Schooling, Income and Health Risk

Household Survey, Round 3

Field Manual

2010

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1. INTRODUCTION

The "Schooling, Income and Health Risk" (SIHR) project entails collecting a rich, multi-dimensional, longitudinal data set of young adult women in Malawi. As part of this project, the SIHR will field a household questionnaire to a sample of young women to collect socioeconomic information about these individuals. The SIHR household questionnaire covers a range of topics. The household survey has 21 sections, divided into two parts:

PART I: Household characteristics	*PART II: Core respondent*
1. Household Roster	9. Family Background
2. Dwelling Characteristics	10. Education
3. Durable Goods	11. Time use and Labour
4. Consumption of Food	12. Health
5. Expenditures	13. Sexual Behaviours
6. Safety Nets	14. Marriage
7. Economic Shocks	15. Fertility
8. Deaths	16. Child Immunization and Health
	17. Parenting Practices
	18. AIDS
	19. Social Networks
	20. Consumption
	21. 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 third round of the SIHR household survey is designed to be conducted over several months starting in February 2010. 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 third 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 and second round of data collection, but there is a significant portion of distinct and new information pertinent to Round 3.

2. SURVEY ORGANIZATION

The field staff for the SIHR household survey consists of *interviewers*, *supervisors* and one *field operations manager*. 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 operations managerwill 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 third 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.

[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.

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.

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 3,805 Core Respondents interviewed in the Household Survey Round 1, the status of Core Respondents in Round 3 can be one of five categories:

- **Living in same location as in Round 2 and Round 1 (same village, community):** If the Core Respondent lives in or near the same place where they lived in Round 1 of 2007 and Round 2 of 2008-2009, they should be interviewed and a completed Round 3 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.
- **Living in same location as in Round 2 (same village, community) but not the same location as Round 1**: If the Core Respondent lives in or near the same place where they lived in Round 2 of 2008-2009, they should be interviewed and a completed Round 3 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.
- **Living in same location as in Round 1 (same village, community) but not the same location as Round 2 or not found at Round 2:** If the Core Respondent lives in or near the same place where they lived in Round 1 of 2007, they should be interviewed and a completed Round 3 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 2. For these rare cases, a Mortality Form must be completed by interviewing preferably other family members or, in cases this is not possible, neighbours.

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 operations manager 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 overview 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 if 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 finds that he/she has been assigned to conduct SIHR interviews in households which are only fluent in a language in which the interviewer is not fluent, the interviewer must immediately inform his/her supervisor.

One point to bear in mind in this regard is the following. There are several key terms that reappear throughout sections or throughout the questionnaire as a whole such as ‘household’. Terms should always be translated into local languages using the exact same words. The questions have been carefully worded to ensure that the desired concept is being asked. Study the questions so that the interviewer can ask them in a consistent and natural manner. If this is not done, the responses to the same question across households may not be comparable. During interviewer training, attention will be paid to the translations that should be used for these terms in the various languages and alternative terms. 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 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 and Round 2. **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 was eight (8) digits: "H" + lowest number of the Core IDs living in the household. This ensures that no two households get the same ID number.

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

- *HHR2 2010:* **In Household Survey Round 3 (2010), the Household ID will again be eight (8) digits: "H" + lowest number of the Core IDs living in the household.**

- For example, Johanna, Mary and Jill are three Core Respondents who lived together Round 2 (sisters).
  Johanna's ID 1150303
  Mary's ID 1150304
  Jill's ID 1150305

- In 2010, Johanna and Mary live together. Jill lives elsewhere in a new house.
  Johanna and Mary's HH ID: H1150303
  Jill's HH ID: H1150305

- Johanna, Mary and Jill's names will be pre-printed on household rosters (Section 1) for Johanna, Mary and Jill. For each person the enumerator will mark s1q03=1 next to the name of each person if they are living in the current household being interviewed.

- If Jill with ID 1150305 moves to EA 150 to live in the same household as Natalia, ID 1500102, then 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 the same as the core respondent ID.

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 and second 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 the 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 and 15 or older. 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.

The enumerator should first try first to talk to the individual they talked to in Round 2. If this person is not the household head, you can explain to the household head why you want to talk to this individual. There will be occasions where this person is not available. In the case that the household head is listed as the Round 2 respondent 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.

When the Core Respondent is a member of the same household as in Round 2, Part 1 should be completed with the same respondent as in Round 2. 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 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.

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

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

4.6 Field staff interactions with the respondents

Field staff should 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 information contained in 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 need to 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

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 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 or write over 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, if the respondent says 'Yes', the interviewer continues with question 4. If the response is 'No', the interviewer will skip to question 5A. Question 4 is skipped because the question is not relevant to those who answer 'No' to question 3.

3.	A. Were you attending school anytime during Term 1 2009?	Yes...1	
		No...2	>> 5A

  The double arrow symbol can also indicate that the interviewer should skip the next question regardless of the response to the current question. In the following example from the education section 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 13, no matter how she answers this question.

10.	Why did you leave school since our last visit? (RECORD UP TO 2 REASONS):		1st [__] 2nd [__]
	1 = Acquired all education wanted		>> 13
	2 = No money for fees or uniform	11 = Poor/crowded school facilities	
	3 = Too old to continue	12 = Poor quality instru on	
	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 February of 2010, for example, questions about ‘12 months ago’ refer to the time around late February 2009. 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 January 2010. 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 the Labour and Time Use section**:**

8	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 of 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 10 members (since the number of rows in Section 1 is 10). If the survey household has more than 10 members, the interviewer will need to use an additional Household roster page to have additional Section 1 rows. Please note this by checking the box at the bottom of the original Household roster.

Cover Sheet Part I: Household identification, survey staff details

This section is used to collect information on the survey household in order to link it to previous rounds 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.
- HH ID. The supervisor will provide the interviewer with the HH ID. More information on the creation of the HH ID is included above 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. The HHID should be determined using the guidelines above in section 4.1 of this manual.
- Q1b, Q1c. The respondent’s name and respondent’s 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.

- Q1d. This information can be obtained from the prefilled section of the HH roster. If possible, it is preferable that the same respondent is interviewed, but do not delay the surveying unnecessarily if the previous respondent is away.
- Q2. Core Respondent(s) information. There is room for up to four Core Respondents. If there is more than one Core Respondent in a household, list them in the order that they are listed on the household roster. For each Core Respondent, the interviewer should record their Core Respondent ID, name, and nickname/other name, from their photo pages. The interviewer should confirm that spelling of names 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. Only include core respondents that still live in the household.

  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 most recent information for the village name, 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 page. 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 page.
- Q7. Every interview will require at least one visit and probably two visits. The interviewer must fill out these questions. Note that even in cases of refusal, the cover sheet should be completed. All interviewers should use their assigned ID code for Q7B – in most cases, this will be the same ID code the interviewer was assigned at baseline. Codes to answer Q7D, Q7G and Q7H are at the bottom right of the page.
- Q7E,F. Interviewers should use a 24-hour time clock to record the time.
- Q9-11. These questions 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.
- Q12. 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.

<u>Section 1: Household Roster (Part I)</u>

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:

- Begin with the household members that were on the household roster from Round 2 (ID code, name, age at last interview, sex, and relationship to head are all pre-printed). Ask if the person still resides in the household (Q3).

- Then, add to the roster any new people who now live with the Core Respondent. The ID numbers of new members should start with 30 (i.e. then 31 then 32 etc.). Complete Q3 for all new members. Then, complete Q4-Q15, as appropriate for each person who still reside with the Core Respondent.

