

HUMAN RESOURCE DEVELOPMENT SURVEY

TANZANIA

## INTERVIEWER'S MANUAL

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## **GENERAL INSTRUCTIONS**

- A. The TALLY SHEET is to be used in all sections.
- B. GENERAL RULE ABOUT FILLING BLANK SPACES: every time that a question is asked the space must be filled with an answer. An empty space will only remain in the case that the QUESTION IS NOT ASKED because of a skip rule.
- C. The answers -7, -8, -9 are to be avoided. Good probing will minimize the use of these codes.
- D. IT IS VERY IMPORTANT TO CORRECTLY FILL ALL THE SURVEY EXECUTION NOTES. DO NOT FORGET TO WRITE DOWN THE ID OF THE RESPONDENT ON EACH PAGE.
- E. EXPENDITURES MAY BE IN KIND OR MONETARY. PROBE THE RESPONDENT FOR IN KIND EXPENDITURES.
- F. IF RESPONDENT IS NOT A MEMBER OF THE HOUSEHOLD DO NOT ASK QUESTIONS AFTER PAGE 5. CROSS THE CORRESPONDENT LINES OUT.
- G. MAKE SURE THAT YOUR WRITING IS LEGIBLE.

## I. INTRODUCTION

### A. Objectives of the Project

The objectives of the Human Resource Development Survey (HRDS) are twofold. First, the survey is trying to assess the use of social services by the general population in Tanzania. The second objective is to find out what costs, if any, are incurred by households using public, private and charitable sources of social services.

The Project has been approved by the Planning Commission at the Prime Minister's Office, and is a joint effort between the University of Dar-es-Salaam and The World Bank.

The research design has been developed by a team of researchers from the University of Dar es Salaam and the World Bank. This team will analyze the information collected in order to design and propose programmes to assist the Government of Tanzania in improving social services.

### B. How the HRDS will be carried out

The sampling frame for the survey is the National Master Sample maintained by the Bureau of Statistics. The HRDS will interview at least 5,000 households in 222 clusters in both rural and urban areas in Tanzania.

The households have been selected in the following manner.

- 6 ten cell leaders will be randomly selected from the list available from the local offices.
- 5 households will then be identified belonging to each ten cell leader.
- Each interviewer will be assigned to conduct interviews at 5/6 households depending on the number of interviewers.
- At least 20 households will be interviewed in each cluster. If more than ten households drop out, or yield interviews of bad quality, then replacement households must be found to bring the total up to twenty.

The questionnaire includes the following sections in order to meet survey objectives -

#### Section 1: Individual Questions

Part A. Household Roster

Part B. Information on Education of Parents of Children of School Age

Part C. Schooling of Household Members Aged 7 to 25

Part D. Time Use During School Year

Part E. Acute Illness

Part F. Prenatal and Delivery Services for Pregnancies in the last 12 months and Family Planning

Section 2: Contingent Valuation Questions

Section 3: Household Questions

Part A. Land and Livestock

Part B. Annual Expenditures

Part C. Monthly Expenditures

Part D. Weekly Expenditures

Part E. Household Income and Economic Activity

Part F. Housing

Part G. Mortality

## II. THE INTERVIEWER'S TASKS

### A. The Interviewer's Role and Work Conditions

The interviewer's role is central to the survey. The survey needs high quality information from the households. We depend on you to get us high quality information.

It is very important that all interviewers follow the same procedures. In order to assure this uniformity, we ask you to please be sure to follow all of the instructions contained in this manual.

You will be working closely with your supervisor. Inform him/her of any problems encountered in the field. When you are in doubt, ask your supervisor what to do. It is better to take the time and ask about proper procedure than to make a mistake.

The supervisor will provide you with all the necessary materials and instructions. He/she will collect and check your work and will help you solve any problems that may arise.

The HRDS, like the other project surveys, will be carried out in urban areas, as well as rural areas. The living conditions will sometimes be difficult, and you will need to be flexible. Your Supervisor will be responsible for making arrangements for travel and assisting you in getting accommodations when you are outside Dar-es-Salaam.

We ask you to go into this work knowing that you need to be very flexible. You may not get the food you want, and you may carry water in a bucket on your head. Often we will leave for interviewing the households at 5 a.m. and we expect everyone to be ready to go at the specified time. Will you be ready to go on time?

### B. Your Job -- To Carry Out Household Interviews

Your principal task is to conduct interviews with five to six households per cluster we have selected. Depending on the size of the household, you may be able to conduct four interviews in a day.

You are to read the questions in the survey exactly as they appear in the questionnaire. We will give you guidelines on how to probe to get answers. Those of you who worked on other surveys are likely to be familiar with some of these procedures.

Please keep in mind that you are responsible for interviewing all of the households assigned to you in a cluster. You and your supervisor need to make sure that you have planned the use of your time well, in order to be able to leave the village with all the information collected.

In conducting the interviews, please follow the instructions contained in this Manual.

You will be provided with the following materials for use in carrying out the interviews:

- a calculator
- a briefcase

- an instruction manual
- lead pencils with erasers
- red ball-point pens for corrections

### C. Check the Completed Questionnaires

After finishing each interview, verify that all the sections of the questionnaire have been correctly completed. **CHECK TO SEE THAT YOUR WRITING CAN BE EASILY READ.** Be sure you have recorded the required information for all of the household members indicated in each section.

You should review your questionnaires immediately after each interview, before you hand the questionnaire to your supervisor, and -- most important -- before leaving the cluster. Otherwise, if you leave without checking, and if you have made a mistake, you will have to return to the household -- a waste of our time and yours. Your supervisor will not like having to buy diesel in order for you to go back and clean up your mistakes.

It is also the task of the Supervisor to check the questionnaires before leaving the village. Your supervisor will have circled these inconsistent answers with a red pen.

You can correct minor errors on the interview forms, like sloppy writing or light entries. But you should not make any other changes in the completed questionnaire without asking the respondent the questions again. Also, you may not copy the information you have collected onto a new questionnaire.

All interviews should be finished when you leave the cluster. Do not schedule appointments for the weekend or the following week, since there is no way that you can return to the household. It is your task to finish all of the interviews during the days that you are in the village.

### D. You and Your Supervisor

You should always follow the advice given by your supervisor, who represents the Project Management Leader. Your supervisor will assign your work when you first arrive in the village/ward. She/he will carry out the following checks in the field:

- examining all of your questionnaires to make sure that each interview has been carried out correctly and in full;
- visiting some of the households that you have already interviewed. He/she will repeat some sections of the questionnaire in order to verify that you recorded that household's answers correctly;
- observing one or more of your interviews each week, to evaluate your method of asking the questions. You may or may not be informed of their "sitting-in" beforehand;
- discussing your work with you, and evaluating your work; she/he will report on your performance to the project management leader.

Your supervisor is the link between yourself and the project management leader. You must inform her/him of any difficulties or problems that you encounter. If you do not understand a procedure, you should ask your supervisor for advice.

**E. Correcting Mistakes or Omissions**

Your work will also be reviewed by data entry operators, who will carry out checks on the answers to many questions in the questionnaire. He/she will make a printout of all of the answers that are not consistent, whether the fault is that of the interviewer or of the respondent.

**PLEASE DO NOT MAKE CHANGES IN THE COMPLETE QUESTIONNAIRE WITHOUT ASKING THE RESPONDENT THE QUESTIONS AGAIN.**

### III. INTERVIEWING PROCEDURES

#### A. Getting Started

##### 1. Arriving in the Village

Very soon after arriving in the village/ward, you and your supervisor will visit the village/ward leaders. Out of courtesy, it is important for you and your supervisor to see the village leaders as soon as possible.

It is important that the supervisor and interviewers meet with the Village Chairman and ten Cell leaders in order to explain our work, and ask for their assistance. The active cooperation of the local leadership is most important. All local leadership should be well informed of what our survey is about and why we are doing it.

##### 2. Meeting the Families To Be Interviewed

During your meeting with the ten Cell Leaders, you should ask them to take you to meet the families whom you will interview.

It is very important that they accompany you. You are not to go out on your own and look for the families. You are to be taken by the ten Cell Leader to whom you will be assigned by your supervisor. He/she will introduce you to the family you will be interviewing. It is best for the ten Cell Leader to explain the purpose of the survey, and to set a time for the interview. The ten Cell Leader will accompany you to the household on the day of the interview. However, the ten Cell leader should not listen to the interview, since this is confidential.

If a household that was chosen to be interviewed has moved from the area, ask your supervisor what to do next.

##### 3. Explanation of the Survey

It is best if the ten Cell Leaders are able to explain what our survey is about. You may need to remind them of some of the following information:

- You are conducting a survey of households in all the regions of Tanzania. The purpose is to learn about present living conditions. The survey is very important, because it will help government planners and other organizations improve the people's health, education and living standards.
- The village has been randomly selected to be representative of other similar villages in the region. The households to be interviewed have been randomly selected based upon the information available from local offices. Other neighboring villages and households have been selected in the same way.
- The survey is not concerned in any way with taxes, and all the information recorded will be regarded as confidential and covered by the obligation of statistical secrecy.

- The survey has nothing to do with multi-party politics.

#### 4. Selection of Interpreters

Our goal is to conduct all interviews in Kiswahili. You should make a great effort to encourage the respondent to use Kiswahili; it is better to explain a few difficult questions in another language than to change completely to the other language.

