Schooling, Income and HIV Risk

Household Survey, Round 2

Field Manual

2008

October 14, 2008 (revised)

Table of Contents

1. INTRODUCTION

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

PART I: Household characteristics	*PART II: Core respondent*
1. Household Roster	9. Family Background
2. Dwelling Characteristics	10. Education and Labor
3. Durable Goods	11. Health and Fertility
4. Consumption of Food	12. Sexual Behaviors
5. Expenditures	13. Marriage
6. Safety Nets	14. AIDS
7. Economic Shocks	15. Social Networks
8. Deaths	16. Consumption
	17. Enumerator Observations

The information in the SIHR household questionnaire will be obtained by approaching households and collecting detailed information from respondents. Part I is administered to the head of household and/or spouse, assisted by other household members if necessary. These questions pertain to the general characteristics of the household. Part II will be administered to Core Respondents only. These sections are very personal and private and pertain to the Core Respondent specifically.

The second round of the SIHR household survey is designed to be conducted over several months starting in October 2008. The questionnaire is quite detailed and long, and as previously mentioned, involves asking people some very personal questions. It requires a high level of professionalism among the survey staff at every stage in the process.

The purpose of this manual is to give an overview of the survey organization, survey sample, completion of the questionnaire, detailed instructions on specific sections, and final submission of the questionnaire for the second round of survey collection. The over-arching objective of this manual is to provide the field staff with key information on how to conduct the survey, the intent of many of the questions and, consequently, how field staff should handle any problems that might arise in administering the questions to respondents. Much of this information is similar to the first round of data collection, however contains distinct and new information.

2. SURVEY ORGANIZATION

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

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

The field team coordinator will oversee all field work and report back to the management team frequently. This individual will be responsible for such tasks as coordinating the tracking effort, ensuring that the health, community and market modules are being conducted in a timely fashion, and acting as a liaison between the field team and the team in the office.

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

3. SURVEY SAMPLE

The second round of the SIHR Household Survey will be a re-interview of Core Respondents selected in Round 1 of the household survey in the Zomba district.

3.1 Sample Selection

The process of selecting households in SIHR Round 1 (October 2007-February 2008) involved the following steps:

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

A detailed description of the steps involved in selecting the cohort for the first household survey is included in the first round fieldwork manual and therefore is not repeated here.

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

3.2 SIHR Households

The household and the Core Respondent are the main units of the SIHR survey.

A *household* may be either a person living alone or a group of people, either related or unrelated, who live together as a single unit in the sense that they have common housekeeping 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 primary exception is that children who are away at boarding school are still considered members of the household.

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

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

In the case of polygamous men and extended family systems, some household members are distributed over two or more dwellings. If these dwelling units are in the same compound or nearby (but necessarily within the same enumeration area) 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 is often, but not always, the main income earner and decision maker for the household, but interviewers should accept the decision of the household members as to who is their head. There must be one and only one head in the household. If more than one individual in a potential household claims headship or if individuals within a potential household give conflicting statements as to who is the head of household, it is very likely that the interviewer is dealing with two or more households, rather than one. In such cases, it is extremely important that the interviewer apply the criteria provided to delimit membership in the survey household. For students who are away at boarding school, their head of household is the head of the household they most clearly belong to when they are not away at boarding school.

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

3.3 SIHR Core Respondent

The Core Respondent for the SIHR household survey is someone who at baseline (Round 1) was a never married female aged 13-22. For individuals that were in school at baseline, they were also required to have completed Standard 6, but not yet finished Form 4.

Of the 3,821 Core Respondents interviewed in the Household Survey Round 1, in Round 2 (one year later), the status of Core Respondents can be one of three categories:

- **Living in same location as in Round 1 (same village, community):** If the Core Respondent lives in or near the same place where they lived in Round 1 of 2007 (first interview), they should be interviewed and a completed Round 2 questionnaire should be obtained. The only exceptions would be if the Core Respondent refused or was temporarily away from their community (e.g. visiting relatives in another community not nearby). In both of these cases, the interviewer should consult their supervisor for input. If the Core Respondent will *not be* back in town during the time period that the field team is in the location, a Tracking From should be filled in.
- **Moved permanently to a new location:** Some Core Respondents may have permanently moved to a new location, which is not near their previous location. For example, s/he may have moved to another district or to another community in Zomba but more than approximately 15 kilometres away. In these cases, the interviewer needs to complete a Tracking Form and collect detailed information on the new location of the Core Respondent.
- **Deceased:** In rare cases, a Core Respondent may have passed away since the interview in Round 1 2007. For these rare cases, a Mortality Form must be completed by interviewing preferably other family members or, in cases this is not possible, neighbors.

If the Core Respondent has moved to a location within the survey sample (for example a different EA) the respondent should be added to a list that is kept by the field team coordinator and surveyed at a later date when the field team visits the corresponding EA. Although this will take prior coordination, it will cut down on time and costs to revisit EAs for tracking which can be done at the same time as primary visits.

4. INSTRUCTIONS ON COMPLETION OF THE HOUSEHOLD QUESTIONNAIRE

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

The questionnaire is produced in Chichewa. Do not assume that skills in Chichewa will allow an interviewer to conduct interviews throughout Zomba. Although Chichewa is the national language of Malawi, many rural residents are not fluent in the language. It is possible that a small number of the households to whom interviewers administer this questionnaire will not be able to respond to the questions if they are asked in Chichewa.[2] Consequently, interviewers might have to translate the questions into a language in which the survey household members are fluent. The questionnaire should be administered in a language that the survey household members understand fluently. If an interviewer find that he/she has been assigned to conduct SIHR interviews in households which are only fluent in a language in which the interviewer is not fluent, the interviewer must immediately inform his/her supervisor.

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

[2] At baseline, all but two of the Core Respondents reported being able to speak Chichewa.

be paid to the translations that should be used for these terms in the various languages and alternative terms.

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

4.1 Identification codes

In order to keep track of respondents and then re-interview them in the future, every enumeration area, household, and Core Respondent is assigned an identification code. The identification codes have changed since last round and are as follows:

- Enumeration area (EA) ID code is three (3) digits.
- Core respondent ID code is seven (7) digits: (3 digit EA + 2 digit HH + xx) ID code from Section 1 (HH roster) of Round 1. This is the same as in Round 1. It never changes.

HOUSEHOLD IDs:

- *HHR1 2007:* In Household Survey Round 1 (2007), the Household ID was five (5) digits, EA + HH;
- ***HHR2 2008**:* **In Household Survey Round 2 (2008), the Household ID will be eight (8) digit: "H" + lowest number of the Core IDs living in the household. This ensures that no two households get the same ID number.**
- For example, John, Mary and Jill are three Core Respondents who lived together Round 1 (brother and sister).
  John's ID 1150303
  Mary's ID 1150304
  Jill's ID 1150305
- In 2008, John and Mary live together. Jill lives elsewhere.
  John and Mary's HH ID: H1150303
  Jill's HH ID: H1150305

  John, Mary and Jill will be printed on household rosters (Section 1) for both Mary and Jill, but for each person the enumerator will mark s1q03=1 in only the one roster for the person's current household .
- If Jill with ID 1150305 moves to EA 150 to live in the same household as Natalia, ID 1500102. The new Household ID will be H1150305 because Jill's ID is lower, even though they live in EA 150.
- If there is only one Core Respondent in the household, the Household ID is her number.

NOTE: ID codes are critically important. They are the only way we can link individuals across parts of the questionnaire. Moreover, since the SIHR is a longitudinal survey, we need to ensure that IDs are consistent and correct to link respondents to the baseline round. In addition, all field staff and data entry staff are assigned ID codes which should be remembered and consistently used at all times.

4.2 Questionnaire administration

The SIHR household questionnaire is divided into two Parts. The main difference between these two parts is that Part I is completed by the household head or spouse of the head, whereas Part II is completed by Core Respondent. The household head might be the Core Respondent, or the spouse of the Core Respondent.

- **Starting SIHR interview.** Before the interviewer goes to a selected household, the interviewer should ensure that s/he is ready to begin the interview – that is, s/he is presentable, that s/he knows how s/he is going to begin the interview, that s/he has at least two ball point pens and has the household questionnaire forms and consent forms with her/him for every household that they plan to interview, s/he has the location and ID code numbers of the survey households with them *(including the household contact form and the photo of the girl)* and s/he has an ID tag for identification. S/he should also have Tracking Forms in case the Core Respondent has moved or is temporarily away and is not expected to return while the team is working in the area.
- **Problem cases.** As a general point, if the interviewer encounters a different or unusual case in a particular section or sections for a survey household and are not sure what to do, write all of the details down on the questionnaire. There is plenty of space on the empty space above each page of the questionnaire to do so. For these problem issues, after the interviewer leaves the survey household, check this manual for guidance. If the solution cannot be found in this manual, the interviewer should consult their supervisor at the earliest opportunity.
- **Privacy and confidentiality.** The field staff should assure all interviewed households and respondents that all information collected will be kept confidential. The information will be used for research purposes only. In order to assure this, no person except SIHR supervisors or people from the SIHR management team should come with the interviewer when they interview. If an SIHR member does accompany the interviewer to an interview, the interviewer should always be sure to introduce the staff member to the respondent, making clear to the respondent the purpose of the presence of the SIHR staff member. In most cases, the SIHR staff will be present to monitor the quality of the interviewer's work and to support and assist the interviewer in effectively carrying out the interviewer's assigned tasks. The supervisors are instructed to not interfere with the interviewer's administration of the questionnaire to the survey respondents, but will discuss any issues related to the interviewer's administration of the questionnaire later with the interviewer in private.
- **Consent Forms.** The interviewers should make sure to begin the interview with the consent forms. There are three distinct consent forms. One form is for "adults", or those Core Respondents who are at least age 18 years and older or married. There are separate forms for unmarried "minors" (those under 18 years), and for the parents of unmarried minors. Be sure to get a signature, or, for those who are unable to write, a thumb print from each person.
- **Gifts.** After the interview is finished the interviewer should leave a small gift (e.g. Soap or a kg of sugar) with both the Core Respondent and the respondent of Part I.

4.3 Part I Questionnaire administration

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

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

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

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

When the Core Respondent is a member of the same household as in HHR1, Part 1 should be completed with the same respondent as in HHR1. However, as was already stated, if after multiple attempts the same individual is not available to complete the interview, or if s/he is no longer a member of the household, the interviewer should seek out the person best able to respond for the household head for Part I of the SIHR household questionnaire.

4.4 Part II Questionnaire administration

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

It may also be difficult to meet with the Core Respondent. Interviewers should make every effort to speak with the Core Respondent at his or her convenience. Part II cannot be completed by anyone other than the Core Respondent. Supervisors will re-visit Core Respondents to monitor the quality of the data and confirm that interviews were conducted in full.