- 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 using code 5 (lived in HH but wasn't on the roster) for Q3.*

  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.

- Q3. For those individuals that were in the household at Round 2 this question distinguishes between those that left the household to move elsewhere (Q3=3) and those that passed away (Q3=2). For new individuals that moved to the household, this question distinguishes between those that are new to the household (Q3=4), those that were in the household last round but were not on the roster (Q3=5), and those rare cases when a Core Respondent from a different Round 2 household has moved in with another Core Respondent from a different SIHR household (Q3=6).

- 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. If the respondent knows the month and year of birth for new members, the interviewer should complete Q5 and then skip to Q6d 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/months/days (as appropriate) for Q6a – Q6c, and then proceed to Q6d.

- Q6a – Q6d. This question should be answered depending on the age of the person. If the age of the person is greater than 5, it should be answered in years only. If the age is less than 5 but greater than 2 months, fill in years and months only. Lastly, if the age is less than 2 months, fill in days only.

  - Ex 1: If age = 25 years, 4 months, fill in 25 in the years column and leave the months and days columns blank.

  - Ex 2: If age = 0 years, 7 months, fill in 0 in the years column and 7 in the months column (leave the days column blank).

  - Ex 3: If age = 1 month, 10 days, fill in 40 in the days column and leave the months and years columns blank.

- **WHEN YOU TURN TO PAGE 2 OF THE ROSTER, WRITE THE ID CODES AND NAMES FOR ONLY THOSE PEOPLE WHO ARE STILL A PART OF THE HOUSEHOLD.**
- Q6d. This should be filled out for everyone currently living in the household.
- 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*. Make sure that the code refers to the relationship of the member to the household head, and not the opposite. The question sentence "[NAME] is the head's _____" should make sense with the information given.
  - 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.
- Q8,9. These questions concern the relationship of the household member to the core respondent(s). First, fill in the roster IDs in Q8 for every Core Respondent in the household. The Core Respondent numbers listed here should match the order on the Cover Sheet. Then, fill in the code for the correct relationship of the household member to the Core Respondent. For example, if the Core Respondent is the grandchild of the household member whose information is being recorded, you should fill in Code 10, i.e. [NAME] is the Core Respondent's <u>Grandfather/mother</u>. Make sure that the question sentence "[NAME] is the core respondent's _______" makes sense with the given information.
- Once you have filled in Q8,9 if the person is less than 2 years old, skip to the next person (i.e. you do not need to ask Q10-15 for children less than two years old).

- Q10. This question refers to highest level of education attended at the time of being interviewed. The left column records the highest category of education that the person is or was attending at the time of being interviewed, and it should be filled in with the codes provided. 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. The right column records the highest class they attended. Note that this is only relevant if the highest level of education they attended is primary or secondary. In the case of primary, the class will be the highest standard they reached (from standard 1-8) and in the case of secondary, this will be the highest form they reached (from form 1-4). Leave the right hand column blank if the highest level of education is either none, preschool, university, or training college.
- For example, if you are interviewing someone in February 2010 and they are currently attending Form 1 and it is their first year doing Form 1, then you would record "3" for level, and "1" for class in this level.

  Older individuals may have attended school when the Malawi educational system was different from what it is now. The current system was instituted in the 1970s. Please use the following table to determine the current equivalent class level attained by older individuals who completed their education in the 1960s or earlier. The interviewer should use the current equivalent class level when completing Q10 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	

- Q11. This question should record the highest educational qualification achieved by the household member by the time of the survey. If the member is currently studying towards a qualification but has not yet achieved it, the previous qualification achieved should be recorded. Please make sure to confirm that this qualification corresponds with what they say as highest level attended.
- Q12. This question refers to 2010.
- Q13. Marital status.
    - The 'married' marital status does not require that the relationship between man and woman be an official marriage. It can be a non-formal union that began without public ceremony of any sort.
    - Both men with multiple wives and women who are married to a man with more than one spouse should use code 2 ("polygamous") to describe their marital status. It is considered okay to use code 2 for women who are married to men with more than one wife.
- Q14 and Q15 do not need to be asked for household members less than 13 years old. Hence, there is a skip after Q13 to next person if the household member is less than thirteen years old.

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 authorized to be connected or whether they actually use it.
- Q9, Q10. 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. A mobile phone is a cell phone. This is meant to measure access to a mobile phone, not necessarily ownership by the household head or anyone in the household. Be alert to ownership of mobile phones by household members other than the head of household. If the household head reports no access to mobile phones, probe to be sure they are not omitting mobile phones owned by other household members or mobile phones available for public use.
- Q11. Drinking water source.
    - A standpipe is a public tap for the supply of piped water.
    - An unprotected well is a well from which to draw water, the surroundings of which and whose well shaft is not lined in concrete or other impermeable material. In consequence, polluted water can easily drain into the well, potentially posing a health hazard.
- Q12. Toilet facilities.
    - VIP latrine is the acronym for 'Ventilated Improved Pit latrine'.
    - The primary features of VIP latrines consist of an enclosed structure (roof and walls) with a large diameter (110mm), PVC vertical ventilation pipe running outside the structure from the pit of the latrine to vent above the roof. They often will have concrete slabs containing the latrine hole.
    - Traditional pit latrine is a hole dug and covered with a platform made of wood poles and mud with an opening in the centre for use as a toilet. It will be walled using grass or mud brick. It may or may not have a roof. It may also be used as a bathing area.

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

This section should be asked of the head of household or spouse, who should be assisted by other informed adults within the household. The focus of this section is on the material assets that are owned by anyone in the household 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 <u>does not</u> include land which is rented by the household for farming.
    - It <u>does</u> include land that is owned by the household but is fallow (not being farmed).
    - It <u>does</u> include small amounts of owned land surrounding the house.
    - It <u>does</u> include land this is owned by the household but is rented out to another household for farming.
    - Be sure to probe to collect the total land, across all individual plots owned by any

member of the household.

- Q4-8 Livestock.
- This question refers to livestock and/or poultry that is 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, i.e. 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 convert the quantity to some standard equivalents – kg, grams, liters, milliliters, and so on.
    - If unable to convert to standard units, convert the quantity to one of the non-standard units listed in the coding scheme.
    - Only in extremely unlikely cases should code 25 (other, specify) be used. In these cases, youshould 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/hand' or 'bunch' refer 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

- 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). A 50 ML sachet has also been added to the list (code 17).
- Unit code 'Leaves'. This should only be allowed for Nkhwani and Thanaposi.
- Sugar cane. Units for sugar cane should always be Stalk. Often, sugar cane stalks are cut into pieces and sold as pieces. If a respondent provides the quantity in pieces of stalk, please ask them to estimate the equilvalent number of stalks consumed. 5 sugar canes stalks (not 5 small peices) = 5 stalks.
- ***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.
- 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. Please note that "other" should be used very sparingly, as the unit codes should suffice for most situations.

Section 5: Total Expenditures Over the Past Month (Part I)

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.
- Q23, Q3. These questions refer 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) and employment through labour-intensive public works programmes (such as the MASAF Public Works Programme).. 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.

It is not necessary for the respondent to know the exact title of the programme from which the household benefited, *except for the Fertilizer Voucher*.

- Q2. If the household did not benefit from a specific listed type of social safety net programme, enter "2" and skip to next programme.
    - Public works programmes include construction projects, such as of roads, school and

health facilities, or dams, which are financed by the government or donor agencies for the benefit or use of the general public. In Malawi, the labour for such activities is most often provided by local community members in exchange for a cash wage or in exchange for food (food-for-work) or agricultural inputs (inputs-for-work).