If no one in the household speaks Kiswahili well enough to interpret and no one in the team speaks the language of the household, you must ask the household to choose someone (for instance, a friend, neighbor or relative) to interpret for the interview. This person should be someone who speaks Kiswahili well and is trusted by the household, since the questions are confidential.

It is always best to use an interpreter chosen by the household, as this will help to ensure the confidentiality of the interview. If the household does not know anyone suitable, you must inform your supervisor, who will ask the village leadership to designate someone. The person chosen to translate should be a person who is respected in the community.

You should instruct the translator not to elaborate on the question asked, to be patient with the household members responding, and to remain neutral and professional in attitude toward the questions and answers obtained, and to maintain the confidentiality of the respondent and his or her answers.

If you do the translation yourself, you must be very careful to stick to the sense and meaning of the questions as they are written on the questionnaire.

If at all possible, the household interview should be conducted in Kiswahili. This is because great care has been taken to obtain the most precise translation of each question from English into Kiswahili to capture the exact intent and meaning. As soon as another language is used, either by the interviewer, or by someone else designated to serve in this role, the precision of each question in the questionnaire is compromised and an unknown bias may damage the quality of the information obtained.

In summary, certain problems can arise from the use of interpreters:

- It is difficult to know how good the translation is. It is possible that the respondent's friend who speaks Kiswahili does not speak it well enough to translate everything said during the interview, and he will not want to admit it.
- The interpreter may be so familiar with the household that he starts to answer for the respondent without asking the questions. In that case, you must politely remind the interpreter that it is the respondent that has been chosen for the interview, and that it is only his/her answers that you can write in the questionnaire.

## **B. Parts of the Household Questionnaire**

### 1. The Survey Execution Notes

The Survey execution notes are on the second page of the questionnaire. There are a number of different parts, which must be filled out by different members of the team. Some information will already

have been written in by your supervisor -- such as the name and number of the cluster, the household number and the name of the head of household.

When you arrive at the household, you must write your name and, in the space to the right, your interviewer number and the date of the interview. If the household is the same but the head of household is different than the name written in the questionnaire by your supervisor, you must first inform your supervisor, then write the name of the new head.

## 2. The Questionnaire

The questionnaire has enough space for only 20 persons in the household roster. If your household consists of more than 20 persons, you will need second questionnaire. Please copy the household number, cluster, and head's name on the second questionnaire. The ID codes on each page of the second questionnaire will have to be renumbered by hand, from 21 onwards. The Household also has space for only 20 people, so when you start a new questionnaire, you will also have to start a new household roster card, and re-number by hand the ID numbers on the second card.

The fact that you have used a continuation questionnaire is indicated both on the Survey Execution Notes (in the space called GENERAL INFORMATION following the Household Number) and on the continuation questionnaire itself. You should mark this on the continuation questionnaire, writing "Survey Form No. \_" on each page, just under the box for the Household Number.

In rare cases, a third and perhaps a fourth questionnaire may also be needed to complete the interview for all household members.

In order to anticipate the use of additional questionnaires and so that you will be fully prepared to complete the interview without unnecessary delay, it would be useful prior to conducting any household interviews to learn the approximate number of household members from the ten cell leader. Ultimately, of course, you will be the one deciding on the number of household members.

## C. The Interview

The most important rule to follow during the interview is to **ask the questions exactly in the form in which they appear on the questionnaire.**

The questionnaire should be completed during the interview. Do not record the answers on scraps of paper and transfer them to the questionnaire later. Do not count on your memory for filling in the answers once you have left the household.

### 1. Pace of the Interview

You must maintain the pace of the interview. Avoid long discussions of the questions with the respondents. If you are receiving irrelevant or complicated answers, listen to the respondent and then lead him back to the original question. Remember that it is you who are running the interview and that you must be on top of the situation at all times.

### 2. Objectivity of the Interviewer

It is extremely important that you should remain absolutely NEUTRAL about the subject of the interview. Most people are naturally polite, particularly with visitors. Respondents tend to give answers and adopt attitudes that they think will please the visitor. You must not show any surprise, approval or disapproval about the answers given by the respondent, and you must not tell him/her what you think about these things yourself. If he asks you for your opinion, wait until the end of the interview to discuss the matter with him.

You must also avoid any preconceived idea about the respondent's ability to answer certain questions or about the kind of answer he/she is likely to give.

### 3. Private Nature of the Interview

All of the information collected is strictly confidential

Some of the questions should be asked of the respondent in complete privacy to ensure that his/her answers remain confidential. The presence of other people during the interview may cause him/her embarrassment and influence some of his/her answers.

The only exception to this rule is when a respondent is incapable of answering the questions, perhaps because he or she is too young or mentally handicapped. In these cases, ask the household head to indicate the household member who best knows the respondent to answer the questions for that respondent. For example, answers for a child are typically provided by his or her mother.

On the other hand, it is often difficult to limit the number of people present during an interview. The visit of an interviewer may be a big event for the household. The household members and the neighbors are bound to be curious.

There are many sections of the questionnaire that are not "sensitive" for most households, for instance, the Household Roster, parent's characteristics, housing, and education. Some households may be sensitive about the sections on household expenses, home consumption of food, family planning, or mortality.

When you get to a sensitive section (for example, family planning or mortality) you should explain again to the respondent that the answers are confidential. Ask him/her what is the best place in the house where you are least likely to be disturbed. If another adult "does not understand" and does not leave you alone with the respondent, you must use tact and imagination to try to get rid of the other person. We have addressed this issue in the "Notes and Instructions" section below.

At the household level, you will need to persuade the respondent of the importance of our interview, and of our business. Our task is of great importance to our society and to the nation as a whole. You will need to "prepare the ground" for the interview, by explaining that we will be asking personal and confidential information, and that we will guard the confidentiality of this information. By "preparing the ground", we mean that you will carefully explain the purpose of the survey and to create a relationship of mutual respect with the respondent. Finally, you will have to repeat and repeat your arguments until the respondent complies.

### 4. Establishing a Trusting Relationship with the Respondents

As much as possible, you should use a conversational tone while you are reading the questions. You must read the questions exactly as stated, but your eye contact with the respondent and your tone of voice is important in establishing a good relationship with the household members. Good eye contact is important, because you are learning about the respondent from his/her eyes, face, and body language. At the end of each question, we encourage you to look at the respondent while you are waiting for his or her reply.

You need to think about the answers you are receiving, and weighing them. Does the answer make sense in the context of this household and in the local environment? Most respondents will give truthful answers. However, you need to be on your guard for the respondent who is giving you false information, or who feels he can shorten the interview by either not telling you, or by making up a false story. When probing, you must be both "mpole na mkale", that is, you must be fully polite, but also firm in your desire to get a good and truthful answer. When a respondent does not give you truthful answers, you must make it clear in a polite way that you understand that the story you are hearing is not the real story, or full story. You may need to point out contradictions that you have understood.

If a respondent observes that you accept his first untruthful answers, then you can expect that you will get more false answers. As a result, you would be recording bad data, and none of us will be able to do our jobs. Please remember that you are there in the household and the village, to get good information that we can use for the betterment of your region and your country. If you accept false stories as answers, then you are failing to collect good quality data for us.

#### 5. Ending the Interview

Before leaving, thank all the members of the household who took part in the interview.

### **D. After the Interview**

After each visit to the household, you must fill out the entries for the results and quality of the interview on the second page of the questionnaire.

For both results and quality, COMPLETE means that all the questions were asked of all the persons concerned.

Concerning the Result Code, code 2 (Problems as Noted) means that certain questions were not asked, or that the questions were not asked of all the appropriate persons, for instance, if some persons were not available. In either case, the entry should be clarified under the remarks section. Code 3 (Unusable) means that the household was unavailable or totally refused to answer. In this case a substitute household must be interviewed.

In the case of the Quality of Interview Code, code 2 (Problems as Noted) means that the accuracy of the responses is questionable, either because people's answers were inconsistent, or because of problems with translation, or because people appeared scared or embarrassed to answer. Code 3 (Unusable) implies that these problems affected the responses to such an extent that the interview was unusable, and a substitute household must be sought.

### **E. Suggestions for Your Professional Behavior**

Remember that you are representing the University of Dar es Salaam. You must observe the following rules at all times:

- Be courteous towards everyone (the respondent and his/her family and friends, the supervisor, the other members of the team and anyone else involved). Your behavior can have an enormous influence on the opinions of people in the areas covered by the survey as to the value of the whole project.
- Avoid disturbing or upsetting anyone by your behavior.
- Be properly dressed, so that the respondent will be inclined to you, as a reliable and responsible person.
- Exercise patience and tact in conducting the interview, to avoid antagonizing the respondent or leading him/her to give answers that are not accurate.
- Never discuss the answers given by one household with the members of another household or with any other person except the team supervisor and the project management team. The project team has promised the Government, the village leaders and the households strict confidentiality and all team members must conduct themselves according to this code.
- Don't initiate or encourage discussion especially on the multiparty system for fear that it may create an unpleasant situation for our work.

#### IV. HOW TO COMPLETE THE QUESTIONNAIRES

There are a number of basic principles that the interviewer should observe in completing the questionnaire.