4.5 Field staff interactions with the community

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

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

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

4.6 Field staff interactions with the respondents

Field staff should always be courteous and tactful in dealings with households and Core Respondents. Above all, field staff attitudes towards the respondents in the survey households must be one of respect. Field staff must always be patient towards survey household members. Be business-like in conduct – never bullying, demanding, or rude. Always act in a way that warrants respect and cooperation from the respondent. During interviews, field staff should work efficiently and relatively quickly, but should not rush the respondents or make mistakes. After each interview field staff should thank each interviewee for their help and time. This is vital if the survey is to be carried out successfully. Field staff will find work more pleasant if the interviewer remains polite and friendly to everyone at all times. Field staff should be willing to answer any questions the respondents ask field staff about the survey and its particular contents. In most cases, the Consent form will provide a sufficient response.

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

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

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

Field staff attempt a compromise between:

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

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

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

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

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

4.7 Questionnaire formatting

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

In Part I, the majority of the questionnaire is laid out in landscape (horizontal) format, and most of these sections should be approached by asking the questions going across. In Section 1, for example, information on a particular individual within the household is to be recorded on the same row across pages. In other sections in Part I, however, the questions should be recorded going down, in columns, such as in Section 3. Also, and as noted in Section 5 in this manual below, in Section 1, Q2-Q7 should be recorded for all individuals before proceeding across rows for each household member.

4.8 General instructions for completing the questionnaire

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

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

- **Filling in “other” cases:** 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. In many cases when an option of “other” is given, the enumerator is asked to specify. When the interviewer uses this code, also provide a brief explanation/text of the answer:

4. The **roof** of the main dwelling is predominantly made of what material?
1 = Grass 2 = Iron sheets 3 = Clay tiles 4 = Concrete 5 = Plastic sheeting 6 = Other, specify
6 (CEMENT TILES)

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

- **Unanswered questions which are asked.** There are cases where respondents will not answer an individual question, either because they do not know the answer or because they refuse to answer the question. If after asking the question several times, the interviewer still cannot get a response, the following codes should be recorded:

  Refuse to answer..NR

  Do not know ....DK

  However, these codes should be used very rarely. Supervisors will warn interviewers if they feel that the interviewer is unnecessarily or too frequently using these codes, as their excessive use may indicate a lack of effort on the interviewer's part to collect the required information from the respondents. Be cautious, only using these codes when absolutely necessary.

- **Skips.** In order to have a logical order to filling in the questionnaire, it has been designed with a system of skips that allows the interviewer to follow the logical sequence of questions based on responses to questions already provided. If there are no additional instructions, the interviewer will pass directly to the next question.

  - The double arrow symbol ">>"indicates that the interview should continue with the question indicated. In the following example from Section 10 (Education), if the respondent says 'Yes', the interviewer continues with question 4. If the response is 'No', the interviewer will skip to question 5. Question 4 is skipped because the question is not relevant to those who answer 'No' to question 3.

3.	Were you in primary or secondary school at any time during 2008?	Yes..1 No...2	 >> 5

The double arrow symbol can also indicate that the interviewer should skip next question regardless of the response to the current question. In the following example from Section 10 (Education), if the respondent has left school since we visited them at baseline, after getting the reasons why the respondent left school, the interviewer skips all the way to question 10, no matter how she answers this question.

9.	Why did you leave school since our last visit? (RECORD UP TO 2 REASONS):		1st [__] 2nd [__]
	1 = Acquired all education wanted		>> 10
	2 = No money for fees or uniform	11 = Poor/crowded school facilities	
	3 = Too old to continue	12 = Poor quality instruction	
	4 = Married	13 = Teachers often absent	
	5 = Became pregnant	14 = School too dangerous for girls	
	6 = Illness or disability	15 = School too far from home	
	7 = Found work	16 = School conflict w/beliefs	
	8 = Not interested, lazy	17 = Failed promotion exam	
	9 = Parents told me to stop	18 = Dismissed / Expelled	
	10 = Had to work or help at home	19 = Other, specify	

- **Pre-coded answers.** Where the question responses are precoded, the interviewer should simply record the code for the category that matches the respondent's response most closely.
- **In the past 12 months versus 12 months ago.** It is important to make sure that both the interviewer and the respondent understand very well the difference between reference periods such as 'in the past 12 months' and '12 months ago.' If the interview is happening in late November of 2008, for example, questions about '12 months ago' refer to the time around late November 2007. Another way of thinking about it is 'about this time last year'. The interviewer may have to explain this to the respondent in a few different ways until the respondent understands. Similarly, 'one month ago' would refer to the time around late October 2008. On the other hand, 'in/over the past year' refers to all the time that started one year ago through the present. Similarly, 'over the past 7 days' means that we are considering the entire period from 7 days ago until the present, excluding today (since today is not yet completed).

  Kwacha responses. When the response to be recorded is a monetary amount or a figure, write the correct response in the corresponding cell. Record monetary amounts in Kwacha with no decimal point. Do not include tambala. For any tambala amounts, round to the nearest Kwacha. For any amounts at or above MK 1,000, include a comma. For example, from Section 10:

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

5. SECTIONS OF THE SIHR HOUSEHOLD QUESTIONNAIRE

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

Note that each questionnaire contains sufficient space to enumerate a household of 12 members (since number of rows in Section 1 is 12). If the survey household has more than 12 members, the interviewer will need to use an additional questionnaire to have additional Section 1 rows. Please note this on the cover of both questionnaires.

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

This section is used to collect information on the survey household in order to identify the household to link it to round 1 of the SIHR, for re-interview and data analysis purposes. Information is also collected on who among the SIHR staff members processed the questionnaire at various stages of the data collection and entry.

- It is critical that the entire set of information on the household and visits is completed in full by the interviewer. The information about the household (village, compound, Core Respondent name, and ID codes) should all be accurate and clearly written.
- EA CODE. The supervisor will provide the interviewer with the EA code. All survey households within the same EA will have the same EA code.
- HH ID. The supervisor will provide the interviewer with the HH ID. More information on the creation of the HH ID is included in section 4.1 Identification Codes in this manual. *This number should be filled in at the top of every page of Part I, as it is the only identifying information in the case that the pages of the questionnaire are separated.*
- Q1a & Q1b. The respondent's name and ID should be taken from the Section 1 Household Roster. The respondents will always have an ID, since they must be members of the household.
- Q2. Core Respondent(s) information. There is room for up to four Core Respondents. For each Core Respondent, the interviewer should record their Core Respondent ID, name, nickname/other name, and their date of last interview from their photo pages. The interviewer should confirm that spelling of name and nicknames are correct for the Core Respondent and note any corrections. If multiple name spellings are acceptable, please use the one printed on the photo.

  Core Respondent ID Number. The Core Respondent is the part of the original cohort selected in Round 1 of the household survey. The Core Respondent should be pre-identified when the interviewer visits the household and may be pre-printed on the roster or on the top of the cover sheet. Note that although there may be more than one Core Respondents residing in the household, Q2 <u>must</u> be filled out for each Core Respondent.
- Q3-6. The names of the Round 1 village, village headman, household head, and compound head will be printed on the Core Respondent's photo page. When this information is still correct, the interviewer should try to use the same spellings or note any appropriate corrections. If multiple spellings are acceptable, please use the one printed on the photo. If any of the information has changed since the past round, Q3-6 should reflect the current information instead of what is printed on the photo.
- Q7-12. Every interview will require at least one visit and probably two visits. The interviewer must fill out these questions. The date in Q7 should be the date of the first interview, when interviewing began, or the date the interview was refused. Note that even in cases of refusal, the cover sheet should be completed.
- Q8-9. Interviewers should use a 24-hour time clock to record the time.
- Q10. All interviewers should use their assigned ID code here. In most cases this will be the same ID code the interviewer was assigned at baseline.

- Q14-Q16 are to record the other individuals who will be involved in processing the questionnaire through data entry and cleaning. These questions are NOT completed by the interviewer.
- Interviewers should use the comments space at the bottom of the page to note any unusual outcomes of the interview, for example notes for the second visit or if there have been any problems in completing the interview. In cases of refusal, the interviewer should note the reasons and circumstances of the refusal if possible.

Section 1: Household roster (Part I)

In the case that two or more Core Respondents live in the same household, the Household Roster and the rest of Part 1 should be filled only once.

Completing the roster:

- Q1. First name each household member from the pre-printed roster (name, age at last interview, sex, and relationship to head are all pre-printed). Ask if the person still resides in the household (Q3) and for each of these people who still reside with the Core Respondent, complete Q7-Q10. Then, add to the roster any new people who now live with the Core Respondent. For each of the new household members, complete first their name (Q2), sex (Q4), birth month and year (Q5) if available or age (Q6) if birth month and year are not available, and relationship to the head of the household (Q7) before continuing to Q8-10.
- Q2. In writing the names any new household members, be sure that the individuals are uniquely identified. 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. Names should be written in the following order: first name and then last name (surname). *If the respondent insists that there are household members who should have been on the rosters last year, please include them on the roster with a clear note explaining that according to the respondent, these members should be added back to the roster from Round 1.*

  Household members include:

  - People who normally eat and live together. This refers to eating/living together in the recent past (last month), excluding vacations or trips.
  - Example of a person who IS NOT a household member: Dalitso used to live in the household and moved to Lilongwe four months ago for a new job. He comes back to visit sometimes for a few days. He happened to be back visiting on day of the interview.
  - Example of a person who IS a household member: Willie 'normally' lives in the household (sleeps and eats there) but he has been in Blantyre for last six days on a trip to sell tobacco. He is returning next week but is not at the residence when the household is visited.
  - ***Boarding School:*** A child has left for boarding school for three months but will return for the vacation. The child should still be counted as part of the family because the move is temporary.
- Q4. The interviewer must ask about the sex of the new members. Do not use the name of the individual to assume the sex of that individual.
- Q5 and Q6. If the respondent knows the month and year of birth for new members, the interviewer should complete Q5 and then skip to Q7 for that individual. If the respondent

does not know the month and year, the interviewer should leave Q5 blank for that individual, ask the age of the person in years for Q6, and then proceed to Q7.