- Q3. For each of the items, record whether the benefit was received in calendar year 2008 and/or in 2009.
- Q4. The amount of the 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.
    - 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.
- Q5-11. These questions are meant to get information on gifts and loans given and received by the household, as well as savings of the household.
- Q6a-6d. 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.
- Q6e. This question refers only to *new* loans from institutions (such as banks, microfinance institutions (MFIs), or credit groups) in the past 12 months, not families or an individual. This question only allows for a loan in cash so Q8 and Q9 are blocked out.
- Q7. Only answer 'Yes' if the amount exceeds 500MK. If the amount is less than 500MK, then answer to Q7 should be 'No'.
- Q8-10. It is possible that the gift/loan was in-kind or cash, or both. If only in-kind, fill in Q8 and Q9. If only cash, fill in Q10. If both, fill in Q8-Q10.
- Q8. If part of the gift/loan was in-kind enter both the quantity 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 Q8.
- Q9. 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?"
- Q10. This question refers only to the part of the gift/loan given in cash.
- Q11. 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 Q6a and Q6b refer to gifts, there should be no repayment, so these boxes are blocked out.
- Q12. This question refers to loans from banks or microfinance institutions only. The interest

rate currently prevailing on the market is the rate that you would get if you went to a bank or MFI for a loan.

- 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. SACCO stands for Savings and Credit Cooperative Organization.
- Q15: If the person being interviewed is the Core Respondent then this question is asking if she expects that she herself will provide financial support in the future. Note that the answer to Q15 is yes if any of the core respondents currently in the household are expected to provide the household with any financial support in the future.
- Q17 – Q22. These questions refer to groups such as chipereganyo and kitchen top-ups, as well as savings groups or clubs. If any member of the household belongs to at least one, continue to Q18 to Q22 to record information for up to three such groups that household members participate in: Q18 size, Q19 frequency of meetings/cycles, Q20 amount contributed each meeting/cycle, Q21 the receipt of the pot and Q22 the date (or approximate date) when the member last received his or her portion.
- **Q19. Although the group may meet more often than onces a week, if the cycle of the group is every month, the enumerator should indicate once a month.**

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 or wellbeing 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, , 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 10 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.
- 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 24 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. Make sure that whatever is listed under "other, specify" is different than the other available options. Otherwise, change the response to the correct category.

- 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 12 months*. Each line of the section refers to a deceased household member. The household head or spouse should be the respondent.

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.
- Q4a-4c. This question refers to the age of the deceased at death.
  - If the deceased was greater than or equal to 5 years old when they died, report the age of death in years only (and leave the month and days columns empty). For example, if the person was 25 years, 2 months and 3 days old when they died then report age at death as 25 years.
  - If the deceased was less than 5 years old (but greater than 2 months old) when they died, report the age of death in years and months only (and leave the days column empty). For example, if the person was 1 year, 2 months and 3 days old when they died then report age at death as 1 year, 2 months.
  - If the deceased was less than 2 months old when they died, report the age of death in days only (and leave the year and month columns empty). For example, if the person was 0 years, 0 months and 3 days old when they died then report age at death as 3 days.
- Q8. This is the relationship of the deceased to the head, not necessarily to the respondent if the spouse or another replacement is responding. Make sure that the question sentence "Deceased is household head's _____" makes sense with the information given. For example, if the HH head is the father of the family, but his wife is answering this section, then this question is asking the deceased's relationship to the respondent's husband.
- Q9a-9d. The Core Respondent ID codes listed here should match the ID Codes from the

Section 1 household roster, and the Core Respondents should be listed in the same order as on the Cover Sheet.

- Q10. This is the relationship of the deceased to the core respondent. Make sure that the question sentence "Deceased is household head's _____" makes sense with the information given.
- Q11. This question asks for cause of death. We have left the categories very broad so very few should fall under other, specify.

Household Contact Form (Part I, Last page)

The last page of Part I is where detailed location information on the household is recorded.

- Q1. This question confirms the location of the household. If it is in an SIHR EA, you should skip to Q2 after filling out Q1a *and* Q1b. Otherwise, other location information (Q1c – Q1f) must be filled out so that we can find the household in the future.
- Q2. Write down the 7-digit Core Respondent ID numbers for each core respondent that lives in this household.
- Q3. If any of the core respondents are expected to move in 2-4 weeks, a tracking form must be filled out so that we know where to find the core respondent(s) in the future.
- Q4,5. These questions determine if a new map/instructions and new GPS coordinates are needed. The skips will direct you to fill out the missing or incomplete information. Everyone questionnaire must have Q4 completed.
- Q6. 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, or if the information is missing. If there is any concern that the previous reading was incorrect, please record a new set of GPS coordinates and be sure to indicate that this is a correction (not a move) in your response to Q5.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 1-2 devices; make sure to coordinate with the supervisor so that this information is recorded.
- Q7. This question is very important, as it contains the information necessary to return to the household. It has two components:
    - 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 the requisite information will be returned to the Supervisor, as this information is critical for any follow up surveys with the respondent.

Cover Sheet Part II: Core respondent and 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 and Round 2 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.
- Note that throughout this section we refer to the last HH survey interview. For the majority of core respondents this refers to a Round 2 interview which took place between October 2008 and March 2009. For the remaining core respondents who were not found at Round 2, the last HH survey interview refers to Round 1.
- Q1a. Core Respondent ID Number. Obtain this information from the photosheet. The Core Respondent is 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. *This number should be filled in at the top of every page of Part II, as it is the only identifying information in the case that the pages of the questionnaire are separated.*
- Q1b. The supervisor will provide the interviewer with the HH ID. It is important to remember that Household IDs and Core Respondent Ids will NOT always be the same.
- Q2a – Q2e Pre-fill information. Note that only the information on the right-hand side should be prefilled from the photosheet.
- Q2a - Q2c. Confirm that the prefilled information on Name, Nickname, and Name of Household Head is correct. The interviewer should confirm that spelling of name and nicknames are correct for the Core Respondent. If multiple spellings are acceptable, please use the one printed on the photo page.
- Q2d, current age (right-hand side). The interviewer should ask the Core Respondent her age at the time of interview and record the answer in years.
- Q2f. The interviewer should calculate the difference between 'Age at last interview' and 'Current age' by subtracting 'Age at last interview' from 'Current age'. We expect the difference in the two ages to be either one or two years. If so, skip to Q2h.
- Q2g. If the difference in age is not one or two confirm that the current age is correctly recorded. If the current age is *less* than the age at last interview, do not skip Q2g, even if the difference is 1 or 2.
- Q2h & Q2i. Confirm the date of birth with an official form of identification if one is 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.
- Q3a,Q3b. 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 can be reached on. If it is her number, for Q3b 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 Q3a blank.

- Q3c and Q3d – these questions refer to the girl's current residence. If the girl is interviewed when she is not at the place she that she lives she should still indicate the compound head and the village head where she actually lives. The most recent information for the names of the 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 use the same spellings or note any appropriate corrections. If multiple spellings are acceptable, please use the one printed on the photo page.

- Q3e. This question indicates whether the Core Respondent still lives in the same dwelling or has moved since we last saw her for a household survey (Round 1 or Round 2). It is possible that the girl lived in one location at Round 2, and then moved by the time we arrived for VCT and now still lives in that location. In this example, since the girl has moved since Round 2, we should indicate that she has moved. Note that these categories are explained more in Section 3.3 of this manual. The questions refer to a permanent living situation, not a temporary move.

- Q3e. If the girl is interviewed where she does not live, this question should indicate where she actually lives, not where she is interviewed.