1. Always read the questions exactly as they are written in the questionnaire

After reading a question once in a clear and comprehensible manner, you should await the reply. If the respondent does not answer in the reasonable time, he has probably 1) not heard the question; or 2) not understood the question; or 3) does not know the answer. In any case, if there is no answer, repeat the question. If there is still no reply, you must ask whether the question has been understood. If the answer is 'No', you may reword the question. If the difficulty lies in finding the right answer, you should help the respondent to consider his/her reply.

2. Always make sure that you ask about cash and in-kind expenditures. We are very concerned to get accurate information on people's expenditures, especially on health and education. Often, people forget expenditures they made in kind, or they do not think that you think it is important. For this reason, it is always important to prompt the respondent for in-kind expenditures. These comprise goods and services exchanged for something else, such as a chicken, a bag of vegetables, some clothing, or a promise to work for someone.

3. Make sure that each row of the survey document has an ID code attached to it. There are some pages of the survey that have ID codes already printed in the left hand column. This is because the questions on that page should be asked of all household members. There are other pages that have a blank column on the left hand side for you to fill in the ID codes. This is because the questions on these pages are only directed to the household members who are eligible for this section. You should start each of these parts by writing in the ID code of each eligible person and then ask them all the questions in this part of the survey. Then go on to the next person. It is vital for you to make sure that each person's information is in a different row.

4. Everything written in lower case letters should be read aloud to the respondent in Kiswahili. Anything written in capital (block) letters is an instruction to the interviewer. Do not read it to the respondent.

For example:

- a) MAKE A COMPLETE LIST OF ALL PERSONS WHO NORMALLY LIVE IN THIS DWELLING AND WHO EAT THEIR MEALS TOGETHER.

This is an instruction. Do not read it aloud to the respondent

- b) what is the present marital status of ....[NAME]....? Is he/she currently...READ TO RESPONDENT

1 = married/partner  
2 = divorced/separated  
3 = widowed

4 = never married

In this case, the interviewer would read out both the questions and answers in Swahili, because everything is written in lower case letter.

c) what is the relationship of .....[NAME]....to the head of the household?

- 1 = HEAD
- 2 = SPOUSE
- 3 = SON/DAUGHTER
- 4 = SON OR DAUGHTER IN LAW
- 5 = GRANDCHILD

This question must be read in Kiswahili to the respondent and the interviewer should note the answer. However, the interviewer should not read the answers to the respondent because they are in block letters.

5. The questionnaire is entirely pre-coded except for a few questions that will be coded in the office by the supervisors. You must write the code corresponding to the answer given by the respondent in the appropriate box, either below or at the side of the question. If the answer is an amount or a figure, write the amount in the box below the question. Here are two examples:

a) Question: "what type of road is this?"

- 1 = DIRT ROAD
- 2 = GRAVEL-SURFACED ROAD
- 3 = ASPHALT-SURFACED ROAD
- 4 = CONCRETE ROAD
- 5= OTHER

Reply: "tarmac".

You will write the figure 3 in the box associated with this question.

b) Question: "How many months in a year is this road passable?"

RECORD NUMBER IN MONTHS

Reply: "6 months." Write figure 6 in the box..

6. A skip instruction tells the interviewer which question should be asked next.

a) If there are no special instructions, go to the next questions.

267. "What type of....[NAME OF FACILITY]....is this? Is it..."

A = PRIVATE            C = MISSION  
B = GOVERNMENT    D = EMPLOYMENT

Whatever the answer, go on to Question 268, the next question.

b) "what is the present marital status of ...[NAME]....? Is he/she currently ..READ TO RESPONDENT

1 = married/partner  
2 = divorced/separated  
3 = widowed (SKIP TO 8)  
4 = never married (SKIP TO 8)

If the reply is married/partner or divorced/separated, enter 1 or 2 on the answer sheet and go to next question.

If the reply is widowed or never married, enter 3 or 4 on the answer sheet and go to question 8.

7. You will often have to insert the name of a person, thing, or animal into a question. This is indicated by brackets ...[ ]...

a) Question: "Did she/he want to go to private school but did not have enough money?"

1 = YES (SKIP TO 236)  
2 = NO

Reply: "NO"

Later question: "Tell me what were the reasons that...[NAME]....stop attending school/never went to school?"

You must replace the words in the square brackets by the name of the household member. For example, if the name of the household member is HAMISI, then the question will read as "Tell me what were the reasons that HAMISI stop attending school/never went to school?"

8. If the reply by the respondent is not in the list of answers written in the questionnaires, use the code number for OTHER In that case, you will often be asked to give details.

a) Question: "can you tell me the type of illness that...[NAME]... suffered from? Was it...[READ REASONS]..."

1 = vomiting  
2 = diarrhea

- 3 = fever/malaria
- 4 = cough/cold
- 5 = wound/injury
- 6 = measles
- 7 = skin rash
- 8 = others (specify\_\_\_\_\_)

Reply: "smallpox"

You must put 8 on the answer sheet and write "SMALLPOX" on the line.

9. When you need to write the name of a person, place or thing, always write very legibly in capital (BLOCK) letters

- a) This instruction is particularly important for the household information section, because the names have to be put into the computer.
- b) It is also important to write clearly in capitals when the coding will be done. If the answer cannot be read, the supervisor cannot code it.

10. When asking about distances, if there is no other instruction, round off the reply to the nearest one place after the decimal point Thus,

- 0.00 to 0.04 kms = 0.0 kms
- 0.05 to 0.14 kms = 0.1 kms
- 0.15 to 0.24 kms = 0.2 kms
- 0.25 to 0.34 kms = 0.3 kms

Similarly:

- 1.00 to 1.04 kms = 1.0 kms
- 1.05 to 1.14 kms = 1.1 kms
- 1.15 to 1.24 kms = 1.2 kms
- 1.25 to 1.34 kms = 1.3 kms

11. Do your best to avoid the reply "I don't know" by helping the respondent to consider his answer.

In this manual there are many examples of questions that can be asked to help the respondent estimate the area of fields, the value of crops, and the amount of expenditures, etc. Nevertheless, it does happen that, even with the help of the interviewer, the respondent cannot or will not give an answer. In that case, write -7 for "REFUSE TO ANSWER" -8 for "DON'T KNOW" and -9 for "NOT APPLICABLE". There should be few such cases. All "DON'T KNOW", "NOT APPLICABLE" and "REFUSE TO ANSWER" responses will be reviewed by the supervisor.

12. When recording an amount of money in Tanzania Shillings, write only the amount

Do not write the symbol /= and do not write Tshs on the questionnaire. Also, do not write commas. For example, to write 5,000 Tanzania Shillings write: 5000 . Do not write 5,000/= or 5000 Tshs.

Always record the answer to the nearest whole shilling. Do not record cents.

## V. A GUIDE TO THE HOUSEHOLD QUESTIONNAIRE

The household questionnaire has 3 sections, and the first two have many sub-sections or "parts". This chapter of the interviewer's manual discusses each of the sections of the household questionnaire. For each section of the questionnaire, the manual presents four kinds of information.

- the purpose of the section
- the respondents for the section
- definitions that are applicable to the entire section
- instructions for specific questions

RESPONDENTS are the persons who are supposed to answer the questions. Not all sections of the questionnaire are asked of all respondents. For example, some sections are asked of the head of the household. Other sections are asked of all persons 15 and older. Please try not to use proxy respondents. Usually these people do not have the first-hand knowledge of the lives of the other household members. It is vital that when we ask that each household member respond, that you make every effort to interview the real respondent, not a proxy. The only exception to this rule is when the respondent is incapable of answering the questions, perhaps because he or she is a child or is mentally handicapped.

The INSTRUCTIONS will indicate questions for which probing is often necessary and suggests how to probe for the answers. In order to collect high quality information, all interviewers and supervisors must have:

- the same understanding of what a question means;
- a standard manner of asking the question; and
- a standard manner of probing for the best possible answer.

### A. Section 1, Part A: The Household Roster

#### 1. Purpose

The purpose of this section is to identify every person who will be considered a member of the household and will be interviewed. Section 1 also collects basic information, such as age, sex, and marital status of everyone who normally eats and sleeps in the dwelling.

#### 2. Respondent

The respondent for Section 1 is the HEAD OF THE HOUSEHOLD. The head of the household is the person identified by the household members themselves as the head. He/she is the person who is named in reply to the question: "Who is the head of this household?" Most often, but not always, it will be the person who is the main provider and who is familiar with all the activities and occupations of household members. The head of the household can be male or female.

When determining who is household head, pay attention to the customs and traditions of the area in which you are interviewing. Do not be prejudiced in thinking that only a man can be a household head. In Ngara, if the male head dies, the first wife will often replace him as the head of the household.

If the head is not available to answer, then you must find a proxy respondent to answer for him. Naturally, the proxy will not give information that is as accurate as the information that the head could give. However, the answers of the proxy are still better than no answer at all. Try to select someone as a proxy who knows the most about the head's economic activities.

**YOU MUST NEVER ASK THE SUPERVISOR TO REPLACE A HOUSEHOLD MERELY BECAUSE THE HEAD WILL NOT BE AVAILABLE TO INTERVIEW.** As long as some of the members of the household are present, the household must be interviewed.

### 3. Definitions

A HOUSEHOLD is one or more persons who have usually slept in the same dwelling and taken their meals together during at least three (3) of the twelve (12) months preceding the interview. A DWELLING is the house, houses or apartment in which the household members are presently living.

