

*Intervention with Microenterprise for AIDS and Gender Equity*

# **The IMAGE study**

## **Fieldworker Training Manual**

**For**

## **The BASELINE SURVEY**

**RADAR**

Rural Aids and Development Action Research Programme

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## SECTION I : GENERAL DETAILS

*Thandi is a 28 year old woman with 3 children living in a rural area. She is not working. Thandi was married when she was 18 to a man from her culture who trained to be a teacher. He was retrenched 5 years ago and went to Johannesburg to find work. As he is away from home for much of the year, Thandi recognizes that she may be one of many partners for her husband. He sends a small amount of money back each month or two. This is barely enough to meet the needs of her 3 children. While her husband is away, she has a relationship with another man who offers to pay the school fees for her eldest child. She has asked him to use a condom, but says he doesn't find it pleasurable, and that he loves her so she must simply trust him.*

South Africa is presently experiencing the world's fastest rate of increase in new HIV infections. Current statistics suggest that one out of every four sexually active adults is living with the disease, though most are unaware of their status.

Developing effective control strategies for the epidemic has proven difficult. Many people have heard about the disease, but don't believe they are at risk. Others know about HIV, are aware that it can be prevented by using condoms, and yet are unwilling to change their behavior.

The reasons for this challenging situation are complex. Research has shown that the link between knowledge and behavior change is neither linear nor direct. In other words, teaching people about HIV/AIDS is not enough to make them change their behavior that puts them at risk for contracting the disease. In reality, the ways in which people make decisions about matters of sex and sexuality relate closely to decision making on other levels within households. People's decisions concerning their sexual behavior are strongly influenced by the social, economic, and political realities of rural South Africa.

For many decades, migrant labor has drawn young people away from their families in search of work. In the old dispensation, forced resettlement into homeland and township structures created few economic opportunities for residents.

Because many young people are away from home for long periods, it has become common for people to have multiple sexual partners and multiple families. This situation greatly increases the risk of transmission of the HIV virus.

Young boys grow up without their fathers and without role models and mentors. Women often remain economically dependent on their partners, with whom they have little regular contact. In such a situation, gender inequalities develop and persist such that 'negotiations' around basic decision-making between partners is limited.

Persistent poverty, profound social inequality, and the need to generate an income make the present state of HIV/AIDS in South Africa even worse. All this while the country moves through a massive period of social transition - while new ideas, attitudes and opportunities expand the sense of hope and possibility for many. Understandably, people are impatient for change. However, HIV poses very real threats to the country and its road to development.

This project is a partnership between several different organizations:

1. RADAR
2. SEF
3. National Department of Health, South Africa

**RADAR** stands for the **Rural AIDS & Development Action Research Programme**. It is a programme within the Health Systems Development Unit of the University of the Witwatersrand's School of Public Health. Its mission is to develop and evaluate responses to the AIDS epidemic that are appropriate and relevant to rural settings. It has its head office in Acornhoek.

SEF stands for **Small Enterprise Foundation**. It is a South African “microfinance” organization (see below) with its head office in Tzaneen.

The National Department of Health supports this project because it is seen as an opportunity to test out new approaches to HIV/AIDS control, and to use the lessons learned more broadly. It has provided financial support to RADAR since 1999.

**IMAGE** is the **Intervention with Microfinance for AIDS & Gender Equity**.

The broad objective of the study is to implement and evaluate a programme that integrates HIV education and gender-based awareness into the core activities of a microfinance programme.

### *What is microfinance?*

Microfinance programmes are poverty reduction and empowerment strategies that were developed 20 years ago in India and Bangladesh. Their goal is to expand access to credit and savings services among disadvantaged groups, particularly women. The loans must be used to develop income-generating projects such as sewing, selling fruits, or making crafts. Most women run their own business, though some may occasionally work together. The way the programme operates is to offer loans to groups of 5 women (a loan group) who ‘guarantee’ one another’s loans. This means if one member in the group fails to repay the loan, the other members in the group must help out. Using this strategy, in India and in South Africa, a well-functioning programme has loan repayment rates above 95%.

Using microfinance as a means of improving the status of women and reducing vulnerability to HIV infection has not yet been empirically tested. Studies that have examined the relationship between microfinance and empowerment have demonstrated improvements in women’s confidence and cooperation, their bargaining power in relations with family members, a better ability to resolve conflicts, and a freedom from family domination and violence. The research hypothesis is that through linking these initiatives with enhanced HIV-related clinical services, programmes can more effectively support changes in reproductive and sexual health decision making and foster reductions in HIV transmission.