- Q4. This section is used to record the outcome of visits. Every interview will require at least one visit and possibly two or three visits. The interviewer must fill out these questions. Note that even in cases of refusal, the cover sheet should be completed. Note the skips for Q4d and make sure to proceed to the appropriate question or form. If Q4d = 4, fill out the time and date for the appointment in the appropriate spaces in the questionnaire.

- Q5,Q6. Interviewers should use a 24-hour time clock to record the time.

- Q8-Q10. These questions are to record the information of other individuals who will be involved in processing the questionnaire through data entry and cleaning. These questions are NOT completed by the interviewer.

- Q11. Interviewers should use the comments space at the bottom of the page to note any <u>unusual</u> 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.

<u>Section 9: Family Background (Part II)</u>

- Q1. This code for where the Core Respondent is now living is inserted from Coversheet question Q3e. If she is living in the same dwelling in the same village/community (code 1) as she was at the last HH survey, the interview skips to Q4. Note: if at the time of the interview you change the answer to this question, make sure that you also change the answer to Coversheet Q3e to match.

- 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." If the move date is before 1997 then the enumerator should double check with the Core Respondent that this is correct and make a note in the margin of the questionnaire.

- 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 record either year of death in Q7 & Q12 or current location of residence in Q8 & Q13, respectively.
- Q14. This question asks for the total number of brothers, sisters, half-brothers, half-sisters, step-brothers and step-sisters that the core respondent has. Make sure to enter the number of male siblings in the left column and the number of female siblings in the right column. **This number does not include cousins or other individuals that the core respondent may refer to as a siblings, only biological children of the mother or father of the core respondent, or of the core respondent's mother or father's new spouse if they have remarried.**
- Q15. This asks for the number of male and female siblings under 25. Again, make sure to enter the number of male siblings in the left column and the number of female siblings in the right column. Responses for Q15 must be equal to or less than the numbers indicated in Q14.
- Q17. The number of people listed here should match the number of siblings stated in Q15.
- Q18,Q20. If they live in the same household as a sibling, then the sibling should be on the Household Roster. Check to ensure that there are no mistakes and that the answer to this question is consistent with what is written in the Household Roster.
- Q18, Q21-Q26. For siblings that do not live with the core respondent (and hence are not of the household roster) ask Q21 – Q27.
- Q27. This question should be asked to all siblings, whether or not they are in the HH Roster.
- If the Core Respondent has more than 9 siblings that are under age 25, check the box at the bottom of the page and continue to list the siblings on an additional Sibling Roster page.

Section 10: Education (Part II)

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

- Q1 is self-reported by the girl. That is, if she *says* she can read a one-page letter, the answer is 'yes.' The core respondent does not have to prove that she can do so.
- Q2A. It is essential that the girl answers 'yes' to this question if she attended school at any time during Term 1 2010. Even if she only went to school for a short time, she should answer 'yes' to this question. If 'no', skip to Q3. **Note that Term 1 2010 started at the end of 2009. Even if she attended school for one day in December 2009, part of Term 1 2010, she should answer 'yes' to this question.**
- Q2B and Q2C ask more details about the frequency of attendance. If the girl reports attending more often than not we then ask whether she attended, on average, four out of every 5 days school was in session. If she did not attend more often than not, we move on to 2D and ask all remaining components of Q2. Note that the interview may be being conducted before the end of Term 1, 2010. In this case the question is referring Term 1, 2010 up until now i.e. the part of Term 1, 2010 that has already passed.
- Q2D and Q2E. These questions ask the level (2d) and the class (2e) of school the girl is or was attending in 2010. If the Core Respondent attended multiple grades during term 1 2010, record the highest year attended.

- Q2F-K. The purpose of these questions is to get detailed information on the school(s) that the Core Respondent attended during term 1 2010 so we can collect attendance for all girls that attended school during 2010.
    - Q2F. The enumerator should record all schools the core respondent attended during the semester. If one school has multiple names, those names should be listed on the same row with a "/" in between the two names. For example if a school goes by St. Michaels and Zomba School one would write: St. Michaels / Zomba School.
    - Q2G. It is possible that the core respondent does not know the name of her main teacher, but does know the name of, for example, her English teacher. In this case, you can write the name of the English teacher but then put in parentheses (English) so it is clear what teacher she is referring too. If she is referring to the main teacher, there is no need to put additional information in parenthesis after the name.
    - Q2H. This question refers to different streams for a given class at a school. Many schools do not have different streams. If there are not different streams, you can simply write N/A in this space.
- Q3. This question asks if the girl was in school at any time during 2009. If 'no', skip to Q8.
- Q4-Q6. These three questions break up the 2009 school year into terms 3, 2, and 1. If the girl was attending school in Term 3, then the rest of the fields (Q4B, QD-K) must be filled out. Q4C is only filled if the answer to Q4B is Yes. If she was attending school in Terms 2 and/or 1, and it was the same school as the previous term, you need to fill in B-D, but then you can skip to the next question. Otherwise fill out E-L for the term. Lastly, if she was not attending school in a given term, skip to the next term/question.
- Q7. The interviewer should ask the respondent how much was spent on each of the categories A to G. The costs can have been paid for by herself and or by someone else so payments made by family and friends outside of the household should also be included here.
    - 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.
    - Q7A. 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.
    - 7G. Costs associated with transportation to school should be included here.
    - Q7H. TOTAL. If the individual respondent is unable to disaggregate educational expenses by categories, but can provide a total figure spent on educational expenses, this value should be written here.
    - If the individual disaggregates expenditures in Q7A to Q7G, there is no need to provide a total amount in Q7H (TOTAL). This cell can be left blank.
- Q8. School status at last interview: Copy this directly from Coversheet question Q2e.
- Q9. This is meant to determine if the Core Respondent is still a student. If school is not in

session, the Core Respondent is meant to answer whether she was still attending school before the school session was ending. Skip to the correct question based on the answer to this questions and the girl's school status at last interview (Q8).

- Q10. This question should only be asked if the core respondent has left school since the last interview. Up to two reasons for leaving school can be given. Put the most important reason (as defined by the core respondent) first. Then skip to Q12.
- Q11. This is answered only if the core respondent was not in school at last interview but is currently attending school or was attending when school was last in session. 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. Up to two reasons can be given – put the most important reason (as defined by the core respondent) first. Always skip to Q13 from this question.
- Q12. This is answered only if the core respondent was previously not in school, but has now returned to school. Up to two reasons can be given – put the most important reason (as defined by the core respondent) first.
- Q13. Read each benefit and record the response.
- Q14. This question provides an important skip pattern to Q15 so it must be filled out correctly. If an individual took the PSLC, but failed she should answer None for Q14.

Exam and Schooling Tables:

- Q15 – Q21. These questions ask about the various levels of educational attainment recognized by the Malawian educational system for those who successfully complete the necessary schoolwork and examination: PSLC (Primary School Leaving Certificate), JCE (Junior Certificate Examination) and MSCE (Malawi School Certificate Examination).
    - The answer to Q14 will direct you to the correct question (either 15A MSCE, 15B JCE, or 15C PSLC). Questions 15 through 21 should be filled out for the highest exam taken by the Core Respondent, as well as all lower exams. If the Core Respondent has not taken the PSLC, skip to Q22 after answering Q15C.
    - Q15. If a girl indicates in Q14 that her highest qualification is None, the answer to Q17C must be no. Similarly, if a girl indicates in Q14 that her highest qualification is PSLC then the answer to Q17B must be no, and so on.
    - Q17. It is possible that the core respondent will not know whether she passed or not. This may happen because she never went to learn her score.
    - Q18-20. It is possible that the core respondent did not take one of the subjects. Make sure to indicate the correct code for did not take (DT) for that subject.
    - Q21. This question is only asked for those who took the PSLC and asks about the secondary school that they were selected into.
- Q22-Q29. These questions ask about the schooling history. Begin with 22a and proceed to fill out the table following the appropriate skips in every case. Make sure to fill each year down before moving on to the next year. You should start with 2010 and end with 2006.
- Q23. If the core respondent answers 3-Post Secondary to Q26, than you should skip the remaining questions under that column and move to the previous year.