There are five exceptions to this definition:

- The following persons are household members, even if they have spent fewer than 3 months in the household:
  - (1) the person identified as the head of the household;
  - (2) persons who just joined the household and expect to be long term residents, such as newborn infants aged less than three months or new spouses.
  - (3) Children living away for schooling.
- The following persons are not household members, even if they have slept in the same dwelling and taken their meals with the rest of the household for the entire 12 months before the survey:
  - (3) tenants and boarders; and
  - (4) mkataba servants.

A BOARDER or TENANT is someone who pays for food and lodging. If a paying guest lives with the household being interviewed, he/she is not part of that household. You will often need to probe to see if a person is a household member or a tenant. Some tenants pay in kind rather than cash, and this can lead to confusion.

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<sup>1</sup>/ Dwelling, in Swahili, is "maskani", from "kusakini".

An MKATABA SERVANT is a servant who has a contract with the family, and is paid in cash or in kind according to that contract. The contract may be written, or it may be an unwritten verbal agreement. Usually a contract is for a certain length of time, such as one year.

A MAKUBALIANO SERVANT is not a blood relation to the head or his wife but lives and eats meals with the household, and works for household, either in the house, in the fields, or with the livestock. However, in contrast to the mkataba servant, the makubaliano does not have a written or a verbal contract with the household. Any compensation received by the makubaliano servant is arbitrarily determined by the household head or other household members and is more like a gift than a payment for services. If this makubaliano servant has been present in the household for at least three months of the past 12 months, then he/she is a household member.

The category UNRELATED PERSON is a person who is not a blood relative to the head and not a servant, but who lives with the household. If this person lived with the household for at least three months of the last 12 months, then he/she is a household member. Examples are students or friends who live with the household over the long term.

There are many different types of HOUSEHOLD. For example:

- a household with a head, his wives and children, his father, nephew, and other persons, whether blood relations or not, who have slept in the same dwelling and taken their meals together for three of the twelve months preceding the interview;
- a household with a single adult;
- a household with a married couple, with or without children.

The household may include several persons who are blood relatives. However, it will only include the members of the extended family who live and take their meals together in the same dwelling for at least three of the last twelve months before the survey. Relatives who do not satisfy this criterion cannot be considered household members for the purpose of the survey. To avoid confusion for the respondents, the interviewer must be careful to read the instructions opposite page 3 of the questionnaire, and to use the term "kaya" for household, not "familia". If the term "kaya" is not understood, then you need to explain its meaning, and differentiate the term from "familia".

#### 4. Instructions

The Household Roster and Section 1 are completed in three steps.

##### Step 1: Preparation

Use the ivory-colored Household Roster card that comes with the questionnaire and copy the cluster and household numbers in the spaces provided. You will use the Household Roster Card throughout the rest of the questionnaire for reference on which member of the household is eligible for particular sections and what their code numbers are. To make sure that you keep the Household Roster Card handy, use the binder clip to clip it to the part of the survey that you are working on.

Step 2: Questions 1-3

Read aloud the instructions written out on page 4 of the questionnaire. The respondent is asked to give you the names of all the people who usually sleep in the dwelling and take their meals together. The order in which people are to be recorded is laid down in the instructions:

- The first person must be the head of the household, even if he/she is not the respondent and even if he/she is absent;
- Next come the members of his/her immediate family (wives/husband and children) who sleep in the dwelling and take their meals together. If there is more than one wife, start with the first wife, followed by her children in order of age (starting with the youngest and going through to the oldest), then the second wife and her children in order of age, and so on.
- Other persons related to the head of household and his/her husband/wife who sleep in the dwelling and take their meals together; and
- Unrelated persons who sleep in the dwelling and take their meals with the household.

Write the name of each person mentioned under Question 1 on the Household Roster Card and note their gender and relationship to the head of household in questions 2 and 3 on page six. Make sure to write the names legibly in block letters.

Step 3: Questions 4-6

Questions 4 and 5 are used to determine whether a person is a member of the household. In question 6, we want to know how many months the person in question has been living in the household during the past year, to help identify whether he/she is a household member. If a person has been away for 9 months or less, then he/she has been living in the home for 3 months or more out of the last 12 months. For example:

<u>MONTHS IN HOUSEHOLD</u>	<u>MONTHS AWAY</u>	
12	0	
11	1	
10	2	
9	3	
8	4	
7	5	
6	6	
5	7	
4	8	
3	9	
2	10	<----- THESE PERSONS ARE NOT HOUSEHOLD MEMBERS
1	11	
0	12	

- If the person has been away 9 months or less, then the answer to question 10 will be between 3 and 12 months living in the household. This is enough to classify the person as a member of the household.
- If the person has been present for less than 3 months, then the answer to question 6 will be 0, 1 or 2. You will then go to question 5. The answer to question 5 will help you decide whether the person is a household member.

Question 5 asks if someone listed under Question 1 presently lives in another location in order to attend school. This includes the following:

- family members who reside with relatives or others for the purposes of attending primary or secondary school.
- family members who attend boarding schools.
- family members who are students at a university.

Question 6 is where you must decide whether the person is a household member. To help you decide, the rules are summarized above question 6, and on page 4, in a box of instructions for the interviewer.

- THE HEAD IS ALWAYS A MEMBER. (This is the person with ID code 01).
- MKATABA SERVANTS AND TENANTS/BOARDERS (CODES 13 AND 14, QUESTION 3) ARE NOT MEMBERS.
- IF THE ANSWER TO QUESTION 4 IS 3 MONTHS OR MORE, THE PERSON IS A HOUSEHOLD MEMBER. IF THE ANSWER TO 4 IS LESS THAN 3 MONTHS, BUT THE PERSON IS AWAY ATTENDING SCHOOL, THEN THE PERSON IS A HOUSEHOLD MEMBER. IF THE ANSWER TO QUESTION 4 IS LESS THAN 3 MONTHS, AND THE PERSON IS NOT AWAY ATTENDING SCHOOL, THEN THEY ARE NOT A HOUSEHOLD MEMBER. THE ONLY EXCEPTION FOR THIS RULE IS PEOPLE WHO HAVE BEEN LIVING IN THE HOUSEHOLD FOR LESS THAN 3 MONTHS BUT WHO EXPECT TO RESIDE THERE PERMANENTLY I.E.: NEW WIVES OR NEW BORN INFANTS. YOU MAY HAVE TO PROBE TO FIND OUT WHETHER PEOPLE WHO HAVE BEEN LIVING IN THE HOUSEHOLD LESS THAN 3 MONTHS ARE NEW WIVES OR INFANTS.
- EVERYONE ELSE IS A MEMBER.

#### Step 4: Questions 7-8

Now ask questions 7 and 8 about each of the people who are listed under question 6 as a household member. You must get to question 8 each time before going on to the next person on the roster.

Question 7: Age. Age is among the most important pieces of information for the survey.

- If the head knows the exact date of birth of the person, calculate the person's age and write it down in question 7, to the nearest year. Confirm this age with the respondent before writing it in question 7.
- If the head knows only the year of birth, calculate the person's age as if they had been born on the first of June. Write down the calculated age in question 7.
- If the head does not know the date or year of birth, ask the respondent to estimate the person's age as best they can.

If the respondent does not know his/her age, you must make an estimate by reference to the events that have taken place in his life or that of the community (village, town, district, region) or the world, such as the independence of Tanzania or the World wars. Intensive probing is required to obtain the complete date, month and year of birth. Often families will refer to refer events such as:

- Community events/weather conditions
- Religious occasions/holidays
- Public holidays e.g. Independence Day, Union Day, Iddi ul Fitr, Idd ul Hajj, Maulid Day, Christmas, Easter, New Years
- Regional disasters
- Birth intervals
- World events e.g. World War I, II
- The famine which occurred in Tanzania after World War II, in 1946 and 1947, was called "ikambura mabati."
- National independence in 1961.
- The birth of TANU.

Interviewers have suggested these additional questions in order to estimate the age of household members:

- Ask when the household member got married, then add the age of the oldest child to the age of the parent when s/he was married. (However, if the oldest child was born several years before or after the marriage, this method can lead to large errors.)
- Compare the age of the household's child with that of a neighbor's child, an age-mate, or playmate.
- Establish the dates of specific events in a given location where the interview takes place and ask how old the member was when the events occurred.

Question 8: Marital status. PRESENT MARITAL STATUS is the marital status on the day of the interview. You must read each category to the respondent; otherwise he/she will reply, for example, that he is a bachelor instead of divorced or separated. MARRIED includes all types of marriage (for example, civil, traditional or common law). There is no term for widower (a man who has lost his wife) in Kiswahili. Both widows and widowers should be given code 5 (MJANE).

Completing the Ivory Household Roster

You can then use the information collected in questions 2 to 8 to fill out the ivory-colored Household Roster. Start at the left hand side. If the person has been identified as a household member in question 6, then mark them with an X in the first column. Then copy out the age and gender information for each person into the two right hand side columns from questions 7 and 8. The middle three columns require you to mark whether a person is eligible for the education section, the prenatal section, and the games, depending on whether they are a household member, their age, and their gender. You should already have copied all of the information you need to decide this onto the card.

You can then move onto the questions which ask general information on the education, skills, time use, and assets of each member of the household.

Questions 9-11. These questions get at the learnt skills of the person. If the person does not know if they can read a newspaper, you might want to give them a newspaper to try reading. In question 11, "Written Calculations" means things like simple sums. Can the person perform simple addition and subtraction?