### *Expanded Microfinance Programme (EMP)*

The RADAR programme has partnered with Small Enterprise Foundation (SEF), a microfinance program who has been functioning in the Northern Province since 1992. In this partnership, SEF will be acting to introduce microfinance into four villages. The goal will be enroll 10-20% of households for loans. RADAR will work alongside SEF, using loan group meetings as an opportunity to introduce a series of 10 “Gender and HIV” training workshops to participating women. These workshops have been developed to help women learn about HIV, and more especially, to help them gain the confidence and skills they need to communicate with their husbands or boyfriends, and their families. It is hoped that these workshops, in combination with the loans, will help to “empower” these women to make the choices that will protect them from HIV/AIDS.

The **specific objectives** of our research are:

- To expand access to an existing microcredit programme among women from the poorest and most marginalized households within a group of villages in rural South Africa, as a means of facilitating improvements in household welfare and individual empowerment.

- To develop a participatory approach to gender awareness and HIV education for loan recipients, and to mainstream this new awareness into existing microcredit program activities.
- To demonstrate that, in combination with social and economic benefits, the attitudes and skills gained through participation in this Expanded Microcredit Program will support patterns of decision making that reduce vulnerability to both gender-based violence and HIV.
- To generate new evaluative tools, based on participatory methodologies, for measuring changes in high-risk sexual behaviour as well as social and economic well-being.
- To implement and evaluate this intervention within the framework and policy environment of a South African National Department of Health HIV/AIDS Pilot Initiative.

## **Voluntary Counselling & Testing for HIV (VCT)**

Despite the fact that 1/4 adults are known to be HIV positive in South Africa, only a very small portion are aware of their status. One major reason for this is that VCT is largely unavailable to most people. VCT services are mainly hospital-based, and most testing occurs on in-patients who are sick or dying of AIDS.

Making VCT more available at the Primary Health Care level has been identified as a National priority issue. In fact, making testing available in every clinic and health center in the country is a goal for the next 3 years (2001-2003).

New forms of HIV testing have recently become available that are inexpensive, highly accurate, and provide results in less than 15 minutes. These are commonly known as rapid tests, and are able to be administered by any health worker who is trained as a counselor in VCT. It takes 80 hours to train a health worker to be a competent counselor.

Over the past 2 years, RADAR has been working with the National Department of Health to introduce VCT to many of the clinics of the Bushbuckridge Region. Through our evaluations, it is clear that making the service more accessible and training health workers in VCT can have a major impact. The community does utilize the service, and it can be delivered at a high quality – even in remote rural areas.

As part of the IMAGE study, RADAR will be ‘rolling-out’ VCT to the clinics and health centers in all the villages in the study area – whether they have access to microfinance services or not. We strongly feel that as a minimum ethical guarantee, communities should have available top quality VCT and clinical services. One of the outcomes we will be following over time is the ways in which people who have been exposed to the intervention interact with the health service, and self-present for HIV testing.



## The Impact Assessment

As a fieldworker with the IMAGE Study, you will be primarily concerned with the **ASSESSMENT** stage of the whole project. Impact assessment is an essential component of the project, and it means gaining a huge amount of information on the communities in which we are working. The aim of this **ASSESSMENT** is to get an idea of how our intervention affects the communities. The impact assessment is of key importance to the government and to other organisations as we are all trying to find ways to help South Africa cope with the effects of HIV and AIDS over the coming years.

As an interviewer on the study you will be primarily concerned with:

- interviewing people,
- checking questionnaires,
- keeping good records of your work, and
- ensuring that the information we collect is of the highest quality.

There will be many stages of the Impact Assessment but the first one and one of the most important is the stage that you are now being trained to be a part of. This stage is called the **BASELINE survey**. The remainder of this manual deals with what it means to be a part of the team that will conduct this **BASELINE SURVEY**.

A **BASELINE SURVEY** gathers information about the people in the villages we are going to work in at this one moment in time. We need to do this so that in three years, when we do a similar survey again, we can look at how things have changed. This will help us to decide how effective our programmes have been. The **BASELINE** survey must therefore collect information that is relevant to the sorts of questions the study seeks to address. This project is particularly interested in how **POVERTY** and **AIDS** affect the **POPULATION**, so we will collect information on :

- who lives in the villages
- their social and economic status
- the sexual behaviours of young people, and
- HIV.