- Q7. It is possible that there is a new household head even if the previous household head still resides there. So this question *must be re-asked of everyone.*
  - A lodger (option 14) makes some sort of payment to the household for living there (in cash rent payment or in-kind).
  - Other non-relative (option 15) is living in the dwelling but not paying any rent. They are living there for free.
- Q8. This question refers to highest level of education attended by the end of 2008. This question should be asked of everyone. The left column records the highest category of education that the person is or was attending as of the end of 2008, and the right column records more specifically the number of years within that level. 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. For example, if someone attended secondary school but did not graduate, record secondary school as highest level. Or, if, for example, the person attended the second year of primary school for just a few weeks and then dropped out, record "2" for level, and "2" for years in level. It is important that the answer to this question refers to 2008. For example, if you are interviewing someone in November 2008 and they are currently attending Form 1, then you would record "3" for level, and "1" for years in level. If you are interviewing someone in January 2009 and they are currently attending Form 1, but they attended Standard 8 during 2008, they you would record "2" for level and "8" for years in level. If the person stopped attending school prior to 2008, this is the last level of school they attended in the past.

  Older individuals may have attended school when the Malawi educational system was different from what it is now. The current system was instituted in the 1970s. Please use the following table to determine the current equivalent class level attained by older individuals who completed their education in the 1960s or earlier. The interviewer should use the current equivalent class level when completing Q8 for such individuals:

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

- Q9. Marital status.
    - The 'married' marital status does not require that the relationship between man and woman be an official marriage. It can be a non-formal union that began without public ceremony of any sort.
    - Both men with multiple wives and women who are married to a man with more than one spouse should use code 2 ("polygamous") to describe their marital status. It is considered okay to use code 2 for women who are married to men with more than wife, as they can be identified as a co-wife by their sex (Q4) and that they are a co-wife in Q7.
- Q10. Like Q8, this question also refers to 2008. If you are interviewing a girl in January 2009 who is currently not attending school, but she completed the 2008 school year, then the answer to this question is "Yes".

Section 2: Dwelling Characteristics (Part I)

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

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

- Q1. Dwelling ownership status.
    - If the household is living in their house without authorization, ownership, or paying any rent (that is, if they are squatters) use 'Free, not authorized' (code 5).
    - However, if the household is living in the house for free and is authorized to do so, the interviewer should use 'Free, authorized' (code 4). For example, the household may be staying in a house provided for free by a relative.
- Q2-Q5 can be filled in by interviewer observation. They do not need to be asked of the respondent if they can be directly observed by the interviewer. If the interviewer is unsure, s/he should not hesitate to ask.
- Q2. Types of dwelling unit.
    - Dwellings made up of 'several separate structures' are most commonly found in rural areas, where separate sleeping huts are constructed for various members of a household.
    - A 'flat' is a self-contained dwelling unit within a larger building. As such it will contain its own private kitchen and toilet facilities. This type of dwelling is most commonly found in urban areas.
    - In contrast, a 'room in a larger dwelling' will not have self-contained kitchen and toilet facilities. These facilities will be shared with other residents in the larger dwelling. This type of dwelling is most commonly found in urban areas, also.
- Q3, Q4, Q5. If two or more different types of materials are used for the walls, roof, or floor,

report the material that is used in the majority.

- Q3. If the outer wall is plaster, record "9" for other and indicate the type of inner wall material. For example, enter: 9 plaster, mud brick
- Q6. Number of rooms. Count all rooms used for cooking, eating, or sleeping regardless if that is their only use.
    - A room used for both eating and sleeping counts as 1 room.
    - If a room is divided by fabric, folding screens, cartons, plastic or other temporary material, the room is considered as 1 room.
    - Minor rooms in the dwelling should be excluded from the room count. These include bathrooms and toilets, storerooms, carport/garage, khondes, and so on.
    - However, include all other rooms, including rooms that are usually unoccupied, such as those that are reserved for guests.
    - Note that many houses in rural areas will consist of a single room. These should be included in the room count.
        - For example, all of the qualifying rooms in the separate houses of dwellings made up of several separate structures should be counted.
- Q8. This question asks whether the dwelling unit is connected to a source of electricity, regardless of whether they actually and use it.
- Q9-Q12. These questions get at ***ACCESS*** to utilities, *not ownership.*
- Q9. This is meant to measure access to a landline phone, not necessarily a phone located within the household. For example, if the household has access to a neighbour's phone or a community phone, the response should be yes.
- Q10. Cell phones. This is meant to measure access to a mobile phone, not necessarily ownership by the household head or anyone in the household. Be alert to ownership of mobile phones by household members other than the head of household. If the household head reports no access to mobile phones, probe to be sure they are not omitting mobile phones owned by other household members or mobile phones available for public use.
- Q11. Drinking water source.
    - A standpipe is a public tap for the supply of piped water.
    - An unprotected well is a well from which to draw water, the surroundings of which and whose well shaft is not lined in concrete or other impermeable material. In consequence, polluted water can easily drain into the well, potentially posing a health hazard.
- Q12. Toilet facilities.
    - VIP latrine is the acronym for 'Ventilated Improved Pit latrine'.
    - The primary features of VIP latrines consist of an enclosed structure (roof and walls) with a large diameter (110mm), PVC vertical ventilation pipe running outside the structure from the pit of the latrine to vent above the roof. They often will have concrete slabs containing the latrine hole.
    - Traditional pit latrine is a hole dug and covered with a platform made of wood poles and mud with an opening in the centre for use as a toilet. It will be walled using

grass or mud brick. It may or may not have a roof. It may also be used as a bathing area.

Section 3: Durable goods (Part I)

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

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

- Q3. Land. This question refers to the land *owned* by the household.
    - It does not include land which is rented by the household for farming.
    - It does include land that is owned by the household but is fallow (not being farmed).
    - It does include small amounts of owned land surrounding the house.
    - It does include land this is owned by the household but is rented out to another household for farming.
    - Be sure to probe to collect the total land, across all individual plots owned by any member of the household.
- Q4. Livestock. This question refers to livestock owned by the household, not livestock that is shared with others.

Section 4: Consumption of Food Over the Past One Week (Part I)

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

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

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

Quantities and unit codes

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

- Whenever possible, report the quantity in standard, metric units. Always try to convert the quantity the respondent reports to kilograms or litres.
- However, we recognize that reporting quantities in standard units will often be difficult to do. Consequently we have provided in the coding list more than 20 alternative non-standard units that might be employed when it is difficult to convert the amount reported to a standard unit.
- If the respondent reports a quantity in a unit other than those listed in the coding scheme, see if he or she can:
    - First covert the quantity to some standard equivalents – kg, 50-kg bag, 90-kg bag, grams, liters, milliliters, and so.
    - If unable to convert to standard units, convert the quantity to one of the non-standard units listed in the coding scheme.
- If it seems not possible to enter the quantity reported by the respondent using the standard or the non-standard units found in the coding scheme, should obtain a clear description of the unit the respondent is referring to in terms of volume or dimensions (height, width, depth).
- Inform the supervisor of this non-standard unit.
    - If this is a commonly used new non-standard unit in the area, an investigation will be done to compute conversion factors to standard units for most of the major food items for which the non-standard unit is used.
- If Q2 for the item =2 (no), then Q3, Q4, and Q5 should be left blank. On the other hand, if Q2=1 (yes) but none of the amount consumed came from purchases, record a zero for Q4, leave the unit blank, and skip to the next item. If Q2 = 1, Q3 should never be zero, since they say they have consumed the item.

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

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

Decimals

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

Consumption

- Q2. Please note that the focus in this section is on <u>consumption</u> of food and <u>not</u> on food expenditures. This question is asking about how much of each item the household members consumed, that is, how much did they eat.
  - Consequently, if in the past week the household purchased, for example, a large amount of maize or dried fish from a wholesaler, the entire value of that purchase should <u>not</u> be recorded here. Only the value of the maize or fish that was consumed by the household in the past week should be reported in this case.
  - If any of the items were given to animals as feed, do not count that as part of household consumption.
  - Q3 records total amount of food consumed. This total amount is then broken down into quantity from purchases in Q4.
- Q3, Q4: If the quantity is zero then the unit should be left blank.
- Q3, Q4: If unit code is "other", interviewer must write a description of the "other" unit in order to facilitate the supervisor converting this into a standard unit.
- Eggs. Units for eggs should always be Piece. 5 eggs = 5 pieces.
- Cooking oil. The list of units has been expanded to include small tube and large tube. A small tube is approximately the size of a standard Freeze-its. The large tube is maybe 1.5 times larger than a small tube. Do not record the unit as 9 (piece). Sachets have not been added to the list, but they should be recorded as the millilitres they contain. For example, if the household consumes a 50ml sachet of cooking oil, it should be recorded as quantity: 50, unit: 19 (19=millilitre).
- Please also note that the list of units has been expanded to accommodate many of the answers commonly specified under "other" in Round 1, so that code 28 instead of 20 now represents "Other, specify."
- ***Q1, items 6 and 10:*** These items are only to be filled in if the respondent does not report eating any other items in the sub-section. If the respondent does not consume items 1-5 than item 6 should be answered. Similarly, if the respondent does not consume items 7-9 than item 10 should be answered. Since we will not have prices for these items from the market survey it is essential that Q5 reports the total value of all consumed, even if it was not purchased.

<u>Section 5: Total Expenditures Over the Past Month (Part I)</u>

This section collects information on some basic expenditures of the household over the past month (the total for all the days starting one month ago through the day before the interview). Unlike the previous section, this section is focused on expenditures, not consumption or ownership. The majority of these goods are non-food items. If no one in the household purchased the item, record a zero to indicate that the question has not be missed.

- Q1. This question asks about the total expenditures of the household on food consumed at home in the past month. Unlike the previous section, this question is meant to get at food expenditures, not at consumption. So, for example, if a household bought 1kg of rice but only consumed a ½ kg of rice, then for this question we would want to include the expenditures on the entire 1kg of rice. This question excludes food consumed outside the home, such as at a restaurant or bar.

- Q2. This question asks about all expenditures on food consumed outside the home, including at restaurants, from street carts, etc. Do not include expenditures on beverages.
- Q3. This question refers to *non-alcoholic beverages only.*

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

Section 6: Safety nets (Part I)

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

Although several examples are given in the questionnaire of the types of programmes in Malawi that should be considered under each type of social safety net programme, it is not necessary for the respondent to know the exact title of the programme from which the household benefited. *The only exceptions to this are for the Fertilizer Voucher and the Zomba Cash Transfer Program (ZCTP).*

- Q2. If the household did not benefit from a specific listed type of social safety net programme, enter "2" and skip to next programme.
    - Public works programmes include construction projects, such as of roads, school and health facilities, or dams, which are financed by the government or donor agencies for the benefit or use of the general public. In Malawi, the labour for such activities is most often provided by local community members in exchange for a cash wage or in exchange for food (food-for-work) or agricultural inputs (inputs-for-work).
- Q3. For each of the items, record whether the benefit was received in calendar year 2007 and/or in 2008. If the household thinks it will probably receive but has not yet received it in 2008, record this as "Did not benefit" (2). (If this benefit is received later in 2008, it will be captured in the next round of the survey).
- Q4. The amount and type 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 some social safety net programmes listed is cash. Consequently, in the 'Unit' cell for Q3, MK is pre-printed for these programmes.
    - If any other programmes provided more than one type of item as part of the benefits received, the total MK value rather than in-kind amounts should be reported in Q3

along with an explanation.