Question 12 School means primary, secondary, or university. An adult literacy course or other forms of adult education also count as school.

Question 13 The HIGHEST GRADE COMPLETED is the last grade actually finished, not the last grade attended.

Questions 14-15 These questions are only asked if the person has either primary or secondary education. You should probe for what type of school the person actually attended.

Question 16 Although this question will probably be more relevant for the women of the household, you should ask it of all members. Probe for how long each person spends on each trip collecting water (to and from the source) and ask how many times they go for water on a typical day. It is important to collect this information from adults and children.

Questions 17-24 In these questions, you will be asking each member of the household whether they ask certain goods. It is not necessary for them to show you the items, although you should not try to dissuade them if they want to show you.

Question 23 This question asks about health expenditures in the last 12 months. PROBE for in-kind expenditures.

Question 24 This question asks for the economic activity of each member of the household. IF THE RESPONSE IS STUDENT CHECK YOUR IVORY CARD. REGARDLESS OF AGE, THIS PERSON SHOULD BE "ELIGIBLE FOR EDUCATION SECTION". ADD A "X" IN FRONT OF HIS/HER NAME.

## **B. SECTION 1, PART B: INFORMATION ON PARENTS**

### 1. Purpose

This section collects information on the schooling of all parents of members of the household between the ages of 7 and 15. The parents may be living elsewhere or may have died (for example, the parents of orphans).

### 2. Respondent

The household head or, if the household head is unable to answer, the person nominated by him or her. To simplify the responses, start with a child from the roster card and ask who is his father. Write down the ID code for the father in the left hand column and then ask the questions relating to the father. Then do the same for the mother of the child. Go through all the children. Some children will have parents in common, but it is not necessary to write down the information on that parent twice.

### 3. Instructions

Questions 25 and 29 If the parent is indicated to live in the household, but has not been previously mentioned in the household roster, then the household roster needs to be revised.

Questions 27 and 31 If the respondent does not know whether his or her parent is still alive, then write down the code for "don't know" (which is -8).

Questions 28 and 32 The highest grade completed is the last grade actually finished, not the last grade attended.

Question 29 The natural mother is the woman who gave birth to the person in question.

## C. **Section 1, Part C: Education**

### 1. Purpose

This section collects information on the education and training of all members of the household aged between 7 and 25 years AND ANY OTHER MEMBER OF THE HOUSEHOLD THAT IS PRESENTLY IN SCHOOL. For children who are currently enrolled in school, it collects information on the type of school, on the amount paid by the household for the child's education and on any assistance the household receives to pay school expenses.

## 2. Respondent

The respondents for this section are all household members between 7 and 25 years of age. The parents of children attending school will often have to be consulted to obtain accurate information about schooling expenses. **INCLUDE ALSO ANY HOUSEHOLD MEMBER THAT IS PRESENTLY IN SCHOOL REGARDLESS OF AGE.**

## 3. Instructions

Question 33 If the answer to question 33 is "yes", then you should skip to question 42. If the answer is "no", then continue with question 34.

Questions 34-35 Do not worry about the difference between school years and calendar years. For instance, if a person started school in June 1965, then write 1965 as the answer for question 34. If a person last went to school in a school year that ended in March 1985, then write 1985 for question 35.

Question 41 Question 41 requires you to probe carefully for all the reasons that someone might have stopped going to school. For our survey, the most useful information we can get is detailed information. Thus, if someone says, "I didn't want to stay on at school" ask them why exactly they didn't want to stay on, to see if it was something about the school, or about the other demands on their time, or about their reaction to education.

Question 46 Certain private or community schools receive some assistance from government, even though they are not directly funded by government. This question is asking school goers whether their school receives some assistance, in whatever form, from the government.

Question 48. This question asks about the distance between the household's dwelling and the school attended by the child. If a household member attended a very distant school during the past year (for example, in Dar es Salaam or Kampala), even as a boarder, please report the estimated distance to this school.

Question 53 This question requires you to probe in exactly the same way as you did for question 41 on all the possible reasons why a child might have missed school.

## Schooling expenditures (Questions 54-81)

There are five sets of questions in this section where you may be asked to record information on schooling expenditures for a member of the household. They are:

- Questions 54-61 Expenditures by household members for the student's schooling, in the past 12 months
- Questions 63-73 Expenditures by persons outside the household for the student's schooling in the past 12 months.
- Questions 74-77 Expenditures by persons inside or outside the household for tutoring for the respondent.

- Questions 78-81 Value of sponsorships for the student in the past 12 months, by outside organizations.
- Questions 82-83 Value of in-kind contributions to student's schooling from organizations in the past 12 months.

If a person (instead of an organization) gave the student a contribution in kind (for example, an uncle in Nairobi sent textbooks as a contribution), then you should record that information in questions 63-73, on individual contributions from outside the household.

No expenditure should be entered in more than one of these groups. For example, you should never enter the same expenditure in questions 63-73 and in questions 82-83.

The expenditures may include those for the current school year and also for the previous school year, provided that they fall within the past 12 months. For example, if the interview takes place in November of 1991, the school expenses for the first term of the current school year will be included, along with those for the second half of the last school year.

The schooling expenditures made by household members in the last 12 months for children living in the household who attended school are recorded in questions 54-62. The schooling expenditures made by other persons on the pupil's behalf are recorded in questions 63-73. In each of these groups of questions, there are seven columns in which to record itemized expenditures, and an eighth column in which to record the total amount spent by household members in the past 12 months. The rules for recording information are as follows:

1. If you know the amount spent on an item, record it in the correct column.
2. If nothing was spent on an item, write 0.
3. If the respondent cannot provide itemized expenditure, include the non-itemized amount in the total column and leave the columns for the individual items.
4. ONLY WRITE A TOTAL amount in the total column if the respondent CANNOT RECALL ALL ITEMIZED ITEMS.
5. If there was an expenditure on an item but the respondent doesn't know the amount, write -8 (for "don't know") in the column. But this cannot be included in the TOTAL column, since the respondent doesn't know what the amount was.

**EXAMPLE 1.** The following expenditures were made on behalf of student with ID code 03 by household members in the last 12 months: 300/= for the UPE fund; 2,000/= for a uniform; 3,200/= for books and school supplies; nothing for transportation to school; nothing for boarding and lodging; 8,000/= for school fees; and 5,000/= for extra tutoring. The answers to questions 54-61 are:

**Table I.** Example 1 of School Expenditure Responses

54. School Development Fund, UPE, etc.	55. Uniforms, Vaports, Clothes	56. Books Supplies	57. Transp.	58. Board Lodging	59. School Fees	60. Other Fees	61. Other	62. Total
300	2000	3200	0	0	800	5000	0	1850015500

**EXAMPLE 2.** In another household, members have made schooling expenditures for a student who is member of the household: 300/= for the UPE, 8000/= for the school fees, and a total of 6500/= on uniforms and school supplies (they cannot itemize the 6500/=). The student lives at home, so the household paid no transportation or lodging/board for him or her. The answers to questions 54-61 are:

**Table II.** Example Two of Educational Expenditures

54. School Development Fund, UPE, etc.	55. Uniforms, Vaports, Clothes	56. Books Supplies	57. Transp.	58. Board Lodging	59. School Fees	60. Other Fees	61. Other	62. Total
300	6500		0	0	8000	0	0	14800

**EXAMPLE 3.** In a third household, the head gave the student 15,500/= with which to pay for all school supplies, uniforms, etc. for the next school year. In this example, the respondent has not been able to itemize, so we write the total amount in question 61.

**Table III. Example Three of Educational Expenditures**

54. School Development Fund, UPE, etc.	55. Uniforms, Vaports, Clothes	56. Books Supplies	57. Transp.	58. Board Lodging	59. School Fees	60. Other Fees	61. Other	62. Total
								15500

Question 74 Tutoring is any schooling or teaching that the respondent receives from an individual outside school, either at their own house or at someone else's house, and in return for money or for other benefits. It may be possible that the person doing the tutoring is also a teacher to the respondent at his or her school.

Question 78. A SPONSORSHIP is a cash contribution to the schooling of a household member from an organization. The value of a sponsorship in the last 12 months may include part of one or two school years. If during the last school year, the student in question received a sponsorship but is not receiving one for the current year, ask how much the monthly scholarship payments were and the number of months in the past 12 months that the sponsorship was received and calculate the total.

If during the past 12 months the person had two sponsorships of different amounts, the total amount received from each must be calculated, taking into account the number of months in each case.

Questions 82-83 Any in-kind assistance from organizations going towards schooling or education should be recorded in question 81, and the respondent should be prompted to estimate the value of the assistance. In case the child cannot estimate the value of a school uniform, then his or her parent, or another adult, should be asked.

Other sections where you must record schooling expenditure

You should not count twice any expenditure within Part C (the schooling section) and you should not record them again in any part of the survey.

**D. Section 1, Part D: Time Use During School Year**

1. Purpose

To elicit information on the activities that each child undertakes that may compete with educational activities and to clarify the economic activities of children and young adults.

2. Respondents

All household members aged between 7 and 25 years of age.