At this **BASELINE** stage we are going to conduct a survey of a large number of individuals who have been randomly **SAMPLED** from the whole population, and we are going to find out about them. Over the coming years we will be following some people over time, particularly those women and households who become involved in the EMP (expanded microfinance programme) project. In 3 years we will repeat the survey again to see how things have changed.

## *Sampling*

There are several ways to gather information about people. One way is to contact nearly every person and ask them questions about the things you need to know. Talking to everyone is called a complete enumeration, and the national census of 1996 is a good example of this type of information gathering. This is very costly because it takes a lot of people to talk to everyone. However, in cases such as a national census, it is necessary to have a complete enumeration despite the cost.

Another way to collect information is through a sample survey. When it is not necessary to know exact total numbers, the sample survey can collect information about people much more quickly and cheaply. Most often we do not use whole numbers in making our decisions, but instead we think in terms of percentages. For example, hearing that 800 people support a certain candidate in an election means little to most of us.

However, if we read that 55% of the voters support the candidate, we can judge that he will probably win the election. The sample survey provides us with answers that are expressed in averages, proportions, or percentages, such as the proportion of children who are immunized against a certain disease or the proportion of women who do not want to have any more children. The sampling procedure allows us to collect data on a small number of people and draw conclusions, which are valid for the whole region. The main reason for using surveys instead of a complete enumeration is to reduce the time and cost of collecting information.

The accuracy of a survey depends, among other things, upon the size of the sample. For example, if you only chose a sample of three people from a population of 3000, the results of the sample would probably bear little resemblance to the total. On the other hand, a scientific sample of 400 would yield very accurate results. Therefore, the size of a sample is determined by how accurately the results must reflect the whole population being studied. This is determined by statistical methods that we will try not to discuss in this training session. What you should know, however, is that the sample size is predetermined by the survey organizers according to the level of accuracy they need for the results. Consequently, it is critical to a survey that field workers complete all assigned interviews to ensure that the correct number of people is included in the survey.

The accuracy of a sample survey is also dependent upon the absence of bias. This means that every person in the total population to be studied has the same opportunity to be selected in the sample. This is why it is so important to make callbacks to reach those people who are not at home, since they may be different from people who are at home. For example, it may be that women who have no children are more likely to be working away from the house and if we don't call back to interview them, we may bias our estimates.

Certain households throughout the study area have been scientifically selected to be included in the IMAGE study sample. Each and every one of those households will be visited and enumerated using a Household Questionnaire. All the young people in those homes (those aged 14-35) will be interviewed using a Young Person's Questionnaire. We expect to be interviewing at about 1200 households in this Baseline Survey.

## THE QUESTIONNAIRES

There are two questionnaires and one sample collection procedure that we will be using in the IMAGE Study Baseline Survey. Later in the study a third questionnaire will be added – but that will not be a part of this work.

The two questionnaires that we will be using in this survey are

1. The Household Questionnaire
2. The Young Person's Questionnaire

Using maps of the study areas, we have selected c.1200 households that will be visited and surveyed. The procedure for deciding who will be interviewed is simple.

1. For ALL selected households a HOUSEHOLD QUESTIONNAIRE will be completed.
2. This Questionnaire will be completed with the HOUSEHOLD HEAD, or the PARTNER / SPOUSE of the HOUSEHOLD HEAD.
3. In ALL selected households, a YOUNG PERSONS QUESTIONNAIRE will be completed for ALL YOUNG PEOPLE WHO ARE PERMANENTLY RESIDENT IN THE HOUSEHOLD.
4. Eligible young people are those of BOTH SEXES, aged between 14 and 35 on the day of interview.

The basic information collected in the questionnaires is given below:

### Household Questionnaire

- Household Members
- Important Incomes
- Dwelling Details
- Assets
- Credit and Savings
- Food Security
- Perception of wealth, the future and crises

### The Young Persons Questionnaire

- Background Information
- Communication in the Household
- Contraception (Women Only)
- Male Section (Men only)
- Sexual Behaviour
  - Spouses
  - Non Spouses
  - General
- Knowledge of HIV / AIDS
- Stigma and Discrimination

The final component of the current work is a Sample Collection Procedure. This will be performed with ALL people who complete a YOUNG PERSONS QUESTIONNAIRE. In this stage of the work we will be asking young people to provide a small saliva sample so that we can get an accurate estimate of the amount of people infected with HIV in the area.