Enumerator Checks:

- Q30. This question determines whether the girl was in school at any time during 2006-2010. If she was not in school at any time during those years (i.e. 22a-e are all 2), then skip to the next section. Otherwise, proceed to Q31.
- Q31. This question finds out whether the girl repeated a grade between 2006 and 2010. The enumerator should look carefully at the answers to Q23 and Q24 to see if any of the columns have the same numbers.
- Q32A. If the girl did not indicate repeating the enumerator comes to this check. She confirms with the girl that she did not repeat a grade. If this information is correct, the enumerator proceeds to Q34a. If the information is not correct, the enumerator should correct the table and then return to Q31 and start the Enumerator Checks again.
- Q33a-c. If the girl did repeat a grade, the enumerator indicates the one or two grades repeated in the table. If this information is correct, the enumerator goes onto 34a. If the information is incorrect, the enumerator goes back to Q23 and Q24 and fixes the information and then again returns to Q31 and starts the Enumerator Checks again.
- Q36a. Leave the second "Level [__] Class [__]" entry space blank if the core respondent only repeated one year.
- Q34a. 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 class. Again, if the information in the table is incorrect, the interviewer should fix Q23 and Q24 until they are correct.

<u>Section 11: Time use and Labour.</u>

Q1. This question refers to a 'typical' 24 hour period in the girl's life one year ago.
Q2. This question aims to find out if the Core Respondent does the activities listed in Q1 more, the same, or less now.
Q3. If the girl does the activity listed in Q1 less, this question aims to find out who is doing the activity now. You fill in zero if Q2=2 or Q2=3—do not leave Q3 blank for the columns where Q2 is filled in.

Q4. This question aims to assess what the core respondent does during a normal day when school is in session.

Q5 – Q8. This section aims to assess how the core respondent spent her time during the seven days prior to the day she is being interviewed. Do not include the day of the interview, as the day is not yet over. Unlike the previous questions in this section, this table is NOT asking about how the core respondent typically spends her time when school is in session. Instead, it is always asking about the seven days prior to the interview. Complete Q5 – Q8, as appropriate, for each of the categories of activities listed in a – i. Q5. This question asks if the core respondent spent anytime in the past 7 days doing the general category of work listed under a – i. If the answer is No (2), then skip to the next Activity.

Q6. This question asks about the total number of hours spent on all sub-categories of the given

Activity.

Q7. Use the separate Activity Code sheet provided to indicate which specific activity the Core Respondent spent most of the time indicated in Q6 doing. Be sure that you are only using codes that correspond with the primary activity listed in a – i.

Q8. This question asks how much money in TOTAL was earned for these activities during the past 7 days. This question asks about all hours spent on this activity as listed under Q6, and not just the hours spent on the primary sub-activity listed under Q7. Note that this question is only asked for parts d & e, which are the only PAID categories.

- Q10. This question asks about earnings in 2009 separated into 4 seasons, as well as earnings from January 2010. The enumerator should not try to make the amount reported in this section match with the amount reported in Q9.

- Q11. 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 12: Health (Part II)

This section collects information from the Core Respondent about her health. Many of the questions 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 January of 2010, for example, questions about '12 months ago' refer to the time around late January 2009. Another way of thinking about it is 'about this time last year'. Similarly, 'one month ago' would refer to the time around late December 2009. '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.

- Q1. It is important for the interviewer not to assign a health status to the respondent but let the respondent identify her own health status.
- Q4. By progress we mean staying in school and passing on to the next grade. It is still possible for a household to care about a girl's progress in school, even if she no longer attends school.
- Q9. This question refers to any bednets owned by the household, not only the core respondent.
- Q12. Ask about each health subject in the list. For each subject, ask first about the core respondent's participation, and then ask if she learned about it in school. Mark yes or no accordingly. If Q12G is 2, skip to Q14. Note that this question includes training received when a parent goes to the health clinic for growth monitoring and receives some informal training.

- Q13. This question is only asked for those that participated in a parenting program and asks about details of that program. Stimulations practices include interacting with the child, playing with him/her and talking to him/her. The question is asking if the Core Respondent learnt about the importance of stimulation practice in their parenting course.
- Q29. 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, but may want to write an observation note in the margin.
  - 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.
- Q30. Ask the respondent to name her illnesses over the past two weeks and record the two most important (according to the core respondent) illnesses in order of importance using the code list provided. The enumerator only needs to write the name of the illness when the code is "Other, specify."
- Q30. Minor cuts count as wounds (code Q23).
- Q31. Select only ***one*** 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. For example, 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.
- Q32. Select only ***one*** code for each single health problem. If multiple actions were taken, record the most important one (according to the core respondent).
- Q33-Q37. These questions refer to the past month (or past 30 days). This differs from Q17-Q28 which refer to the past two weeks.

<u>Section 13: Sexual Behaviors (Part II)</u>

Section 13 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.

- Enumerator check A: This checks the girl's marital status from last round. Write down the information from the photo sheet by using the codes given in Q1b.
- Q1a. If the core respondent was married at last round, this question determines if she is still married to the same person. If so, skip to Q13. Be sure to read NOTE 3 before asking Q13.
- Q1b. This question establishes the current 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 all except for never married respondents, skip to Q13. Before asking Q13, the enumerator must read NOTE 3 out load to the Core Respondent.
- Q2 through Q4 assess the respondent's current relationship status if she has never been married.
- Q5-Q7 captures whether the respondent had a PTM/chitomelo the last time we visited her with the HH survey. If Q5 is yes and she currently has a PTM/chitomelo, proceed to Q6 to

determine if it is the same person. If she had has a PTM/chitomelo last time we visited her with the HH survey, but she does not currently have one, or if she does not have the same PTM/chitomelo as last year, proceed to Q7 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 Q8.

- Q7. The interviewer should be sensitive about the ending of a relationship which may have been fairly recent for the core respondent. If the core respondent mentions more than one reason, record only the main reason or ask what reason was the most important to the ending of the relationship.
- Q8-Q10 ask about love proposals and acceptance in the past three months, and the age of the last person who proposed within the past 12 months.

The next set of questions Q11-Q15 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.

- Q11 & Q12 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 Q12 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.
- Q13. Note that we skip Q11 and Q12 for those individuals who either are currently married or have been married in the past and thus we are assuming that they have had sex. If a married girl insists that she has never had sex, make a note of this and then skip to the next section.
- Q13, Q14 & Q15 ask her age when she first had sex, the total number of sexual partners she has had, and then the number of sexual partners in the last 12 months. If in Q11 or Q12 she has responded that yes she has had sex, Q14 should never be zero, but if Q15 can be zero if she has not had sex in the last 12 months.

After completing Q11-Q15, the interviewer will ask Q16 to get the respondent's consent to discuss more specifically the respondent's sexual partners. Q17 is built in as a second chance to give consent and is skipped if the respondent agrees after Q16. 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 Q16 or Q17, ask Q18-Q43 about each sexual partner of the core respondent in the *past 12 months*. Answer Q18 – Q43 for up to three *most recent* sexual partners.