### 3. Instructions

Ask each respondent for each day of the week how many hours they spent on the different activities mentioned in each question. For instance, if you start by asking someone, "Last Monday, how many hours did you spend on ..." then continue with the other days of the week, concluding with "On Sunday, how many hours did you spend on...". The last column of page 22 includes a question for you to use on probing the accuracy of the responses "For [GIVEN DAY OF THE WEEK] your answers imply that you spend [GIVE LEFT OVER HOURS] sleeping, eating, and relaxing during a regular school week. Does this sound about right? If not, what would you change?" Some respondents may feel the need to exaggerate the amount of time they spend on school work or work in the Shamba. This checking question will hopefully bring to light any such exaggerated claims, because it will show that the respondent has not left much time over for relaxing, eating, and sleeping. There is an area left blank on the survey, as a "scratch pad" for you to calculate how much time is left over for all other activities.

### E. Section 1, Part E: Acute Illnesses

#### 1. Purpose

This section collects information on the illnesses suffered by household members in the 4 weeks before the interview. Questions are asked about the use of health care for the illness and the cost of treatment. The section also collects information about recurring health problems that have lasted at least six months.

## 2. Respondent

All household members who have experienced an episode of illness in the past four weeks are to respond to the questions in this section. Therefore, this section begins with a filter question (No. 112) to identify who in the household experienced illness or injury over the last four weeks. For those people who did not experience any illness or injury over the last four weeks, you should go on to the next household member. If a household member answers "Yes" to either an illness or an injury, you should mark their code number down on the next page. Once you have gone through all the household members and ascertained whether or not they suffered from an illness or injury, you should go back to each person who answered "Yes" and ask them the more detailed questions about severity, treatment, and expenditures.

Parents or other responsible adults may respond for young children. Knowledge of an illness can be very personal information. For this reason, you may have to go a little way from the main group to ask each household member the questions in this section.

If the household member is currently away from the house, you should ask someone who is knowledgeable about them whether they have suffered an illness during the past four weeks, and what treatment they took. However, you may not be able to find anyone who knows this information. If this happens, use the code for "Don't Know" under questions for which information is not available.

## 3. Instructions

### Questions 113-154

**REFERENCE PERIOD:** The first part of the health interview collects detailed information on an illness or injury that occurred in the 4 weeks before the interview. The following illnesses or injuries would be included:

- (a) An illness or injury that began and ended within the past 4 weeks (that is, one that began 3 weeks ago and ended 2 weeks ago).
- (b) An illness or injury that began within the past 4 weeks and is still afflicting the respondent on the day of the interview.
- (c) An illness or injury that began earlier than 4 weeks before the interview, but ended within the past 4 weeks.
- (d) An illness or injury that began earlier than 4 weeks before the interview and is still afflicting the respondent on the day of the interview.

If the respondent has had more than one illness in the past 4 weeks, ask questions 113-154 about the most recent illness in the past 4 weeks.

If the respondent has had both an illness and an injury in the past 4 weeks, answer questions 113-154 with respect to the illness.

If the respondent has had no illnesses but more than one injury in the past 4 weeks, ask questions 113-154 about the most recent injury.

## Recording Health Expenditures

There are many questions (starting with question 119) that ask about expenditures on health care for the illness or injury that occurred in the past 4 weeks:

<u>Questions</u>	<u>Type of expenditure</u>
• Questions 125,133,141	Costs of visits to health facilities including hospitalization costs (including private rooms, laboratory tests, food, etc.), medical consultation fees, fees to traditional healers.
• Questions 127,135,143	Costs of drugs, medicines (including traditional medicines), and other medical items (prosthetics, bandages etc.).
• Question 144	Transportation for all medical care associated with the illness or injury

Each of these types of expenditure should be included only once on each page. For example, expenditures on medicine or transportation for the illness episode in the past 4 weeks should not be included in the expenditures on hospitalization.

In each of these questions, you should record all expenditures for the respondent's illness or injury, even if the expenditure was made by a person or an organization outside the household. This should include expenditures made by members of the household AND expenditures made by persons or organizations outside of the household for the respondent's illness or injury. For example, if the household spent 2000/= on medicines for the sick household member and other relatives who are not household members contributed an additional 5000/=, then the amount reported in questions 127,135,143 should be 7000/=.

You should record the amount of total expenditure contributed from persons or organizations outside the household for the respondent's illness or injury in questions 147-150. Using the example from the previous paragraph, the total amount spent on medicines would be 700/= in questions 124,132,140 and the total amount contributed from people outside of the household would be 5000/= in question 150. This means that expenditures made by persons outside the household or covered by insurance or employers are actually recorded TWICE in Part D of Section 1 -- in the relevant question on the expenditure item and then again in question 148 (for amounts from insurance or employers) and question 166 (for amounts for all other sources outside the house). However, an expenditure made by household members should be counted only once.

## Questions 113-119

These questions probe the severity of the illness or injury and determine whether the respondent who had experienced an illness or injury episode received any health treatment whatsoever. USUAL ACTIVITY means work or duties that are performed regularly, including housework and schooling. Under question 116, if treatment of any type has been sought, then you move to question 117 to find out where the person went for treatment. Following this question, go on to question 120. If a respondent answers "No" to question 116, then you should go directly to question 118 to ask them why no treatment was sought and then ask question

119, which explores how much someone who did not get treatment still might have spent (for instance, in preparing their own remedy at home). Be prepared to probe for treatment from traditional healers ("Did you go to anyone else?... Locally?"). Some respondents may be embarrassed to admit to this kind of treatment.

Questions 120-127 These questions are repeated on the next four pages, as the survey asks each respondent questions about the first treatment facility they used, then the second, then the third, etc. If a person only went to one treatment facility, you will only complete questions 120 to 127 and then skip to Question 160. If the respondent mentioned two treatment options, then you will work through questions 120 to 127, followed by 128-135, before moving on to question 160. The survey document itself prompts you to remind the respondent of all the places they said they visited, in order to get a full and complete picture of their use of health facilities. Under question 123 (and the equivalent questions on the next pages) if a person saw more than one type of health practitioner at the health facility, then note down the code for each category of practitioner that the respondent saw, but be careful to put a comma between code numbers. For instance, if they saw a doctor and a nurse, write down "1,2". If they saw a nurse and a rural medical aide, write down "2,4". Under questions 125 and 127 (and the equivalent questions on the next pages) be sure to probe for expenditures on treatment or drugs that were made in kind (for example, a chicken paid to the pharmacist). However, you should not include expenditures for drugs that were meant to treat another illness or another person.

Question 144. This question asks about all expenditures on transportation to medical care for the respondent's illness or injury. Include all trips connected with the single episode of illness or the injury being discussed. You should make sure to probe for the costs of transport to all of the facilities and health providers that the respondent consulted. **DO NOT INCLUDE** transportation connected with other illnesses or injuries that occurred in the past 4 weeks. Record only those expenditures by the household, not expenditures by persons outside the household.

Question 145 This question asks how many nights in total were spent at health facilities during the illness or injury episode. It may be hard for the respondent to answer this without thinking about the nights that were spent at each facility. Therefore, the next question (162) asks which visits included an overnight stay. You may then ask how many nights were spent at each place, in order to cross-check the answer to 162.

Question 147-148 These questions ask about payments made, or to be made, by employers or insurance schemes. The person should tell you whether their employer or insurance will cover any of the costs, even if the money has not yet been reimbursed. Thus, the answer "They haven't paid me anything" is not a full answer. You should probe, "But will they pay you anything?". If the person will not get any medical costs paid by employers or insurance, then you should skip question 164.

Questions 149-152 These questions refer to expenditures made on behalf of a respondent by someone outside the household. If no one outside the household has made any contribution, then skip to question 169. Question 167 asks if any of the money or in-kind contributions from this outside person will have to be repaid. The answer is "Yes" even if the person will be repaid over a very long period. If none of the expenditures from that outside person have to be repaid, then you will skip question 168 and go directly to 169.

Question 154 This asks whether the respondent has also been suffering any chronic health condition. A chronic health condition is defined as one that began more than six months ago and continues to the present.

Other sections where you must record health expenditures

You should not report more than once any type of expenditure on health care within Part E, except expenditures made by persons or organizations outside the household, which are noted in questions 148 and 150. However, there is one more part of the household questionnaire where you must record these expenditures again:

- All expenditures during the past 12 months for medicines, visits to a health practitioner, and hospital services for all household members are recorded in Section 2, Part B, Questions 21-23.

THUS, THERE ARE THREE OTHER PLACES IN THE HOUSEHOLD QUESTIONNAIRE WHERE MEDICAL EXPENDITURES ARE RECORDED A SECOND TIME -- SECTION 3, PART B, and SECTION 1, PART A.

## **E. Section 1, Part F: Prenatal and Delivery Services in the Last 12 Months: Family Planning**

### 1. Purpose

This section collects information about all of the pregnancies and children born to each woman in the household who are between 15 and 50 years of age. Information is collected about the age of all children and whether the children are alive. Following this, questions are asked about prenatal health services and delivery of the child. Finally, each respondent is asked about their use of any family planning methods and expenses incurred.

### 2. Respondent

All women in the household aged between 15 and 50 are to respond to this section. If some of the respondents are away, you should seek out a responsible and knowledgeable woman in the household who can respond for them. Again, these questions may be sensitive and personal, and you may have to use your imagination to create some privacy for you and the respondent.

### 3. Definitions

A LIVE BIRTH is one in which the newborn infant showed signs of life, like crying or breathing. This should be counted as a live birth even if the child died shortly afterwards.