## **ROLE OF THE INTERVIEWER**

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

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

- Locating the structures and households in the sample that are assigned to her by the supervisor of the team
- Conducting an interview with the household head and/or his/her partner
- Identifying and interviewing all eligible young women and men in the assigned households
- Checking completed interviews to ensure that all questions were asked and that the responses were neatly and legibly recorded
- Returning to the household to interview any woman or man she could not contact during her initial visits

These tasks will be described in more detail throughout this manual and during your training.

## SETTING UP THE IMAGE STUDY

Over the past few weeks and months we have been planning this study, and during early June, IMAGE study personnel - including those both from HSDU and SEF went to visit chiefs, indunas and local council authorities in all of the villages which the study will cover.

A full list of the villages involved in this work is given below ;

Village Name	Village Code
Motlolo and Ga Mathipa	1
Driekop and Ga Ragopola	2
River Cross	3
Bothashoek	4
Alverton	5
Ga Makofane	6
Ga Motodi	7
Mabotsha	8

Additionally, Praktiseer is the base for the research office of this work and has received the improved health service interventions. Praktiseer will also be the base for this work over the coming years, and will be the site of a community based HIV research office.

The team spoke to the leadership of these villages to get their consent and support for the study. An important component of the IMAGE study will be making sure that the information generated by the study is available for those leaderships. Leaders asked questions, and the team was happy to answer all the questions. We all believe it is very important to have the support of the leaders for this work.

After talking with the leaders, village meetings were called in all the villages to discuss the study and to set up one very important component of the work – the Participatory Wealth Ranking (PWR). Since the PWR has been happening in the villages in recent weeks and will continue until mid-August, you may have heard about it happening in your villages. The PWR meeting is an important chance for village members to discuss poverty and its causes. It also give the Impact Assessment team some very useful information in identifying households and villages that are particularly vulnerable to poverty.

The process of (PWR) will be finished around the time that we start our own fieldwork as the Impact Assessment team - i.e. straight after this training. So, we hope that some people in villages will know that you will be coming to ask questions and that this will make your jobs easier.

## TRAINING OF INTERVIEWERS

Although some people are better at interviewing than others, you can become a good interviewer through experience. Your training will go on for the next 3 weeks. It will consist of a combination of classroom training and practical experience. Before each training session you should study this manual carefully along with the questionnaire, writing down any questions you may have. Ask questions you might have at any time in order to avoid mistakes during actual interviews. Interviewers can learn a lot from each other by asking questions and talking about situations encountered in practice and actual situations.

During your training, you will see and hear demonstration interviews conducted in front of the class by two of the trainers as examples of the interviewing process. During this phase of your training, the questionnaire sections and instructions will be discussed in detail. You will also have a homework assignment each evening as part of your training. You will practice reading the questionnaire aloud to another person several times so that you may become comfortable with asking the questions. This is a very important assignment to prepare you for the next phase of training.

The next phase of training will be role-playing in which you practice by interviewing another trainee. One person will be the interviewer and one will be the respondent.

The third phase of training will be field practice interviewing in which you will actually interview household respondents and eligible women and men. You will be required to check and edit the questionnaires just as you would do in actual fieldwork assignments.

Your training as an interviewer does not end when the formal training is completed. Each time a supervisor meets with you to discuss your work in the field, your training is being continued. The formal training period merely provides you with the basic knowledge and information regarding the survey, questionnaire, etc. Continued observation and supervision during the fieldwork complete the training process. This is particularly important during the first few days of fieldwork. Again, as you run into situations which you did not cover in training, it will be helpful to discuss them with your team. Other interviewers may be running into similar problems, so you can all benefit from each other's experiences.

### *Final selection of interviewers*

You have already been selected as an interviewer for the IMAGE study, and were among the best candidates that we interviewed for those jobs. However, we realize that some people may have serious problems with the training or may not wish to continue with the work beyond the end of the training.

Thus, at the end of the fieldworker training you will be given a **TEST**. The test will not be difficult, but it will require you to use the knowledge and skills you have gained in the training, and to show us that you will be a good interviewer for the IMAGE study. ALL interviewers who do well enough with the TEST will be taken on for the fieldwork part of the study.

