout Nyasaland. Mchape (witchcraft cleansing) begins in Mulanje and spreads widely. Lilongwe to Salima tarmac road constructed.
71	1933	First silver coins from Southern Rhodesia. Establishment of the Native Authority (Traditional Courts). Chileka aerodrome opened.
68	1936	Liwonde pontoon ferry services installed pending bridge construction.
67	1937	Midima Hill- Mlomba - Phalombe road completed.
65	1939	Outbreak of the Second World War. Lakeshore - spread of leprosy. Fort Manning (Mchinji) - opening of sub-boma.
59	1945	End of Second World War.
58	1946	Sinking of the "Viphya" passenger boat off of Chilumba/Livingstonia. Nyasaland Transport Company (NTC) formed to run buses. Cyclone and floods in Zomba township (Napolo). Chiromo bridge destroyed.
55	1949	Drought and famine at the end of the year, especially in the Southern Region. First African members of the Legislative Council appointed. Launching of "Ilala" at Monkey Bay.
52	1952	African National Congress active in its campaign against Federation
51	1953	Beginning of the Federation of Rhodesia and Nyasaland. Coronation of Queen Elizabeth II. Chief Gomani deposed due to disobeying the Federal Rules. Anti federation disturbances.
49	1955	Transferring of the Northern region headquarters from Mzimba to Mzuzu.
48	1956	Sir Robert Armitage becomes Governor. Colby School of Agriculture and Veterinary Science opened at Chitedze, near Lilongwe.
47	1957	Queen mother's visit to Nyasaland.
46	1958	Return of Dr. H. Kamuzu Banda to Nyasaland (Malawi). New airport started at Lilongwe.
45	1959	State of Emergency declared. Release of Dr. Banda from Gweru prison.
44	1961	First general elections.
41	1963	Self-government granted. Federation of Rhodesia and Nyasaland dissolved.
40	1964	Malawi becomes a sovereign independent state – Independence from Britain.
39	1965	University of Malawi opened. Sinking of Liwonde ferry.
38	1966	Malawi becomes a Republic. Malawi population census held. Bunda Collage of Agriculture opened.
34	1970	Rail link to the Mozambique port of Nacala opened by Dr. Banda.
33	1971	New currency – Kwacha and Tambala –introduced to replace pounds and shillings.
32	1972	Construction of lakeshore road. Ministry of Works and Supplies headquarters moved from Zomba to Lilongwe.

<u>Age</u>	<u>Year</u>	<u>Event</u>
		Plane crash in Botswana kills more than 70 Malawian miners.
31	1973	First outbreak of cholera in Malawi. Chilumba Jetty built and opened by Dr. Banda.
30	1974	Construction of Malawi - Canada rail line from Salima to Mchinji starts from Salima.
29	1975	Capital of Malawi moved from Zomba to Lilongwe. Lilongwe town declared a city.
28	1976	Dr. Banda opened bailey bridge over the Shire river at Mangochi.
27	1977	Malawi population census held. Construction of Chiweta to Kacheche road, northern lakeshore. Tarmac of Lilongwe to Kasungu road. Kamuzu Central Hospital started operating.
26	1978	Tarmac reached Mchinji boma. Lilongwe -Mchinji railway line construction work reaches Mchinji.
25	1979	Queen Elizabeth's visit to Malawi. Railway line from Salima to Lilongwe officially opened by Dr. Banda. Dwangwa Sugar Corporation opened, Nkhotakota district.
23	1981	Kamuzu Academy opened at Mtunthama, Kasungu.
22	1982	Ethanol plant came into operation. Road from Dwangwa to Nkhotakota completed.
21	1983	Dr. Banda opened Kamuzu International Airport in Lilongwe. Sir Glyn and Lady Jones make a private visit to Malawi.
20	1984	President Samora Machel of Moçambique visits Malawi.
19	1985	Silos built at Ipyana in Karonga. Electricity reached Nkhata Bay. Mzuzu Municipality declared a city.
18	1986	Prime Minister of Zimbabwe, Robert Mugabe, visits Malawi.
17	1987	Visit of Prince Charles. Malawi Population and Housing Census held.
15	1989	Bus-train accident at Chilimba in Blantyre kills 13 people. Dr. Banda ordered teachers teach in their respective regions.
14	1990	MV Mtendere motorboat capsizes, killing 5 people at Kaporo. Iraqi forces invade Kuwait.
13	1991	Flash floods at Phalombe.
12	1992	Pastoral letter was released, marking the beginning of multi-party struggle in Malawi.
11	1993	National referendum, which resulted in the adoption of multi-party politics.
10	1994	Multi-party general election, which ushered the United Democratic Front into government, led by President Bakili Muluzi.
9	1995	Mchape at Liwonde in Machinga.
7	1997	Death of Dr. Banda, the first president of the Republic of Malawi.
5	1999	Second election of President Muluzi.

(g) Letter of thanks (IHS Form Q)

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Commissioner of Statistics



In reply please quote Ref.No.....

OFFICE OF THE PRESIDENT AND CABINET
NATIONAL STATISTICAL OFFICE
P.O. BOX 333
ZOMBA
MALAWI

-----date-----

Dear.....

SECOND INTEGRATED HOUSEHOLD SURVEY

We would like to express our profound appreciation and gratitude for your participation in this survey, which has been of great assistance to us in collecting important data on expenditure and economic activities of individual households in Malawi.

In particular we thank you for the manner you have answered the questions put to you. We once again wish to assure you that the information you have provided will be treated as strictly confidential according to the terms of the Statistics Act 1967 and will not be released to anyone outside this office.

Yours sincerely,

C. Machinjili
COMMISSIONER OF STATISTICS

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