A STILLBORN child, is one that showed no signs of life at birth. It neither breathed nor cried. This child is counted as not being born alive.

A CONTRACEPTIVE METHOD is one of several devices or behaviors that are used with the objective of preventing conception and pregnancy.

ABSTINENCE is the decision not to engage in sexual relations for a specified period for the purpose of avoiding pregnancy.

RHYTHM is a method of contraception in which the partners do not have sexual relations during certain times of the month when the female partner is most likely to conceive.

WITHDRAWAL is a method of preventing pregnancy in which the male partner withdraws his penis before ejaculation occurs.

DOUCHE is the rinsing of the female's vagina with water or some other formula after sexual intercourse to prevent pregnancy. (It is highly ineffective at preventing pregnancy.)

A CONDOM is a sheath, usually made of latex rubber, that is worn over the penis to prevent conception. Condoms can also prevent the transmission of HIV, syphilis, gonorrhea and other sexually-transmitted diseases.

SPERMICIDES are formulas that kill the male sperm, preventing conception.

The DIAPHRAGM is a molded cap of thin rubber fitted over the female's cervix (the opening to the uterus) to prevent entry of the male's sperm during intercourse.

The contraceptive PILL, also known as ORAL CONTRACEPTIVES is a synthetic hormone that prevents pregnancy by preventing ovulation in the female. It is taken daily, swallowed.

The IUD, or INTRAUTERINE DEVICE, is a device inserted into the woman's uterus (womb) that prevents pregnancy by preventing the fertilized egg from sticking to the wall of the womb.

The contraceptive INJECTION, also known as DEPO-PROVERA, is a an injection of synthetic hormone into the female that is effective in preventing pregnancy for several months. Like the PILL, this method prevents pregnancy by preventing ovulation.

FEMALE STERILIZATION prevents conception and pregnancy through surgical procedures that block or sever the fallopian tubes.

MALE STERILIZATION, or VASECTOMY is a surgical procedure that severs the vas deferens (a sperm duct) of the male, resulting in sterility.

#### 4. Instructions

Question 155. The objective of this question is to determine whether the respondent has ever had a live birth. Stillborn children are not to be counted. Children who died shortly after birth, but who showed signs of life before they died should be counted. Since mothers often forget to mention children who died shortly after birth, it is important in this section to probe for them in question 155. If the mother has never had a live birth, the answer to question 155 should be 0 and you should skip to question 158.

Questions 156-157 These question help in assessing the extent of infant mortality. It may be upsetting to the mother to go through the list of her dead children, and you may have to wait a while for her response. It may also help to get the information correct if you establish a list of the names of all her children and then go through this one by one to find out if they are still alive. It may also be difficult for the mother to work out if a child died exactly before it was one year old. It may be helpful for you to probe what time of the year (season or month) the baby was born, and what time of the year (season or month) the baby died.

Questions 159 This is a filter question. If the respondent has not had a birth in the last 12 months, then you will skip the rest of the questions on prenatal care and delivery, and move directly to question 196 on family planning.

Questions 160-162 These questions, for respondents who have had a recent birth, indicate whether the child was born alive and is still alive. If, in response to question 160, it emerges that the child was born dead, then you should skip to question 162 on the birth date. If the child was born alive, then you should check whether it is still alive. If the answer to question 161 is "No" (2) then you should also skip to question 163. If the child is still alive, then it is likely to be a household member (unless it is being fostered elsewhere). You should therefore check for its name on the household roster and its ID code. If it is not on the household roster you should probe for why. It could be that adults in the household are editing their information, and not including very young children as members of the household in Part A. This will be a problem because you will be underestimating household size.

Question 163 This asks when the baby was born. If the respondent has difficulty remembering the exact month, try to think of seasonal activities, holidays, or news events that fell in that month, and use that information to clarify the respondent's recall.

Question 164 This checks whether the woman went to term. You may also want to ask the woman, "Were you one month before your time?" etc.

Questions 165-169 These questions determine whether the respondent had any type of prenatal care. If the answer to 165 is "No" (2) then you should skip to 168 to find out why the person did not receive or seek prenatal care. Then you should ask question 169 to find out if the person did incur any costs in their own actions to take care of themselves before the delivery. This does not mean things like buying a blanket. This means things like buying ingredients for their own home remedies for pain. If the person answers "Yes" (1) to question 165, then you should continue to question 166 to ask when that care started. Again, you may have to use seasonal ceremonies, or news events, to jog the person's memory for the month. Next, you will make a complete list with the respondent of all the places where they went for prenatal care. Once this is done you will skip to question 170.

Questions 170-178 For women who did get prenatal care, this section asks for detailed information and expenditures about the MOST IMPORTANT source of care. MOST IMPORTANT will probably be obvious in meaning, but it is defined as the source of care that the respondent believes made most difference to their health and the health of the unborn child. Questions 171 to 174 ask some detailed information about this prenatal care facility. Under question 173, if the person saw more than one health practitioner, then you should write down the code for each type of practitioner, with a comma between each code number. Questions 175 to 177 ask about expenditures on different items. The same expenditure should never be repeated twice in this set of questions. Thus, if a person paid a given amount for the visit and was given some pills as part of this, you should put this amount under question 176 and not put anything under question 193. In addition, you should ensure that the expenditure relates only to the respondent's prenatal care and not to any other person.

Questions 179 to 195 These questions are similar in format to questions 170-178 and to the acute illness section. Again, it is important to write down the code numbers for all practitioners who helped with the delivery. Other instructions are as follows:

- Transportation costs should cover only transportation costs for the respondent.

- If the delivery costs were paid by someone in the household, then the expenditure should only be noted down once in the section. However, if the cost was paid by someone outside the household then they will appear twice. For example, if the delivery cost Tsh 3,000 and this was all paid by a relative outside the household, then the answer to 200 would be Tsh 3,000 and the answer to question 208 would also be Tsh 3,000.
- The respondent should be prompted to give an answer to how much employers or insurers will pay even if they have not paid yet.

Questions 196-203 If the respondent does not use any type of family planning, then she will answer "No" to question 196 and you will skip the rest of the questions on that page. In question 198, if the respondent goes to more than one type of facility for counseling or supplies, then note down the code number for the place they go most often. In question 200, if they see more than one type of health practitioner, then note down the most qualified. In questions 201-203, make sure that each expenditure relates only to the respondent and that each expenditure is noted only once in this section.

PRENATAL, DELIVERY, AND FAMILY PLANNING EXPENDITURES: JUST AS WITH HEALTH EXPENDITURES, YOU WILL NOTE DOWN PRENATAL, DELIVERY, AND FAMILY PLANNING EXPENDITURES AT MORE THAN ONE POINT IN THE SURVEY. SUCH EXPENDITURES (IN CASH OR IN KIND) ARE NOTED DOWN IN SECTION 1, PART F AND SECTION 3, PART B (ANNUAL EXPENDITURES, QUESTIONS 22-24). Thus, if the respondent's husband paid for the pill, this would go in Section 1, Part F, Question 203 and Section 3, Part B, Question 24.

## **F. Section 2, Part A: Land and Livestock**

### 1. Purpose

This section collects information on the shambas and gardens owned by the household, and their ownership of livestock.

### 2. Respondent

The respondent for this section is the head of the household but it is also acceptable if the head of the household nominates someone who is most knowledgeable about the farming activities of the household.

### 3. Instructions

Questions 1-3. Make a complete list of all the shambas and gardens owned by the household, including fields that are in fallow. Next, make a complete list of the shambas and gardens that are used by any member of the household, even if they are only used by them for part of the year. Add the numbers of all shambas and gardens in order to get a total number that were used by the family during the year. You can then use this total figure to ensure that you have asked about all the shambas and gardens used by the family in the questions on the next page.

Questions 4-11. Start with shambas and gardens owned by the household and ask the respondent to describe them. For instance, under question 4, row No. 1 may say "Shamba/owned", row No. 6 may read "Garden/Owned", and row No. 8 "Shamba/Used". For each shamba or garden, we are depending on the respondent's estimate of the size in Question 5. You do not have time to go out and walk the field in order to

estimate its size. We also feel that the family itself, or the neighbors, may think that you want to buy the field, if you walk the field and measure it.

Note that you are to record area to the nearest half unit, except for small fields or gardens which are less than one unit. A field that is less than one hectare or acre is listed as "0.1" "0.2", "0.3", "0.4", "0.5", "0.6", etc., whichever is closest to its actual size. For "a quarter acre" or "a third of an acre" use "0.3", for "two-thirds of an acre" use "0.7" and for "three-quarters of an acre" use "0.8".

Question 6 asks the respondent who owns the shamba or garden. If it is owned by a member the household, then you should note down the ID code of the owner under question 7. Questions 10 asks whether the shamba or garden was rented in return for cash or in-kind payments, so you should remember to remind the respondent that in-kind payments (including a share of the crop) also count as rent. Question 11 asks whether the household receives any cash or in-kind payments from a person outside the household for use of the shamba or garden. It is not likely that a shamba or garden will be rented by the household and then rented out to someone else. Therefore, you should not expect to put down an amount under question 10 and question 11. If you do, probe for why.