- **Write the name of the partner on top of each column. This will help the core respondent remember the partner you are referring too. If the core respondent is not comfortable giving the real name of the partner, you can use a made up name. If the name is made-up, please write it in parenthesis.**
- Q18-Q43. For partner 1, there are three columns. Only one of these columns should be filled in. If the respondent is not currently married, the first column should be filled in (No Spouse). If the respondent is currently married and it is a new spouse compared to their last household survey, column 2 should be filled in (New Spouse). If the respondent is currently married and it is the same spouse as the last time we visited them for the HH survey, we fill in column 3 (Existing Spouse). Note that the interviewer should fill only ONE column (1, 2 or 3) and not all three columns under Partner #1.

- Q18-Q43. Note that if the respondent is married, these questions will be asked about the existing spouse first, regardless of whether or not he is actually the most recent sexual contact. Since many of these answers will already be collected about the existing spouse, many questions will be blocked out for the existing spouse (Partner #1, column 3). Some questions about the length and type of relationship will also be blocked out for the new spouse (Partner #1, column 2).

- Q18. 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.
    - If the respondent reports being raped, make a note of this and move on to the next partner as we do not want to ask her questions about this traumatic event.

- Q19. 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.
- Q20. Record the partner's current age, not the age when the sexual relationship began.
- Q21. 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 Q28 after this question.
- Q21. If the relationship started less than one week ago record one week. Record weeks if the relationship is less than two months old, record months if the relationship is less than two years old and record years for any relationships that have lasted for longer than two years, rounding to the nearest year.
- Q26. If the relationship is ongoing, skip to Q28.
- Q27. Follow the same instructions as for Q21. Record weeks if the relationship ended less than two months ago, record months if the relationship ended less than two years old and record years for any relationships that ended more than two years ago, rounding to the nearest year.
- Q30-Q31. If the core respondent answers 5-Every Time for Q30, still ask Q31. Even if she answers "No" to Q31 you should record this as her answer, and not correct the response to either question.
- Q35-39. These questions are meant to capture transfers and gifts between two partners during the past 12 months. For married partners, we are asking about the 12 months before they got married.
    - Q35. **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. If she did not receive any gifts, skip to Q37.

- Q36.
  - **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 James was Mariah's boyfriend 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) multiplied by 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.
  - **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.
- Q37. 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. If the answer is 2 (No) and Q35 was also 2, then skip to Q40. If the answer is 2 (No) and Q34 was 1, skip to Q39. Do not skip Q38 if the answer to Q37 is 1 (Yes).
- Q38.
  - **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 50MK each week, then the amount to be recorded in Q38 is 200MK. (4 weeks * 50MK = 200MK).
  - **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.

- Q39. This question asks if the total (both gifts + money) increased, decreased or stayed the same over time. This question must be answered if either the answer to Q35 or Q37 is yes.
- Q40. 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.
- Q43. After this question, do not forget, if necessary, to return to Q18 and start over again for the other partners named by the respondent, before moving to the enumerator check.
- Enumerator Check B. Check the number of partners in the table, and make sure that this matches the number that the girl answered in Q15**. It is very important that these numbers match.** If not, specify why it does not match.

Section 14: Marriage (Part II)

This section collects information from the Core Respondent about their serious relationships with men. . There are three possible types of relationships: 1) a *chibwenzi*, 2) a "promise to marry (PTM)"/*chitomelo*, or 3) a spouse. This section also asks questions about their attitudes towards marriage. 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 enumerator checks.

- Before starting the section, the interviewer should complete Enumerator Check A using Section 13 Q1a & Section 13 Q1b. Determine the marital status and PTM/Chitomelo status of the respondent. If the respondent is currently married to the same spouse as in R2, they will skip to Q58 and <u>will not</u> be asked Q1-Q57. If the respondent is currently married, but to a different spouse than in R2, they will skip to Q47 and <u>will not</u> be asked Q1-Q46. If the respondent is separated, divorced or widowed skip to the next section.
- If they are never married continue to Enumerator Check B which you should answer using Section 13 Q2 or Q3. If the respondent is not currently married, but has a PTM/Chitomelo, then skip to Q23.
- Q1, Q2. These questions are asked of Core Respondents who are not currently married *and* who do not have a PTM/Chitomelo.
- Q3a: Enumerator Check C. Use Section 13 Q4 to determine if the core respondent has a chibwenzi. If the respondent is unmarried, has no PTM/chitomelo, and no chibwenzi, skip to the next section.
- Q3b: Enumerator Check D. Use Section 13 Q16 and S13 Q17 to see if the girl reported being sexually active. If she has a chibwenzi but does not report being sexually active in the last 12 months, skip to Q5.
- Q4. 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 chibwenzi. If the Core Respondent has a chibwenzi and already provided information on this individual in the sexual partnership section then indicate their partner number (1, 2, or 3) in Q4 and skip the rest of this section. If the chibwenzi was not listed in the sexual partners, continue asking Q5 through Q22, 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.
- Q5. Write the age in years. This question refers to the beginning of the relationship overall, <u>not</u> the sexual relationship.
- Q6. Write age in years.
- Q7. This question refers to the beginning of the relationship overall, <u>not</u> the sexual relationship.
- Q8. If the interview is being conducted when school is on a break this question is asking if her Chibwenzi was attending school before the break started.
- Q9. They do not have to have passed the final exams to have completed primary or secondary school. If they finished Standard 8 then they completed primary school and if they finished Form 4 then they finished secondary school, regardless of whether they passed the PSLC, JCE or MSCE.
- Q14. This question is asking if this Chibwenzi gave the Core Respondent any gifts other than money at anytime in the past. Examples of non-monetary gifts include (but are not limited to) soap, lotion, clothing including underwear or shoes, jewelery, make-up, biscuits or other food items, Coke or Fanta, top-up cards, etc.
- Q15. This question asks the average amount of gifts given to the Core Respondent during one month. We want to know the average over the past 12 months. For example, over the past 12 months if the Core Respondent, usually gets MK500 of gifts every month then the answer is MK500. If she sometimes get a bit more than MK500 of gifts in a month and sometimes a bit

less, then the answer will still be MK500. If the type and amount of gifts varies over the months, then you can ask the respondent what she *typically* receives in one month.