- Q5. The Malawi Kwacha value of in-kind benefits listed in Q3 is estimated here. Q4 should be completed only if in-kind benefits are listed in Q3.
    - As only cash benefits can be expected from some social safety net programmes listed, the cells for Q4 for these programmes are shaded in. Nothing should be entered in these cells.
- Item 5. If there are multiple schoolchildren in the household receiving the school feeding benefit, multiply the number of schoolchildren times the terms they were receiving the benefit.
- Item 8. Transfers and School Fees from Zomba Cash Transfer Program. These are the cash transfers and school fees specific to the program that the NGO IKI is running in Zomba District.
- Item 11. Direct cash transfers. These transfers, from Government, church or an NGO, are when the government or organization provides cash to individuals instead of providing services or in-kind benefits such as food, medicines, or agricultural inputs. This does not refer to cash payment for work.
- Q6-12. These questions are new to this round of the survey and are meant to get information on gifts and loans given and received by the household, as well as savings of the household.
- Q7a.-Q7d. These questions refer to gifts or loans given out or received from family members or other individuals. It does not include loans from institutions. A gift is something that does not have to be re-paid, while a loan eventually has to be repaid.
- Q7e. This question refers only to *new* loans from institutions (such as banks, microfinance agencies, or credit groups), not families or an individual. This question only allows for a loan in cash so Q9 and Q10 are blocked out.
- Q8a-Q8e. Only answer ‘yes’ if the amount exceeds 500MK. If the amount is less than 500MK, then answer to 8 should be ‘No’.
- Q9-11. It is possible that the gift/loan was in-kind or cash, or both. If only in-kind, fill in Q9 and Q10. If only cash, fill in Q10. If both, fill in Q9-Q11.
- Q9a-d. If part of the gift/loan was in-kind enter both the number and the form that the transfer took. For example, if the household received 2 cows as a gift from a friend, then enter “2 Cows” as the answer to Q9.
- Q10a-Q10d. Have the respondent estimate the cash value in MK of the in-kind gift/loan. Even though this may be difficult for the respondent, please encourage them to give an answer even if they are not entirely sure. One possibility is to ask, “If you were to buy [item], how much do you think you would you probably have to pay?”
- Q11a-Q11e. This question refers only to the part of the gift/loan given in cash.
- Q12c-Q12e. These questions refer to loan repayments. If the repayments will be at least partially in-kind, please write the estimated total value of the repayment in Malawi Kwacha, though any details should be noted in the margin. Please note that “amount to be repaid” also includes any part of the loan that has already been repaid in addition to amounts remaining to be repaid. Since questions Q7a and Q7b refer to gifts, there should be no repayment, so these boxes are blocked out.
- Q14. This question refer to savings of the household that are either in cash or can quickly be converted to cash to, for example, help the household respond to a shock.

- Q15 – Q19. These questions refer to groups such as chipereganyo and kitchen top-ups. If any member of the household belongs to at least one (Q15=1), continue to Q16 and Q17 to record information for up to three such groups that household members participate in: Q16 size, Q17 frequency of meetings/cycles, Q18 amount contributed each meeting/cycle, and Q19 the date (or approximate date) when the member last received his or her portion.

Section 7: Economic Shocks (Part I)

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

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

- Q2. A list of 17 types of shocks is provided. The interviewer should ask whether the household was negatively affected, in terms of household welfare, by the occurrence of each of the events listed over the past year
    - Go through the entire list of shocks and ask if the household experienced the shock (Q2) before continuing with the rest of the section.

  Note that some households will experience some shocks negatively, while other household will experience the same shock without any negative effects. Consequently, do not assume that the occurrence in a household of an event listed will necessarily be considered as a 'negative shock' by the head of household.

  - Note that there is space for one additional shock to be listed to those specifically noted in the section. The interviewer should write a short description of the event, if any. Other shocks should be rare, but might include: death of a servant, death of a neighbour/friend, etc. If there are no other shocks reported, then leave this line blank.

- Q3. This question is to determine how widespread the shock was felt within the community.
  - While a drought may negatively affect all farming households in a community, the death of an individual will only affect the household of which the individual was a member.
  - 'Some other HHs too' should be used as the answer code if more than the respondent's household was affected, but less than half of the households in the community were affected. 'Most HHs in community' should be used if more than half, but not all of the households in the community were affected.

- Q4. This question concerns the most important response of household members to the negative economic shock that they experienced. Although the household may have done multiple things in response to the shock, here we are only concerned about the most effective or important response.
  - There are 19 response codes listed in the coding scheme. The interviewer should become familiar with these codes so that s/he can accurately characterize the responses to the shock noted by the respondent.
  - If for any of the shocks, the household responded by borrowing money, the interviewer should make sure that the respondent also reported a loan in Section 6.

Section 8: Deaths of Household members (Part I)

This section collects information on deaths of household members *over the past year*. Each line of the section refers to a deceased household member. The household head or spouse should be the respondent.

This section is the last section Part I to be answered by the household head or spouse. It is a difficult section because of the emotions it may cause in the respondent. The interviewer will need to be extremely sensitive to the emotional state of the respondent as the interviewer asks for information concerning household members who have recently died. Be courteous and sympathetic.

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

- Include any deaths of babies born alive, even if the infant survived for less than 1 hour.
- Q1. This is a filter question for the entire section. If no household member, including any infants, died over the past year, the rest of this section is skipped.
- Q4. This the relationship to the head, not necessarily to the respondent if the spouse or another replacement is responding.
- Q5a-5d. The Core Respondent numbers listed here should match the order on the Cover Sheet.

Household Contact Form (Part I, Last page)

The last page of Part I is where detailed location information on the household is recorded. Three sets of information must be included:

- GPS coordinates: longitude and latitude readings for the household (the location of the dwelling). This only needs to be recorded if the household has moved to a new dwelling since Round 1, or if the information is missing from baseline. If there is any concern that the previous reading was incorrect, please record a new set of GPS coordinates with a note that this is a correction (not a move).The reading should be taken at the most convenient time so to not disrupt this interview, usually after the survey is completed. Each team will have 2-3 devices; make sure to coordinate with the supervisor so that this information is recorded.
- Detailed instructions on the location of the households, including how to reach the community from Zomba town, as well as approximate distances, important landmarks, and potential informants who could indicate the location of the respondent. Relevant phone numbers can also be included on this sheet, as it may be the only page used to find the household in following rounds. Enumerators are asked to write instructions keeping in mind future teams who may never have visited the area before.
- A sketch map of the household’s location. Any symbols should be accompanied by an appropriate key. Roads and central landmarks should be indicated, and the house should be very clearly marked. Note that the map should not replace written instructions on how to reach the household.

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

Cover Sheet Part II: Household identification, survey staff details

As with Part I, this section is used to collect information on the survey household in order to identify the household to link it to round 1 of the SIHR, for re-interview and data analysis purposes. Information is also collected on who among the SIHR staff members processed the questionnaire at various stages of the data collection and entry.

- It is critical that the entire set of information on the Core Respondent and visits is completed in full by the interviewer. The information should all be accurate and clearly written. Note again that although there may be more than one Core Respondents residing in the household, the entire Coversheet of Part II must be filled out completely for each Core Respondent.
- EA CODE. The supervisor will provide the interviewer with the EA code. All survey households within the same EA will have the same EA code.
- HH ID. The supervisor will provide the interviewer with the HH ID. *This number should be filled in at the top of every page of Part I and II, as it is the only identifying information in the case that the pages of the questionnaire are separated.*
- Q1a. Core Respondent ID Number. The Core Respondent is the part of the original cohort selected in Round 1 of the household survey. The Core Respondent should be pre-identified when the interviewer visits the household and may be pre-printed on the roster or on the top of the cover sheet.
- Q1b & Q1c. Name and Nickname/other name(s). The interviewer should confirm that spelling of name and nicknames are correct for the Core Respondent. If multiple spellings are acceptable, please keep the one printed on the photo.
- Q1d & Q1e. Name of original household head and treatment status. These categories should be pre-filled. "Treatment Girl" refers to participation in the cash transfer program.
- Q2. Date of Last Interview. Each Core Respondent will have been interviewed during round 1 of the household questionnaire, either between October-December 2007 or January-February 2008. It is important that this information is correctly understood at the beginning of the interview with the Core Respondent, as it will be used for reference periods throughout the rest of the interview. The date of last interview will be printed with the Core Respondent's photo.
- Q3a1 & Q3a2. The Core Respondent's age at last interview should be copied from the photo page. For current age, the interviewer should ask the Core Respondent her age at the time of interview. The interviewer should not simply add one year to the age last year. It may be particularly helpful to ask the year (and even month) of birth and help calculate the age, since respondents may remember this more easily than their current age. It is very possible that the current age that she reports is not one year more than last year. However, if there is a discrepancy, the interviewer should ask for an explanation and note it in the comments section with an explanation if the respondent is able to give one.
- Q3b. School status at last interview is printed on the photo page.
- Q3c1 & Q3c2. The interviewer should ask for the Core Respondent's phone number. This could be her phone or any other phone she has access to or could be reached on. If it is her number, for Q3c2 write "Core Respondent." If it belongs to someone else, write the name of the owner and relationship to the Core Respondent. If she cannot give any phone number, write "No Phone." Do not leave Q3c1 blank.
- Q3d. Current residence. This question indicates whether the Core Respondent still lives in the same dwelling or has moved. Note that these categories are explained more in Section 3.3. The

questions refer to a permanent living situation, not a temporary move. For all responses, proceed to Q3e1.