Questions 12-20 In this set of questions "wanyama wengine" (other animals) includes such animals as horses, donkeys, bullocks, i.e. any domesticated animals which have economic importance. Ask question 12 first, and keep going down the list for all forms of livestock raised or owned by all household members. This list will then guide your inquiries about numbers of livestock and transactions of livestock. Under question 15, livestock sold includes livestock sold in return for in-kind amounts, i.e.: in return for someone performing a service such as building a new hut. Under question 20, gifts include livestock given as a bride payment. It may be hard for the respondent to estimate the number of livestock born during the year, or received, sold, given, or lost, for the smaller animals, and especially for bees. They may even laugh at the question. For very small animals like bees, it is acceptable for you to round up the number raised or owned to the nearest appropriate unit, like 50 or 100 bees.

## **G. Section 3, Part B: Household Annual Expenditures**

### **1. Purpose**

To derive accurate information about people's level of expenditure. This is very important because expenditure is a good indicator of welfare and standards of living. The survey asks about expenditure over different reference periods because some goods are bought only once a year (or even less frequently) while other goods are bought every week.

### **2. Respondent**

The main respondent is the head of the household. However, he or she may not know about some expenditures; for instance, they may not go to market themselves for food. Therefore, the head of the household should also be asked if they want to nominate anyone else to answer any part of the expenditure questions. It may even be the case that a child answers, if they are the one who has gone to market for a particular item.

Questions 21-44. Ask question B "During the last 12 months has anyone in this household acquired or spent money on the following item?" about all of the items on the list. Then ask questions C-E about all items with a YES in question 1. Do not use the answer DK for any of these items; you must help the respondent to estimate his/her expenditures. Ensure that the respondent realizes that you are asking for

expenditures by the entire household, not just expenditures by him or expenditures by his first wife. Be sure to read out all of the different goods and services in the list. You may have to clarify all items. For instance, No. 41 (government taxes and licenses) should include any money that the respondent paid to government for all fees, paperwork, services, taxes etc. If you put down an amount of expenditure under other, you must write down carefully on the sheet, or on the tally form, exactly what that expenditure was on.

The purpose of questions C,D,E is to elucidate expenditures that are paid for by cash, or in-kind payments, or money from outside the household (in the form of gifts, loans, or wages). It is very important that you read these questions carefully, in order to ensure that the respondent knows exactly what you are referring to. To give an example, if a member of the household worked for someone else, and his or her boss gave him pots worth Tsh 1,000 in return, then the amount Tsh 1,000 would be entered for item No. 28, under question C. The total of the amounts entered under questions C, D, and E should be the total amount of expenditure by all members of the household on that good. The same amount should never be entered more than once under questions C to E.

#### **H. Section 3, Part C: Monthly Expenditures**

Exactly the same comments apply as for Part B. You should go through the list of items and make sure you know what is covered by each. Ask your supervisor if you are in any doubt.

#### **I. Section 3, Part D: Weekly Expenditures**

See instructions for Part B. Go through all the items with the other interviewers before you leave for the field, to make sure you know what is meant by each item.

#### **J. Section 3, Part E: Household Income and Economic Activities**

##### **1. Purpose**

To find out the different activities that the household undertakes to raise income and to check, for agricultural income, what is the most important crop grown.

##### **2. Respondent**

The head of the household. However, he or she may nominate another respondent who is more familiar with the household's activities if they wish. For instance, they may want to do this if they have a job outside the household that frequently takes them away from it.

##### **3. Definitions**

PARASTATALA public corporation, such as the Electricity Board.

##### **4. Instructions**

Questions 100-114 These questions ask whether any member of the household has derived any income from the named activities. You should first ask question B for all items before continuing with question C. You should stress that "Received income..." includes the case where a household did not get

cash, but produced something that was valuable to themselves or to others. For example, if a person grew crops and then ate them, that is the same as deriving income from crop production.

Under question C, you should explain (if necessary) that MOST IMPORTANT means the activity that produced the most value to the household, whether or not the value was in cash or in goods directly consumed by the household. In all cases, you should remind the respondent that you are asking about everything done by the household, not just things done by him or her.

Questions 115-140 If the respondent answered "Yes" to question 100, i.e.: if they engage in crop production, then you should ask question 115 and the following questions. If not, you can move directly to question 141.

First, go through the whole list of crops, and ask them if they grew each crops. Then ask questions C and D only for those crops for which you have marked "X" in the "Yes" column. The household may not sell a particular crop at all, they may consume it all themselves. However, in question C, you have to ask the respondent which crop would raise the most cash if the household were to sell all it produces, at the given prices in their village or region. At this point, you may have to reassure the respondent that you are in no way connected with the government, or tax people, and that his/her replies are completely confidential.

## **L. Section 3, Part F: Housing**

### 1. Purpose

This section gathers information on all houses owned by household members or used by the household for living and sleeping, including information on the characteristics of the buildings and their value. Questions 141-151 refer only to the household's "dwellings" or "maskani". Finally, this part asks about the housing and community amenities available to the household.

### 2. Respondent

The respondent for this section is the head of household.

### 3. Definitions

A DWELLING is all of the buildings in which the household lives. The dwelling may be a hut, a group of huts, a single house, a group of houses, a flat, several adjacent rooms, or any other type of dwelling.

A SINGLE FAMILY HOME (OR HUT) is a building (a hut or a house) that is used by one family, and not by any other families.

A FLAT is a dwelling consisting of one or more rooms either in a multi-story building or in a single story building with many units.

SELF-CONTAINED means that the front door leads into an area that is only occupied by the household. No other household uses the same front door, and all the rooms that can be reached from the front door are only for the use of the household. Thus, they have sole possession of the living space.

ROOMS (NOT SELF-CONTAINED) means that the household uses, as their dwelling, some of the rooms that can be reached from the front door but not all of them. Thus, they share the living space with another household.

A COMPOUND is a number of huts or houses, sometimes surrounded by a fence or wall, occupied by one or several households. Compounds found in urban areas sometimes consist of side-by-side flats around a central courtyard.

A FLUSH TOILET is one equipped with a water tank to flush away waste. A PIT LATRINE is a hole in the ground with a platform on top for use as a toilet.

A WATER VENDOR is someone who sells water in buckets or some other form of container to other people.

BIOGAS is gas from some organic source, like manure.

AN ELECTRICAL CONNECTION is a cable or wire leading to the national power grids to which individual households can be hooked up to receive a flow of energy, through wires, in their home. A COMMUNITY CONNECTION means that the community is linked by cable to the national power grid, and that the individual household can get electricity through this connection.

A SHARECROPPER is someone who grows crops on your land and, in return, gives you a certain amount of the crops they harvest from the land.

#### 4. Instructions

Questions 141-142 You will ask the respondent to show you the buildings and rooms occupied by the household, while asking them "Which buildings and rooms does your household occupy?". As they do so, you will mark down the code number of the housing type that best describes their dwelling: either a single family home, or a flat, or a number of huts all located in the same compound, or several huts located in different compounds. Do not read the different categories to the respondent. You will then mark down how many buildings a household occupies. A hut counts as a building so, if the household is made up of two family groups, living in four huts, you will mark down 4 for question 142. A flat also counts as a building for the purposes of question 138, so if the household lives in one flat, you will mark down 1 for question 138. If the household lives in two flats located in the same block, you would also mark down 1.

Questions 143-146 Each of these questions calls on you to note and mark down the characteristics of each of the buildings that you enumerated in question 142. Thus, the total number of buildings that you describe should be the same as the number marked down in question 138. If a family lives in ten huts, you will have to walk round and observe the ten huts. If you cannot tell what a particular type of material is (for example, if you don't know whether the flooring material is stone or cement) you should ask someone, preferably the head of the household, but you should not read them the different categories.

Questions 147-151 These questions get at the size, age, and value of each building. You should try to enter each building with the respondent and then ask them how many rooms in the building the household occupies. Be sure to remind them to count bedrooms, living rooms, and rooms used for family business, but not toilets, kitchens, or bathrooms. If the respondent and you are comfortable in the house, you may always walk round to check, but in most cases you will simply take the respondent's own estimate. If the

respondent cannot remember how long the household has lived there, you can try to help by asking what year they moved in and then do the arithmetic to work out the number of years.

Questions 152-197 This set of questions should go quickly. You are just asking the respondent to describe some of the features of his or her dwelling and the amenities available to them locally. You should try not to let the respondent delay you with complaints of low quality amenities.

The following Questions can be used to cross-check the responses to other Questions.  
 Check for consistencies to make sure there are no contradictions.

Section 1: Individual Questionnaire

Independent Question(s)	Dependent Question(s)
Q.1	Q.2, Q.6, Q.8, Q.25, Q.27
Q.5	Q.47
Q.12	Q.13
Q.7	Q.34, Q.42
Q.33	Q.49, Q.54 to Q.109
Q.43	Q.51
Q.149 & Q.150	Q.153
Q.161 & Q.162	Q.164

Section 3: Household Questionnaire

Independent Question(s)	Dependent Question(s)	Page
Q.1, Q.2, & Q.3	Q.4	63-64
Q.12	Q.13 to Q.20	65
Q:42-99 Column B	C, D, E	69-77
Q:100-114 Column B	C, D, E	79-80
Q:115-140 Column B	C, D, E	81-83
Q.142	Q.143	84
Q.46 & Q.47	Q.164 & Q.166	71, 76
Q.16 Individual Questionnaire	Q.157 Household Questionnaire	9, 86
Q.12	Q.101	65, 79
Q.100	Q.115 to Q.140	79, 81-83
Q.190	Q.193	89