- Q16. This question is asking if this Chibwenzi gave the Core Respondent any money at anytime in the past. If the answer is 1 (Yes), do not skip Q17.
- Q17. This question asks the average amount of money given to the Core Respondent during one month. We want to know the average over the past 12 months.
- Q20. Their main activity is the activity that the Chibwenzi spends the majority of his time doing.
- Q22. This means has some of his blood been tested for HIV.
- Q23-Q46. These questions are for unmarried respondents with a PTM/chitomelo.
- Q24. This question refers to the beginning of the relationship overall, <u>not</u> the sexual relationship.
- Q25. If the Core Respondent is not sure she should say the answer that she thinks is most likely.
- Complete Enumerator Check E using Section 13 Q16 or Section 13 Q17. If the respondent had reported not being sexually active in the past 12 months, skip to Q27. If she reported being sexually active, proceed to Q26.
- Q26. If the information for the chitomelo was already provided in the sexual behaviour section, write the partner number then skip to the next section. If not, enter '0' and proceed to Q27.
- Q27. Write the age in years. This question refers to the beginning of the relationship overall, <u>not</u> the sexual relationship.
- Q28. Write the age in years.
- Q30. If the interview is being conducted when school is on a break this question is asking if her PTM/chitomelo was attending school before the break started.
- Q31. They do not have to have passed the final exams to have completed primary or secondary school. If they finished standard 8 then they completed primary school and if they finished form 4 then they finished secondary school.
- Q35, Q32. Other partners means other sexual partners.
- Q37. Examples of non-monetary gifts include (but are not limited to) soap, lotion, clothing including underwear or shoes, jewelery, make-up, biscuits or other food items, Coke or Fanta, top-up cards, etc. If the type and amount of gifts varies over the months, then you can ask the respondent what she *typically* receives in one month.
- Q38. This question asks the average amount of gifts given to the Core Respondent during one month. We want to know the average over the past 12 months. For example, over the past 12 months if the Core Respondent, usually gets MK500 of gifts every month then the answer is MK500. If she sometimes get a bit more than MK500 of gifts in a month and sometimes a bit less, then the answer will still be MK500. If the type and amount of gifts varies over the months, then you can ask the respondent what she typically receives in one month. Should the enumerator encourage the person to make a list and try to calculate the value of gifts?
- Q39. This question is asking if this PTM/chitomelo gave the Core Respondent any money at anytime in the past. If the response to Q39 is 1 (Yes), do not skip Q40.

- Q40. This question asks the average amount of money given to the Core Respondent during one month. We want to know the average given in an individual month over the past 12 months.
- Q43. Their main activity is the activity that the PTM/chitomelo spends the majority of his time doing.
- Q44. This question asks one more time about beginning sexual relations. If the Core Respondent answers 5 ("Having sex, willing to discuss"), then she has become more comfortable throughout the interview and is now willing to talk about her sexual relations. You should then return to Section 13 (Sexual Behaviour) and begin with Q11. You may want to re-read NOTE 3 before asking Q11.
- Q47 – Q57. These questions are only asked of Core Respondents who are currently married to a <u>different</u> spouse than at Round 2.
- Q51. This question is asking if the PTM/chitomelo in Q50 is now the Core Respondent's husband.
- Q53. 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.
- Q58 – Q64. These questions should be answered by all married Core Respondents, regardless of whether their spouse is the same as at Round 2 or new.
- Q62b. This question asks for the spouse's name in the event that PI is not yet cmplted. This way, once PI is completed, the name can be used to obtain the spouse's ID code from the Part I, Section 1 household roster.

<u>Section 15: Fertility (Part II)</u>

Section 15 focuses on the coming of age and fertility of the core respondent. It asks a lot of detail on each of the pregnancies experienced by the core respondent, as well as each of the live births.

- Q2-Q4. These questions ask about the initiation ceremony that many young women in Malawi participate in at puberty.
- Q5-Q8. These questions are meant to find out whether the core respondent has ever been pregnant (including currently) or given birth to a live child. If the core respondent has given birth to a live child (Q7=1 or Q8=1) then fill in the table on live births which includes Q9-Q35.
- Q5. If the core respondent looks currently pregnant, but denies that she is pregnant than the enumerator can probe once, but then must simply circle no and leave a note that the girl appeared pregnant, but denied she was pregnant.
- Q9-Q35. These are questions for live births, even if the child only lived a few hours
- Q9. The core respondent should list all live births starting with oldest birth. If the child has had more than three children, you will need to fill in a second sheet.
- Q10. If the child is not listed on the PI, Section 1 Household roster, you must list the complete name (First name and family name).

- Q13. This date should be recorded on the health passport or birth cretificate. Please use the health passport (which counts as 'other official paper') if it is available.
- Q16. Fill in days if the child was less than two months; years and months if the child was less than five years old; and years if the child was more than five years old when he/she died. Skip to Q20 after completing this question.
- Q22a & Q22b. These questions are confirming the total number of births and total number of children that are still alive for the core respondent.
- Q23. Confirm with the core respondent the numbers that you came up with in Q22a and Q22b. If the numbers are not correct, you need to edit Q9-Q21 until the numbers are correct.
- Q24. Re-copy the names from Q10 here. First name only is OK. Make sure they are written in the same order as in Q10. You can still collect vaccination information from children that are no longer alive.
- Q32. This question refers to exclusive breastfeeding. This means that the child is only breastfeeding and not consuming anything else, including water. When this is the case, use code 77 (or 79 if the child is deceased) and then move on to asking about the next child (starting at Q9).
- Q35. This question is asked when a child is non-exclusively breastfeeding, as well as when a child is no longer breastfeeding at all. Use of the word "(exclusively)" should only be used in the first case. There is room to record up to 5 different food/beverage codes. If the child is consuming more than five of the items listed, not the additional codes clearly in the margin. Packaged fortified cereals count as code 3 (fortified porridge).
- Q37 – Q39. These questions refer to current pregnancies and should only be asked if the core respondent is currently pregnant (Q36=1).
- Q43. This question is asking about ideal fertility. For example, if the core respondent already has one child it is okay for her to answer zero to Q42. 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, indicate 0 for this question then skip Q44 and proceed to Q45.
- Q44. This question asks how far into the future the core respondent wants to wait to become pregnant with another (or a first) child. This refers to the number of months and/or years between now and when she would like to become pregnant, *not the age she would like to be when she has the child.* Note that if the core respondent is currently pregnant this question is referring to the next pregnancy, not the current one.
- Q45, Enumerator Check C. This check confirms whether the core respondent has ever given birth. Note that if the answer to Q5 & Q7 are both yes, then Q6 & Q8 are both blank. If this is the case, write a dash "--" in Q45 and proceed to the next section, Section 16.

Section 16: Child immunization and health (Part II)

This section records detailed information on the core respondent's children's immunization status, as well as some other questions on health. The enumerator should first fill the names of the children as listed in the fertility section (S15, Q10), first name only is OK here, before proceeding to ask the rest of the questions. The questions in this section allow the enumerator to distinguish whether or not the immunization is recorded in the health passport, or simply reported by the core respondent. This section and Section 17 are skipped for any core respondents that have not had any live births and for core respondent's children who did not live at least 30 days.

Q3. The Vitamin A is recorded in the middle of the health passport on the same page of the growth chart.

Q5. The vaccinations are recorded on the inside cover of the health passport.

Q11 – Q24. Make sure that you ask about the children in the correct order. It should match the order of the above questions.

Q11-Q14. The health growth chart is in the middle of the health passport. Months are recorded on the bottom of the chart. You should go to the month where you see the most recent dot recorded, which should have the specific weight written next to it. The month should be recorded in Q12, and the weight in Q13. Please make sure to clearly and legibly include the decimal point as needed. Q14 indicates whether the child is experiencing normal growth. If the dot lies between the two lines, the child is of normal growth. If the dot lies below the lower line, the child is below normal growth, and if the dot is above the upper line the child is above normal growth.

Q20. This refers to the number of times the child was physically punished. If the child was punished twice in one day, you should record twice.

Q22. This question asks about hours, not days!

Section 17: Parental Practices (Part II)

This section collects information on parental practices. Before beginning the section, the enumerator should first write the Birth ID and Name (first name OK here) at the top of each table. Both the name and Birth ID should match the same child in Section 15 & Section 16.

The enumerator should first ask Q1-Q3 for all activities, and then move to Q4-Q6, etc. (That is, ask all questions about one child before moving on to the next child.)