- Q3e. This section is used to record Tracking Visits. Tracking visits are all visits used to locate the Core Respondent and include the first Interview Visit. All visits up through and including the first Interview Visit should be recorded in this section. The final Tracking Visit will always be the first Interview Visit. Even if the Core Respondent is interviewed at the first visit, this should be recorded both as Tracking Visit and an Interview Visit.
- Q3e3. If the survey is started (e3=1), proceed to question 4. If the survey is refused (also e3=1), skip Q4, record Q5-Q8 either from the photo page or from the tracking process, and record the refusal in the Interviewer's Visits. If there is an appointment for later (e3=2), stop and continue with the next Tracking Visit upon return. If the Core Respondent has permanent moved from their original village (Q3d=3-7, Q3e2= 4), they will require the completion of a Tracking Form (e3=3). Also, if they will not be in the EA during the time that the field team is there, this also requires completion of a Tracking Form (Q3e2=3). More instructions on the tracking of respondents are included in the section for filling the Tracking Form. If she has passed away (Q3d=9 and Q3e2=5), e3=4 and a Mortality Form should be filled out.
- Q4. In order to get the most accurate age information, the interviewer should ask to verify the date of birth from an official form of identification, if available. In some instances the Core Respondent indicates that she lied on the ID. If this is the case, record what is written on the ID, but put a note indicating that the Core Respondent reports that this information is false.
- Q5-Q8. The names of the Round 1 village, village headman, household head, and compound head will be printed on the Core Respondent's photo page. When this information is still correct, the interviewer should try to use the same spellings or note any appropriate corrections. If multiple spellings are acceptable, please use the one printed on the photo. If any of the information has changed since the past round, Q3-6 should reflect the current information instead of what is printed on the photoQ3a and b. Age and school status at last interview. These categories should also be pre-filled. Q3c should be pre filled if we have the information, but otherwise should be collected from the Core Respondent at the time of interview. You should also confirm this with the Core Respondent.
- Q9-Q14. Every interview will require at least one visit and possibly two visits. The interviewer must fill out these questions. The date for Visit #1 Q9 should be the date of the first interview, when interviewing began, or the date the interview was refused. Note that even in cases of refusal, the cover sheet should be completed.
- Q10-Q11. Interviewers should use a 24-hour time clock to record the time.
- Q12. All interviewers should use their assigned ID code here. In most cases this will be the same ID code the interviewer was assigned at baseline.
- Q16-Q18 are to record the other individuals who will be involved in processing the questionnaire through data entry and cleaning. These questions are NOT completed by the interviewer.
- Interviewers should use the comments space at the bottom of the page to note any unusual outcomes of the interview, for example notes for the second visit or if there have been any problems in completing the interview. In cases of refusal, the interviewer should note the reasons and circumstances of the refusal if possible.

Section 9: Family Background (Part II)

- Q1. This code for where the Core Respondent is now living is inserted from Coversheet question Q3d. If she is living in the same dwelling in the same village/community (code 1), the interview skips to Q4.
- Q2 and Q3. These questions on migration are meant to capture movements in housing or dwellings, which may be within the same village or EA. The whole family may have moved because they could not pay rent. In this case the response would be "followed parents/family." Alternatively, the respondent may have moved to be closer to work opportunities. In this case the response would be coded "to work or look for work."
- Q4 & Q9. Check that this information is consistent with the information reported in Section 1 (Household Roster) as reported by the head of household or spouse.
- Q5 & Q10. If the biological parents live in the Core Respondent's household, probe for the name of the parent and copy the ID code from the household roster.
- Q6 & Q11. If the parent does not live in the same household, Q6 & Q11 ask if the parent is still alive and then either year of death in Q7 & Q12 or current location of residence in Q8 & Q13.
- Q14 & Q15. These two questions refer to the sisters of the respondent who are 15 or older. These are persons who share the biological mother or father with the respondent. They can be half-sisters (sharing only one parent) or whole sisters (having the same father and mother as the respondent).
- Q15. Start with the oldest sister and move to younger ones in order of age, listing the number of children each sister has had in Q15a. *Please note that this includes all live births, even if the child is no longer living.* For each sister who has at least one child fill in Q15b, the number of children born to that sister in the past 12 months, and Q15c, that sister's age at first child.
- Q16. Again, these are sisters who share the biological mother or father with the respondent. They can be half-sisters (sharing only one parent) or whole sisters (having the same father and mother as the respondent). This does not require that the sister had a formal marriage ceremony, just that the sister considers herself married.
- Q17. These are brothers who share the biological mother or father with the respondent. They can be half-brothers (sharing only one parent) or whole brothers (having the same father and mother as the respondent). This does not require that the brother had a formal marriage ceremony, just that the brother considers himself married.

Section 10: Education, and Labour (Part II)

This section collects information from the Core Respondent about their schooling and labour activities.

- Q1 and Q2 are self-assessed. That is, if she says she can read a one-page letter, the answer is 'yes.'
- Q3. It is essential that the girl answers 'yes' to this question if she attended school at any time during the 2008 school year. Even if she only went to school during the first term, she should answer 'yes' to this question.
- Q4A & B. These questions ask the level and year of school the girl is or was attending *during 2008*. If the interview is being conducted in 2009, the questions still refer only to 2008. If the Core Respondent attended multiple grades during 2008, record the highest year attended.

- Q4C-P. The purpose of these questions is to get detailed information on the school(s) that the Core Respondent attended during 2008 so we can collect attendance for all girls that attended school during 2008. The questions split the school year into the three terms. If Q3 was answered 'yes' that the girl was in school at least some part of 2008, Q4C, G, and L must each be answered, and at least one of the terms will be filled in for name of the school, teacher, and classroom.
- Q4F,K & P. In some cases there may not be multiple classrooms for a given level in a school. If this is the case, please write in "only one class" in the space provided.
- Q5, school status at last interview, should be copied in from Coversheet question Q3b.
- Q6. This question asks about the various levels of educational attainment recognized by the Malawian educational system for those who successfully complete the necessary schoolwork and examinations, e.g., PSLC (Primary School Leaving Certificate), JCE (Junior Certificate Examination), MSCE (Malawi School Certificate Examination), diploma, or a degree.
    - For answers 2-4, probe the respondent to confirm that he/she took and passed the exam (PSLC, JCE, or MSCE).
    - If an individual sat an examination for an educational qualification, but did not pass, the interviewer should report the lower qualification he or she actually achieved.
    - Then, skip to Q8 UNLESS the respondent answers "None".
- Q8 is meant to determine if the respondent is still a student. Again, if school is not in session, the respondent is meant to answer whether she was still attending school when the session was ending. If she is/was still attending, skip to Q12 if Q5=1 (she was in school at last interview), and skip to Q11 if Q5=2 (she was not attending school at last interview). If she is not still attending and Q5=2 (she was not attending school at last interview either), proceed to Q23. If she was attending at interview (Q5=1) but she is not attending now (Q8=2), continue to Q9.
- Q9. Up to two reasons for leaving school can be given. Put the most important reason (as defined by the respondent) first.
- Q10. As in S1/Q7, this question refers to highest level of education *attended*. 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. For example, if the respondent attended secondary school but did not graduate, record secondary school as highest level. Or, if, for example, the respondent attended the second year of primary school for just a few weeks and then dropped out, record "2" for level, and "2" for years in level. Note that pre-school includes nursery or kindergarten.
- Q11 is answered only if the respondent was not in school at last interview (Q5=2) but is currently attending school or was attending when school was last in session (Q8=1). The question aims to understand the circumstances that caused or allowed the respondent to begin schooling again. For example, she may have been ill and has regained her health, or perhaps a family member found a new job and is able to pay her tuition again.
- Q12 is answered only if the respondent is currently attending school (Q8=1). If the interview is being completed in 2008, the answer will reflect the same information as Q4A.
- Q13. If the respondent does not understand the question, ask what the name of the school is. Sometimes the name of the school will give the interviewer enough information to determine what type of school it is. If still unsuccessful, read the possible answers from the relevant list (such as primary, secondary, or tertiary) of schools.

- Q15 & Q16. These assess time required to get to school and mode of transportation for day scholars (those who do not board at school).
- Q19-21. 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, then the answers should refer to the two calendar weeks prior to the closing date. *The answer to days in session should not be 'zero'*.
    - Past two weeks means during the 14 calendar days (not school days) prior to the date of interview or prior to the closing date of school.
    - For Q21, the question is meant to determine whether the respondent was ever absent for more than two consecutive weeks, regardless of the reason. That is, the answer is 'yes' even if she was absent because of illness or vacation, etc., and she never planned to stop attending school.
- Q22. Payments made by family and friends outside of the household should also be included here.
    - Q22A. 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.
    - Q22E. In determining the value of all contributions, be sure to include any in-kind contributions – labour, materials, or the like. In estimating in-kind payments, the respondent should estimate what he or she would have to pay for the item contributed if they purchased it in the market. If contribution was in labour, ask the respondent to think of the daily/hourly wage rate for that type of labour to help estimate the value of the contribution.
    - Q22G. Costs associated with transportation to school should be included here.
    - Q22TOTAL. 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 Q22A to Q22G, there is no need to provide a total amount in Q22TOTAL. This cell can be left blank.
- Q23-Q26. These questions leave space for up to four activities. If the Core Respondent insists that all she spends her time on is school, then fill in (a) and skip (b)-(d).
- Q27. This question refers to a 'typical' 24 hour period, not necessarily the previous 24 hours. If most nights the respondent sleeps eight hours but the night before she only slept 5, the answer should still be '08'.
- Q28. As with Q27, this question refers to a 'typical' 24hr period. 'Leisure' refers to time spent on activities or rest (not sleep) that are not school, work, cooking or household chores, etc., and generally that are generally optional, enjoyable, relaxing, or the like.
- Q29. If the respondent did no work for which they received cash or in-kind payment, enter 0. Do not leave this question blank! (Note: this can include income from vegetable sales, etc.)
- Q31. Ask the respondent to estimate the value of savings under their control for each category.

Make sure the respondent understands that this is his/her personal savings and does not include savings of other household members.

Section 11: Health and Fertility (Part II)

This section collects information from the Core Respondent about their health and fertility. Many of the questions in the first part are self-reported health indicators. The interviewer should accept the answer reported and not try to diagnose or assess the respondent's health. If the answer seems highly unlikely, the interviewer can re-ask the question to confirm the answer. Note that the recall period varies across questions in this section – some are inclusive of the past week, past two weeks, past 12 months, etc. Other questions ask the respondent to compare the way things are in the present to the way they were 12 months (one year) ago. This requires the interviewer to have the respondent think about 12 months ago, think about the present, and then relate the two. Make sure that the Core Respondent is clear about the recall period.

Just a reminder: If the interview is happening in late November of 2008, for example, questions about '12 months ago' refer to the time around late November 2007. Another way of thinking about it is 'about this time last year'. Similarly, 'one month ago' would refer to the time around late October 2008. 'In/over the past year' refers to all the time that started one year ago through the present. Similarly, 'over the past 7 days' means that we are considering the entire period of 7 days prior to the day of the interview.

This section is long – please be sure to ask every question and check that none have been missed.

- Q26.It is important for the interviewer not to assign an illness status to the respondent but let the respondent identify his or her own illness status. If they report having no illness in the last two weeks but look visibly ill, the interviewer should nevertheless record them as having no illness.
    - Moreover, even if they report, "I have not been ill, but I have had a fever." the interviewer should record them as having no illness.
- Q27. Ask the respondent to name her illnesses over the past two weeks, Record the two most important (according to the respondent) illnesses in order of importance. Then, find the code for each illness from the code list and record.
- Q28-Q29. Select only ***one*** action code for each single health problem. If more than one individual diagnosed the medical problem, report the one who has the most formal medical education or training. Medical workers have more formal medical education or training than traditional healers. If both a medical worker at a health facility and a traditional healer diagnosed the illness, the interviewer should report the medical worker as having diagnosed the illness.

Questions 30-44 focus on pregnancies by the respondent.

- Q33. This question only refers to live births, still births, miscarriages and abortions. It does not include current pregnancies. For example, if the respondent is currently pregnant (Q30==Yes), but has had no live birth, still births, miscarriages or abortions in the past 12 months then the answer to Q33 is 'No'.
- After completing Q33, the interviewer will ask Q34-Q40 for up to three pregnancies in the past year, starting with the earliest one. The enumerator should first complete Q34-Q40 for pregnancy A and then move to pregnancy B. If the respondent has had only one pregnancy, columns B and C should be left blank. ***If twins, treat them as separate births and completely fill in two columns.***

- Q41. This question is asking about ideal fertility. For example, if the girl already has one child it is okay for her to answer zero to Q41. Also, if the girl already has one child and wants to have two in total, then the answer to this question is two. If ideally she would have no children, skip Q42 and proceed to Q43.
- Q42. This question asks how far into the future the respondent wants to wait to have another (or a first) child. This refers to the number of months and/or years between now and when she would like to have the child, *not the age she would like to be when she has the child.*
- Q43 counts the total number of pregnancies, no matter if the children were actually born. If the number is zero or one, skip to the next section. If more than one, proceed to Q44.

Section 12: Sexual Behaviors (Part II)

Section 12 contains the most sensitive and personal set of questions in the SIHR questionnaire. Because these questions are very personal, it is important that this section be administered carefully, so as to collect accurate information from respondents. This section also establishes a girl's relationship status. There are many skip patterns in this section so it is important that the interviewer pay attention to sequencing during the questioning.

- Q1. This question establishes the marital status of the girl. The answer to this question will be used for certain skips moving forward. Note that non-formal unions are included with marriage. For married respondents (Q1=1 or 2), skip to Q13.
- Q2 through Q6 assess the respondent's current relationship status if she is not married.
- Q7-Q9 captures whether the respondent had a PTM/chitomelo one year ago. If yes and she currently has a PTM/chitomelo proceed to Q8 to determine if it is the same person. If she had has a PTM/chitomelo a year ago but she does not currently have one, or if she does not have the same PTM/chitomelo as last year, proceed to Q9 to ask the main cause of the breakup. Obviously these questions should be asked with sensitivity. If the respondent did not have a PTM/chitomelo at last visit, or if she has the same one as before, there has been no breakup, so skip to Q10.
- Q9. The interviewer should be sensitive about the ending of a relationship which may have been fairly recent for the adolescent. If the adolescent mentions more than one reason, record only the main reason or ask what reason was the most important to the ending of the relationship.
- Q10-Q12 ask about love proposals and acceptance in the past three month and the age of the last person who proposed, within the past 12 months.

The next section of questions Q13-Q19 ask about the respondent's sexual history. Many respondents will feel shy about admitting to having sex, so the interviewer needs to be careful to make them feel as comfortable as possible, assuring confidentiality.

- Q13 & Q14 ask if the girl has had sex and then includes a probe (skipped if she answers 'yes' the first time) in case she says no. If after Q14 she still says she has not had sex, or if she refuses to answer, skip to the next section. In some cases, the interviewer may judge that this section would be better revisited later in the interview, once the respondent feels more comfortable.
- Q16 & Q17 ask how many sexual partners she has had ever and then in the last 12 months. If in Q13 or Q14 she has responded that yes has had sex, Q16 should never be zero, but if Q17 can be zero if she has not had sex in the last 12 months.

After completing Q13-Q17, the interviewer will ask Q18 to get the respondent's consent to discuss more specifically the respondent's sexual partners. Q19 is built in as a second chance to give consent and is skipped if the respondent agrees after Q18. If she fails to give consent, skip to the next section, though it is left to the interviewer's best judgement whether to return to the section. If the respondent gives consent in Q18 or Q19, ask Q20-Q55 about each of up to *three most recent* sexual partners of the respondent in the *past 12 months*. Note that if the respondent is married, these questions will be asked about the spouse, regardless of whether or not he is actually the most recent sexual contact. Since many of these answers will already be collected about the spouse, many questions will be blocked out for the spouse column (column 2). Note that the interviewer should fill either column 1 or column 2 for the first partner and not both.

- Q20. Record the type of relationship/partnership for each sexual partner named.
    - A one-night-stand is the same as a hit-and-run. A one night stand/hit and run is a case where the respondent has sex with someone once, but the respondent is not a bar girl or prostitute herself.
    - If the respondent is herself a bar girl or a prostitute, and her named sexual partners are clients use code 7.
    - A sexual partner who is an acquaintance differs from a *chibwenzi* or a one-night stand. An acquaintance type is a sexual partner with whom the respondent has sex with occasionally or regularly, yet the respondent does not consider that partner to be a girlfriend or boyfriend.
- Q21. Record the age of the respondent when she first had sex with each partner named. If she does not remember, ask her for an approximate age.
- Q22. Record the partner's current age, not the age when the sexual relationship began.
- Q23. Record how long it has been since the sexual relationship began. If the partner was a hit-and-run or a client (Q20=6 or 7), this is how long ago the first or only sexual contact occurred, and then the interviewer should skip to Q34 after this question.
- Q24 & Q25. For spouses, PTM/chitomelos, and boyfriends, this refers to when the relationship – not the sexual relationship – began.
- Q30-33. If the relationship is ongoing (Q30=6), we do not ask why or how long ago the relationship ended. Q30 should never be marked as one, because of the skip pattern. If the answer to Q30 is 2-5, proceed to Q31 and Q32. For Q31, circle all answers that apply.
- Q34-Q42 are answered for all partners.
- Q43. If the person told is a cousin, include under "Other, specify."
- Q44-48 are meant to capture transfers and gifts between two partners during the past 12 months.
    - Q45. **Examples of non-monetary gifts include** (but are not limited to) soap, lotion, clothing including underwear or shoes, jewellery, make-up, biscuits or other food items, Coke or Fanta, top-up cards, etc.
    - Q45. **If the relationship lasted at least one month's time**, record the average amount of kwacha of all gifts received in any given month (=30 days) in the relationship during the past 12 months. If Mariah's boyfriend was James for three months, and James gave Mariah one bar of soap one time per week for the entire

three months, then on average, she received 4 bars of soap in one month's time during that partnership. The total amount in kwacha of gifts received then, is 4 (for 4 weeks) * the cost of one bar of soap. If the type and amount of gifts varies over the months, then you can ask the respondent what she *typically* receives.

- Q45. **It's okay if the relationship was a one-night stand or one that lasted less than one month's time**. Still record the average amount in Kwacha of all the gifts received for however long the sexual partnership lasted.
- Q46. Record whether the respondent ever received any money. The money given can be anytime, and does not have to be only when the respondent and her partner met just for sex.
- Q47. **The amount of money received or given in an average month EXCLUDES the amount given in gifts**. For example, let's use the case of Mariah and James again. If in addition to the weekly bar of soap James gives to Mariah, he also gives her 50K each week, then the amount to be recorded in Q36 is 200K. (4 weeks * 50K = 200K).
- Q47. **It's okay if the relationship was a one-night stand or one that lasted less than one month's time**. Still record the average amount in Kwacha of all the money received for however long the sexual partnership lasted.

- Q49. This question refers broadly to the assets, income or wealth of the family of the respondent compared to the family of the partner. Family here is defined as relatives on whom the respondent (or the partner) could rely on (financially) in general, especially in times of need. This question does not include land. Land is specifically covered in the next question, Q50.
- Q55. After this question, do not forget, if necessary, to return to Q10 and start over again for the other partners named by the respondent, before moving to the next section.

<u>Section 13: Marriage (Part II)</u>

This section collects information from the Core Respondent about their serious relationships with the other sex, such as a "promise to marry (PTM)", "*chitomelo*" or in some cases a spouse. It also asks questions about their attitudes towards marriage. It concludes by asking some hypothetical questions regarding appropriate behaviours between husbands and wives. There are many skip patterns in this section so it is important that the interviewer pay attention to sequencing during the questioning and fill in all the interviewer checks.

- Before starting the section, the interviewer should determine the marital status and PTM/Chitomelo status of the respondent. Note that if the respondent is currently married, they will skip to Q59 and <u>will not</u> be asked Q1-Q58. If the respondent is not currently married, but has a PTM/Chitomelo, they will skip to Q28.
- Q1-Q3. These questions are asked of Core Respondents who are both not currently married and do not have a PTM/Chitomelo.
- Q4/Interviewer Check C & D. If the respondent is unmarried, has not PTM/chitomelo, and no chibwenzi, skip to the next section. If she has a chibwenzi but does not report being sexually active in the last 12 months, skip to Q6.
- Q5. For Core Respondents that did report having a sexual partner in the previous section, the purpose of this question is to determine whether one of these sexual partners is the girl's current PTM/Chitomelo. If the Core Respondent has a chibwenzi and already provided

information on this individual in the sexual partnership section then the rest of this section is skipped. If the chibwenzi was not listed in the sexual partners, continue Q6 through Q27, which ask many of the same questions as the sexual partner section. After answering these questions, the rest of the section is skipped and the enumerator proceeds to the next section.

- Q28-Q33. These questions are for unmarried respondents with a PTM/chitomelo.
- Q34-Q58. From Interviewer Check E, if the respondent had reported not being sexually active in the past 12 months, skip to Q35. If she reported being sexually active, proceed to Q34. If the information for the chitomelo was already provided, write the partner number and skip to the next section. If not, proceed to Q35.
- Q59-Q76. These questions are only asked of Core Respondents who are currently married.
- Q69. Note that the respondent may indicate more than one type of ceremony and all types applicable should be recorded.
- Q70 and Q71. The total cost refers to the cost including all the ceremonies that the respondent mentions in Q69. In some cases the respondent may not know the exact cost, but should give an estimate of the cost for food, transport, dress, entertainment etc. involved in the ceremony. They should give a rough estimate of who paid for various portions of the ceremony.
- Q72. This value refers to gifts that were given around the time of the ceremony but do not include for example foods that were brought by guests for the celebration or any bride price payments.
- Q73. These refer to informal gifts that were not a part of formal bride price payments. The formal payments and agreements are asked in Q69-Q72.
- Q77. Indicate the spouse's ID from the household roster.