- Q1, Q4, Q7. These questions ask whether anyone in the household does the activity with a specific child. If nobody does the activity, skip to the next activity. Otherwise fill across for the next two questions.
- Q2, Q5, Q8. These questions refer specifically to the core respondent.
- Q3, Q6, Q9. These questions refer to all other members of the household except the core respondent.
- Activity c. Games refers to any type of game including board games, playing with a ball, pat-a-cake, etc.
- Q13, Q16, Q17. The enumerator should not read the answers for these questions. Simply circle all that the core respondent mentions.
- Q16, Q17. Although DK is an option, this should be used sparingly.

Section 18: AIDS (Part II)

Section 18 asks the core 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 core 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 core respondent responds "don't know", the interviewer should ask again and emphasize that they are asking for an estimate or best guess by the core respondent.

- Q4. Record only one answer that the core 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.
- Q8-Q13. 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 core respondent.
- Q9. 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.
- Q14-Q15. 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.
- Q16-Q26. These questions ask the Core Respondent to give her response on a scale from 0 to 10. Be sure to explain the scale carefully to make sure that the Core Respondent understands how to answer the question. If she has difficulty giving a response, encourage her to make her best guess depending on her beliefs.
    - Q16-Q17. These questions are meant to help the Core Respondent become familiar with using the 0-10 scale.
    - Q18-Q20. These questions ask about certain events related to HIV/AIDS.
    - Q24-Q26. These refer to a world where HIV/AIDS does not exist.

<u>Section 19: Social Networks (Part II)</u>

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

- Q4. 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.
- Q7-Q9. These are also hypothetical questions. The core respondent is asked give her preference imagining that she could be presented with these options. The questions are trying to understand the core respondent's time value of money. If she would prefer more money at a later time (either 600MK in Q7, or 750MK in Q8), then move on to Q10. Otherwise, in Q9 fill in the amount of Kwacha necessary for the core respondent to prefer to wait for the money.
- Q9. The core respondent may insist that she would only need to be paid 500MK in one month to wait for one month. This answer is allowed. If the core respondent would never wait, she should give the answer of zero.
- Q10-Q13. These questions are meant to understand the girl's risk preferences. Make sure that the girl understands the two choices that she is choosing between. Explain that 50% means half the time if necessary. The questions are meant to understand how much the girl prefers to have

money for sure rather than to risk the chance of losing, in order to get more money. Make sure to skip to the next section if the girl chooses option 2 for Q10-Q12.

Section 20: Consumption (Part II)

Section 20 asks the core 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 core 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 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 Q3.
- Q4. To be included in Q4, the item(s) must have been bought 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 of 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 should include condoms bought 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).
- 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).

Section 21: Enumerator (Part II)

Section 21 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 (PII Coversheet, Q6) in 24-hour clock.

6. PHOTOGRAPHY

During this round of fieldwork, a new photo will be taken of all core respondents. Here are a few guidelines for how to take a good SIHR photo.

Content:

- The photograph should be ONLY of the girl's head and her core respondent ID. The core respondent ID should be written on a folded piece of paper and you should instruct the core respondent to hold it under her chin. Make sure that nothing but her core respondent ID is written on her paper (i.e. no name, no other identifying information).

Lighting:

- If possible (i.e. if the interview is during daylight hours) take the photo outside and do not use the flash. Make sure that the core respondent is not standing with her back to the sun, as then the picture will appear very dark.
- If there is not enough light outside to take a clear picture, take the photograph inside, and use the flash.
- Position the core respondent against a contrasting background (e.g. a light-colored wall, green trees, etc.).

Final Check:

- After you take the photo, check to make sure that 1) the core respondent's face can be easily seen and recognized, 2) the photo is not blurry, and 3) the ID number is clearly legible. If not, take another photo of the core respondent.

7. GPS

Each team will have two to three GPS units. Enumerators must ensure that they know how to use the devises and how to turn them to the correct settings. Please talk to your supervisor if you are unsure and an instructions sheet is available at the office.

8. 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 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 the other side of Zomba Districe, 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 neighbour. 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. This is true even if, for example, the previous household head still lives in the core respondent's old location, but the core respondent is no longer a member of that Household. If Part I can be completed with the current household of the core respondent in the same EA where the field team is working, then 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 only expected to return to the EA after the end of the survey round. "Revisit/Track" should be checked if a revisit is possible. If "Revisit/Track" 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 photosheet; 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.
- Q4a-y. 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.
    - Q4n. 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)
    - Q4y. This asks for an influential or well-known person who lives nearby the core respondent and can lead the team to her. Try to fill in as much information as you can. This should be somebody who is well known in the community to which the core respondent has moved.
- 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, initials, 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 locate 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 Informant. Note that this should be a map to help find the <u>informant</u> in the future, <u>not</u> the core respondent. 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. Make sure to draw the map in

such a way that anyone could easily find their way to the described location (i.e. include landmarks, etc.).

- Sketch Map of Core Respondent's New Location. This should be a map to help find the core respondent. 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 core respondent. Make sure to draw the map in such a way that anyone could easily find their way to the described location (i.e. include landmarks, etc.).

9. 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, 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 Photosheet.
- 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 should be after the last interview, approximately October 2008-March 2009.
- 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

10. 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 there are several sections in PII that ask for the roster ID code of various people (the core respondent's siblings, children, spouse, etc).

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 be corrected, 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.

11. 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.

It is essential that a market survey is completed for EACH core respondent and that the market survey for each core respondent is completed within TWO WEEKS of the household survey.

There are three different versions of the Market Survey.
Market Survey A is for markets/shops that were visited during previous rounds of the SIHR project. It will be given to supervisors with Section 1 pre-printed. Supervisors and or interviewers will need to confirm that all of this information is correct, and will also need to indicate which of these EAs have/are being visited with one week of the Market Survey (this includes all EAs visited up to one week before the Market survey and one week afterwards). Market S

Market Survey B is for new markets/shops within the SIHR EAs. Supervisors/Enumerators will be responsible for completing Section 1.

Market Survey C is for markets/shops outside of the SIHR EAs. For example, if a core respondent has moved permanently to Blantyre, the team that finds her will be responsible for finding the market/shop that serves her area and complete Market Survey C by visiting that market/shop. Instead of indicating which EAs are served by this market/shop Survey C asks supervisors/interviewers to list all the core respondent IDs of girls served by this market.

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. However, if the market or shop that serves the core respondents in a particular EA was interviewed over one week prior, you will need to re-interview that market/shop for that particular EA.

- 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).

12. COMPLETING THE COMMUNITY QUESTIONNAIRE

IN THIS ROUND WE WILL ONLY ADMINISTER THE COMMUNITY QUESTIONNAIRE TO THOSE COMMUNITIES THAT WE DID NOT COLLECT IT FROM DURING THE LAST ROUND.

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.

Module CA: Community coversheet

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.).

o 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.

Module CB: Basic physical and demographic characteristics

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.

Module CC: Access to basic services

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 not 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.

Module CD: Economic and political activities

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 labour-intensive MASAF projects in the community.

Module CE Gender

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 customary, 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.

13. COMPLETING THE HEALTH FACILITY QUESTIONNAIRE

WE WILL ONLY COMPLETE A HEALTH FACILITY QUESTIONNAIRE FOR NEW HEALTH FACILITIES IN THE AREA.

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 III

Document	***Note***
Household questionnaire Part I	Sections 1-8, completed by household head (administered in Chichewa).
Household questionnaire Part II	Sections 9-21, 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 questionnaires A, B, C	Sections 1 and 2, Completed through observation and shop/stall owners.
Food Units of Measurement	Part One, Section 4
Activity Codes Sheet	

ANNEX 2: DISTRICT CODES

These district codes can be used on the Household Contact Form (Part I, Section 8) and also for the Tracking Forms.

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