Section 14: AIDS (Part II)

Section 14 asks the respondent about their knowledge, beliefs and perceptions regarding HIV/AIDS. Most of these questions reflect an individual respondent's opinion, rather than absolute facts. In some cases, the questions are asking the respondent to estimate (make a "best guess") based on their own information and beliefs. These can sometimes be difficult for someone to answer, since they might not be confident to make an estimate. If the respondent responds "don't know", the interviewer should ask again and emphasize that they are asking for an estimate or best guess by the respondent.

- Q4. Record only one answer that the respondent is most worried about.
- Q5 & Q6. If people are confused about whom the "regular people" are, repeat that they are regular people like most people in the area, a mixture of men and women. Do not specify any further or attribute any characteristics to these hypothetical people.
- Q9-Q14. These are questions about the Core Respondent's own testing history. Again, this is a topic to be treated with extreme sensitivity. The interviewer should use her or his best judgement about how to proceed depending on the comfort level of the respondent.
- Q10. Date of most recent HIV test. If the respondent has been tested but says she cannot remember the date, encourage her to give an approximate date. It is unlikely to have been so long ago that she cannot even estimate which month and year.
- Q15-Q16. These are questions about the Core Respondent's beliefs and opinions relating to

HIV/AIDS. We are trying to assess her knowledge and honest views, so be careful not to lead her to answer in any particular way.

Section 15: Social Networks (Part II)

Section 15 focuses on the social networks of the respondent, including her social activities, how much she trusts those in her communities, and some questions about her closest friends.

- Q7. This is a hypothetical question. Even if the respondent has never needed to borrow money for transport, she should still provide a response as to whom she would borrow from.
- Q10-12. These are also hypothetical question. The respondent is asked give her preference imagining that she could be presented with these options.
- Q13-Q20. This question gathers basic information on the respondent's five best girlfriends. It is critical that you only gather information on girls. It is possible that the respondent won't know all this information, but please encourage her to give her best guess. *Make sure to ensure the girl that this information will be kept entirely confidential and that none of the girls she names will be informed of the information.*

Section 16: Consumption (Part II)

Section 16 asks the respondent about her own consumption. This section differs from Section 4 and Section 5 in Part I in that instead of focusing on the consumption of the household as a whole, this section is focused on the respondent only.

The enumerator should ask Q2 for each item, before proceeding to the rest of the questions. If the answer to Q2 for that item is "Yes," any category from Q3 through Q6 that does not apply (that is, for example, if she bought for herself, but no one else has purchased for her and she has not purchased for anyone else) should be marked with a zero so that it is obvious that the question has not been skipped. However, if the response to Q2 is 'No', then Q3-Q6 in that row should be left blank. Note that the reference period for this section is the past 30 days, that is, including all of the time from 30 days ago through the day before the interview (not including the interview day, since the interview days is not yet finished).

- Q3. This question asks about how much the girl herself has spent on herself. This includes spending money that was given to her by someone else. For example, if John gives Maria 100MK and she spends that on soap, then that should be included in Q1.
- Q4. To be included in Q4, the expenditures must have been made by someone who is a member of her household, such as her father. This column should not include any gifts by friends, boyfriends, or relatives who do not live in the household.
- Q6. This question asks about expenditures by the respondent on the good for other people. Expenditures recorded here would include buying soap for a friend, but would not include giving a friend money which she then uses to buy soap.
- Item 10: birth control/condoms. The respondent can include condoms brought by a partner for their use together.
- Q8 & Q9. There is now an additional section asking how much the Core Respondent has spent on herself for the same items, but this time for over the past 12 months. That is, the reference period for this section is the past 12 months, including all of the time from 12 months ago through the day before the interview (not including the interview day, since the interview days is not yet finished).

The next two questions ask about flows of cash/pocket money in the past 30 days.

- Q10a asks for cash/pocket money received by the Core Respondent from household members (people included on her household roster). This includes any portion of treatment girls' household envelopes, if it has been shared with her.
- Q10b is cash received by the Core Respondent from non-household members. This is cash from an individual or household, *not an institution, and not the Zomba Cash Transfer Program*.
- Q11a & Q11b ask for cash given by the Core Respondent, first to household members (people included on her household roster) and then to anyone else who is not a household member (this includes anyone, including family, who is not on the household roster).

This section also includes some questions on the Zomba Cash Transfer Program. Q12-Q20 should only be asked if the treatment status of the girl is 'Yes" on the coversheet (Q1e) The Core Respondent's treatment status should be copied to the Interviewer Check.

- Q13. Note that some of the treatment girls have received the transfer without the requirement that they have to attend school – they receive their envelopes regardless.
- Q14. If the Core Respondent says that sometimes she picked up the transfer, sometime her guardian did and sometimes her proxy did, then put relationship for all three.
- Q15. The total should only be filled in if the Core Respondent cannot separate household and girl amounts. If the Core Respondent only knows the amount that she received in her envelope, then right that amount next to Core Respondent and leave the other two blank.
- Q16 & Q17. Note that Q16 refers to the girl's envelope, and Q17 refers to the household envelope.

<u>Section 17: Enumerator (Part II)</u>

Section 17 is meant to get some basic information of the quality of the interview from the enumerator. This information is important for understanding the quality of the data. This can either be completed at the very end of the interview or even once the enumerator has left the household. Make sure to complete it before moving on to the next household.

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

6. TRACKING FORM

The Tracking Form is completed in case a Core Respondent:

- has permanently moved to a new location from where they were interviewed during their last interview or
- is temporarily away and will not return during the week that the field team is assigned to that group of four EAs.

Core Respondents who moved to a new dwelling in the same village, very close to their previous dwelling, and are around at the time the field team is assigned to this EA do not need a Tracking Form. Some Core Respondents will live in a new community, maybe with all, some or none of the people they lived with when they were interviewed the last time. For every Core Respondent who has moved away and whom we cannot interview during the team's visit to the EA, we must have a completed Tracking Form regardless of:

- Who they moved with or who they still live with;
- Why they moved;
- When they moved; and
- How far they moved (to Blantyre, Kasungu, Chitipa, or Tanzania).

The Tracking Form should be administered to a household member who still resides in the same area or to a very knowledgeable neighbor. It should be administered to someone who knows where the Core Respondent currently resides. The Tracking Form collects information that would enable tracking down the Core Respondent. It also collects some details about the person providing the information.

There are three items that will be used to keep track of cases that require a tracking form.

- At the top, there are check boxes for the completion of Part I and Part II. Each part should be checked off when either the interview has been completed or refused. These boxes will make it clear which cases are pending and which have been finished.
- Next, the enumerator and/or supervisor marks which sections need to be tracked. If the Core Respondent belongs to the same household as in the previous round but the household has moved outside of the village or all suitable respondents are away and not expected back while the field team is working in the EA, the first box should be checked. If the Core Respondent now belongs to a new household, the second box should be checked. If Part I can be completed with the same household in the same dwelling or village while the field team is working in the EA, the first and second boxes are left blank. The first and second boxes will never both be checked at the same time. The third box is checked any time Part II cannot be completed in the same village while the field team is in the EA.
- For the third item, check "Track" if the cases are definitely tracking cases, that is, if the respondents have permanently moved outside of the same village or are expected to return after the end of the survey round. "Revisit/Track" should be checked if a revisit is possible. If "Revisit" is marked, the enumerator should record the expected date of return, and a second date if the respondent is only expected to return for a limited period.

Main questions:

- Q1a-d. The information for this section should be taken from the Respondent Identification Page; however, the enumerator should make a note if they find other names in the process of tracking.
- Q1e-h. Phone numbers for the Core Respondent. Q1e should be used for the Core Respondent's phone (or a phone at which it would be perfectly acceptable to ask directly for the Core Respondent by name. Q1f should be used for any other number that could be used to contact the Core Respondent, such a neighbour, friend, relative, or employer. If Q1f is filled, Q1g and Q1h should also be filled, indicating the name of the phone's owner and relationship to the Core Respondent. Enumerators are encouraged to collect as many phone numbers as are available. Additional numbers can be included in the comments or at the margins.
- Q2a-c. Enumerators should fill this section in when the information becomes available.
- Q3a-f. These questions collect information on the person who answers this questionnaire. This person might not necessarily be a relative of the respondent, although in most cases it should be.
- Q4. This is the main part of the form, where the information necessary for tracking is collected. Try to get as detailed of information as possible.
    - Section (j). This question asks for a landmark which will facilitate locating the general area of the Core Respondent. The landmark could be anything the local

residents should be able to identify and direct the field team during tracking. If the informant doesn't provide such a landmark, probe by giving some examples (for example: a school, a junction, a bridge, a shop)

- Q5. This question is addressed at the interviewer. If you feel that the information provided is sufficient to track the Core Respondent, skip to Q7 and thank the person interviewed for his/her assistance. Otherwise, ask the person Q6.
- Q6. If the person interviewed provides a name of a more informed person, another Tracking Form should be filled out by interviewing that person.
- Q7. The interviewer writes her/his name and ID code and the date of interview.
- Interviewer Observations/Notes. Especially when information has been difficult to find, enumerators are encouraged to use the notes section to describe what they have done to try to location the respondent or find more information. In other cases, the questions on the Tracking Form may not capture some details that will be particularly useful for finding the respondent, and again the notes section can be used to document these.
- Sketch Map of Location of Information. The same suggestions for the maps in Part I contact sheets apply here. Enumerators are encouraged to use text descriptions and clearly-explained drawings that could be used to guide someone else to find the informant.

7. MORTALITY FORM

The Mortality form collects information about Core Respondents who have died since the last visit of the SIHR project. The questionnaire should be administered by (interviewer or supervisor), interviewing a knowledgeable household member. Ideally, it should be the caretaker of the respondent in case the respondent died from a disease.

As with the Part I section of deaths of household members, the interviewer will need to be extremely sensitive to the emotional state of the respondent as the interviewer asks for information concerning household members who have recently died. Be courteous and sympathetic. If the respondent is unwilling to continue with the section at some point, please excuse him or her. If there is another household member who can complete the section in place of the household and is willing to do so, the interviewer should work with this replacement respondent. Otherwise, the interviewer will have to return on another day to complete the section with the original respondent. If according to the enumerator's best judgment it is appropriate, the administrative information can be removed from the Core Respondent's photo, and the photo can be given to the family of the deceased.

Once the cover sheet of Part II and Mortality Form have been filled out, and the case is then considered complete. Needless to say, interviewers are reminded to treat mortality cases with appropriate sensitivity.

- Q1. The information for this section should be taken from the Respondent Identification Page.
- Q2. This question collects information on the person who answers this questionnaire. This person might not necessarily be a relative of the respondent, although in most cases it should be.
- Q3. The date of death must be after the last interview, approximately October 2007-January 2008.
- Q4. This question separates illnesses from other causes of death. If the cause was not illness, the

interviewer proceeds to Q5 to specify the cause of death, and then skips to Q25 for the interviewer ID and interview date. If the cause of death was illness, the interviewer proceeds to

8. SUBMISSION OF THE COMPLETED QUESTIONNAIRE

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

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

Within one or two days, the supervisor will also review the questionnaire for completeness, consistency, and accuracy. By consistency, what is meant is that how some questions are answered should determine the range of possible answers that would be valid for another question. There needs to be logic to the responses that the interviewer is provided by the respondents. For example, from Section 10 the interviewer should not expect that an individual would respond that the highest class level that they completed was Standard 7, yet they reply that they have a JCE qualification.

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

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

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

9. COMPLETING THE COMMUNITY QUESTIONNAIRE

The community questionnaire is meant to capture economic, social and cultural aspects of the environments in which the households operate in their day to day activities. The community questionnaire is administered to the group village headmen in each EA. In some cases there will only be one group headman per EA. In other cases there may be two or more group headmen living in the same EA. In the case there is more than one group village headman, administer the community questionnaire to each village headman. There may be a case where it is not possible to meet the group village headman and in this case the questionnaire can be administered to a deputy or other knowledgeable respondent. The community questionnaire does not necessarily cover all the area in the EA, but the majority.

To facilitate the administration of the community questionnaire, upon entry to the EA, both the enumerator and the field supervisors should mention to the community leaders or group village headman in the EA that the community questionnaire will be completed in the course of the survey period. The community questionnaire may be administered by the field supervisor or in some cases by an interviewer who has been trained to complete the questionnaire. In all cases the interview should be completed with the proper respect for the position of the group village headman.

<u>Module CA: Community coversheet</u>

This module is used to record identification information on the location of the community, collect information about the informant and to note observations on the community made directly by the field supervisor.

- It is critical for later analysis that the location of the community is correctly identified. Fill in the EA as well as CA1 (the group village name) as well as the group headman's name. In addition to the group village name, the interviewer should include all the names of the villages which make up the group village. The interviewer should be especially aware that all the village names are correct as this is how households will be matched to the community information.

- GPS coordinates. Make sure you indicate where these are taken.

- CA3-8. The community questionnaire interview may require more than one visit, especially if the headman has another engagement to attend to. In this case, the interviewer must fill out CA3-8. The date in CA3 should be the date of the first interview, when interviewing began.
- CA4 and CA5. Interviewers should use a 24-hour time clock to record the time.
- CA10-CA12 are to record the other individuals who will be involved in processing the questionnaire through data entry and cleaning. These questions are NOT completed by the interviewer.
- CA13 refers to the title of the informant (for example write "group village headman" or "deputy," "minister" etc.).
    - CA16. The same protocol for education levels and years should be observed here as that used in the household questionnaire. Older individuals may have attended school when the Malawi educational system was different from what it is now. The current system was instituted in the 1970s. Please use the following table to determine the current equivalent class level attained by older individuals who completed their education in the 1960s or earlier. The interviewer should use the current equivalent class level when completing Q6 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	

- CA20-27. This section is direct observation of the interviewer and does not require questioning of the village headman. The interviewer should look at the inhabitants of the community as they are entering the community and are walking around. Attention should be paid to how the children and adults to are dressed. For example are their clothes neat and do they have shoes? Are the dwellings clean or is trash collecting in the yards? These observations should be marked in questions CA20 through CA27.

    - CA20 and CA22. Neat clothing is clothing that is clean and does not have too many tears or holes.

    - CA21 and CA23. Shoes include leather shoes, canvas shoes or any kind of sandals, (including plastic).

- CA26 and CA27. The interviewer should use the wall and roof codes listed above the direct observation section.

<u>Module CB: Basic physical and demographic characteristics</u>

The questions in this module are designed to determine the general characteristics of the community in terms of religious practices, languages spoken, and use of land. In many cases the village headman may not have an exact answer but they should give their best guess. Ask the questions exactly as written in the questionnaire.

- CB3, CB5, and CB9. These questions are meant to determine the approximate percentage of households having various characteristics. The questionnaire format "out of ten households…." is used throughout the community questionnaire and therefore the interviewer should make sure the informant understands what this means.

<u>Module CC: Access to basic services</u>

This module is designed to ask questions concerning the level of access households in the community have to infrastructure (roads, transportation, markets, postal services, telephones, schools, health clinics, and banks). This module is the longest in the community questionnaire. Some of these questions may be filled in by observation and do not need to be asked of the headman directly. Read the questions exactly as written in the questionnaire.

- CC1 is your observation and should not be asked of the informant.

- CC2. If there is a tar or asphalt road in the community itself, record 0 for the distance to the road. Only record a distance if there is no tar or asphalt road in the community. All of the roads in the community do not have to be tar or asphalt.

- CC3. This question is to determine the amount of time in a year in which the roads are passable. If the road is always passable, record 12 as the answer.

- CC8. These refer to the total fare to Zomba. In other words, if an individual need to take a bicycle taxi, then a bus or change buses several times, the total cost should be calculated from all these sources together.

- CC17. This question concerns the number of Christian congregations (groups of worshippers) in the community, even if they may be all of the same denomination (CCAP, Catholic, SDA, etc.). The congregations do <u>not</u> need to have a dedicated church building to be counted, but may make use of another sort of building or no building at all.

- CC69 and CC71. These two questions link to the health services module, and should be used for the health facility survey.

<u>Module CD: Economic and political activities</u>

This module is designed to ask questions that will show the most important economic and political activities in the EA. Ask the questions exactly as written in the questionnaire.

- CD8-CD14. These questions refer to the presence of MASAF public works programs (PWP) or other labor-intensive MASAF projects in the community.

<u>Module CE Gender</u>

This module is designed to collect information on gender specific cultural norms within the community.

- CE2 and CE4. These questions are meant to represent the norms for the community and may not be what occurs every time a husband dies or a divorce occurs. The headman should give an indication of whether or not it is <u>customary</u>, not if it can occur in some instances.
- CE7. Widow inheritance is the practice through which a woman can be given to a male relative of the deceased husband as a wife following his death. Widow inheritance has many functions, including providing economic support for the widow after her husband's death and the practice varies greatly from tribe to tribe. The interviewer should use the local or common term for the practice when explaining the tradition.

10. COMPLETING THE MARKET QUESTIONNAIRE

The SIHR market questionnaire is designed to:

1) Assess the prices of goods that are commonly consumed in Malawi. The price information will be used along with the consumption section of the household survey to assess household expenditures, as well as to look at variation in prices across Zomba district.

2) Collect information about the availability of condoms (in terms of being in stock, brands, prices, sources) from shops.

Section 1: Food prices

- Section 1 of the market questionnaire should be administrated to the markets and shops that serve EAs included in the SIHR household survey.

- When each new EA is started, the Supervisor will identify the main markets or shops from which households purchase the major foods (as listed in Part I Section 4 of the Household Questionnaire).

- If possible, one of the markets should be the main market/shop in the EA (if it exists), and another at a smaller market/shop outside the main area. For these and any other markets that are commonly used, the EA should be listed on the market questionnaire. To make sure all the relevant EAs are included, supervisors will include a list of relevant markets when submitting the paperwork for each EA.

- Some markets/shops are relevant for more than one EA. If the market or shop has already been surveyed for another SIHR EA, *do not* re-survey the market or shop, but add the new EA number to the market questionnaire which was completed.

- The questionnaire allows two prices to be recorded for each of the 19 goods on the list. This is to allow for different possible units to be purchased and at different prices. For example, if the most common unit of maize *ufa mgaiwa* sold at the market is 1 kg then the first price should be for 1 kg of maize *ufa mgaiwa*. But maybe some customers buy a cup of maize *ufa mgaiwa*, then the second price should be for a cup of maize *ufa mgaiwa*.

- Not every shop/market will sell all 24 goods. If the item is not available in the shops/markets, the price/unit will be left blank.

- If only one unit is used for the good (for example: it is always sold in kgs), then record one price and leave the second price column blank.

Section 2: Condom availability

This section collects information about the availability of condoms for retail shops in the market area from which prices are collected. These questions refer to providers in the market that are not health care facilities (These can include retail shops, bottle shops, private pharmacies etc).

- Q2. Record the brand, price and location of up to 5 condom sales:
  - If two locations (for example, a retail shop and a bar/bottleshop) both sell the same brand, you will record the same brand twice, with the price and location for each sales point.
  - If one location sells two different brands, you will record both brands on a separate line.
  - In the location section, make sure to mention the type of vendor (for example grocery, bar or market stall).

11. COMPLETING THE HEALTH FACILITY QUESTIONNAIRE

The SIHR health facility questionnaire is designed to collect information about the availability of services from health care providers, as well as staffing of these facilities. Since the questionnaire is in English (without Chichewa translation) interviewers should familiarize themselves with the names of services before visiting a facility. Like the market questionnaire, some health providers/facilities may serve more than one EA, in this case it is not necessary to re-interview the provider. The health service facilities that should be used for this survey are found in CC69 and CC71 from the community questionnaire.

For this questionnaire you should visit the first and second most used *health centers* in each of the EAs, including hospitals, clinics, and health centers and *not including* traditional health providers such as TBAs and herbalists.

Section 1: Services at the health facility

This section collects information about the services for the health provider.

- Q14 and Q16. Questions referring to one year ago should be asked regardless of the answer to whether or not current services are being offered.

Section 2: Staffing at the health facility

This section collects information on the staffing at the health facility.

ANNEX 1: LIST OF FORMS AND QUESTIONNAIRES FOR SIHR SURVEY ROUND II

Document	***Note***
Household questionnaire Part I	Sections 1-8, completed by household head (administered in Chichewa).
Household questionnaire Part II	Sections 9-14, completed by Core Respondent (administered in Chichewa).
Tracking form	Completed for all Core Respondents and spouses who have moved temporarily or permanently.
Community questionnaire	Sections A-E, Completed by group village headman (administered in Chichewa).
Health facility questionnaire	Sections 1 and 2, Completed through health providers.
Market questionnaire	Sections 1 and 2, Completed through observation and shop/stall owners.

ANNEX 2: DISTRICT CODES

Section 1 Household Roster: Question 6.

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