Fieldwork for the baseline survey is expected to last through August, September to the middle of October. This period of work is the most important for us all to concentrate our efforts on.

At the end of the BASELINE survey the IMAGE study will assess you and the work you have done during the survey. You will have an "Exit Interview" with the supervisors of the IMAGE study.

Additionally, the IMAGE study seeks to recruit 4 FULL TIME fieldworkers for posts that will be on annual contracts for the next 3 years. We can ONLY recruit 4 people however, due to the financial constraints of the study. These four people will be recruited from the people involved in the BASELINE survey, and on the basis of the assessment of your work during that survey. *Good luck with the training !!*

## **IMAGE Study REGULATIONS**

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

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

## **SECTION II : Interview Conduct**

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

### **BUILDING RAPPORT WITH THE RESPONDENT**

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

#### **1. Make a good first impression**

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

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

#### **2. Always have a positive approach.**

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

#### **3. Stress confidentiality of responses when necessary.**

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

#### **4. Answer any questions from the respondents frankly.**



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

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

**5. Ask respondent to give consent.**

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

**6. Interview the respondent alone.**

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

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

See Section V. for guidelines on what to do if someone interrupts the interview.

**7. Dress**

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

## THE INTERVIEW INTRODUCTION

Your first contact with a selected household will be to administer the Household Questionnaire. Your respondent should be the household head or his / her partner, unless both of these individuals are away from the home for an extended period.

This first contact with a household is very important. We wish to make the interview process, both with the household head and all the young people in the household, a positive experience for both the interviewer and the respondent. Specific details of the areas that must be covered before you start each interview are held in the interview section of this booklet. In this section we deal with a few of the basics.

In introducing the study to the household head, you would say something like the following:

“I am from the Health Systems Development Unit which is based at Tintswalo Hospital in Bushbuckridge, and we are working with the Regional and Provincial Department of Health to improve health services for HIV, and to further understand the HIV epidemic in this area, and how best to plan interventions to fight HIV. We are now working in this area as well.

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

Additionally, as part of this work, we will be visiting many households in this area in order to conduct questionnaires. These questionnaires are to help us understand peoples’ knowledge, attitudes and beliefs about health, relationships, and HIV.

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

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

Before I proceed, do you have any questions ?”

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

Before beginning either of the specific interviews (Household, Young Person) you will more thoroughly explain some specifics about the study. Details of the areas that must be covered are given later in this book (Section IV : The Questionnaires).

When all the information for any questionnaire has been given over, you will ask the person for their “Informed Consent” to do the interview (see Below).

## INFORMED CONSENT

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

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

### **Be Informed**

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

### **Give Consent**

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

The, before starting every questionnaire, you must ask **clearly** ;

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

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

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

## TIPS IN CONDUCTING THE INTERVIEW

### 1. Be in control

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

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

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

### 2. Be neutral throughout the interview.

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

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

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

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

“Can you explain more?”

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

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

### 3. Never suggest to the respondent.

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

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

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

5. Handle hesitant respondents tactfully.

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

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

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

6. Do not form expectations.

You must not form expectations as to the ability and knowledge of the respondent. Do not assume women from rural areas are less educated or illiterate. Do not assume that they do not know about family planning or various family planning methods.

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

7. Do not hurry the interview.

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

## **LANGUAGE OF THE INTERVIEW**

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

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

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

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

## SECTION III. FIELD PROCEDURES

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

### OBTAINING SUPPLIES REQUIRED FOR FIELDWORK

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

- A sufficient number of questionnaires
- Interview Assignment Sheets
- Your copy of the Interviewer's Manual
- Your identification documents
- A clipboard
- Blue ballpoint pens
- Your backpack in which to carry the questionnaires
- Any personal items which will be required for you to be comfortable, given the circumstances and the area in which you are working (i.e. sunglasses, extra clothing)

### CONTACT PROCEDURES : HOUSEHOLDS

#### *Locating sample households*

During the preparation for this project, and in partnership with our partners in this work we have prepared up-to-date maps of the area. These maps contain, at the very least, a household identification number. Your work sheet should also hold a name for the household.

Specific households have been selected to be interviewed and you should not have any trouble in locating the household assigned to you if you use the identification or the name of the head of the household to guide you. If you are having trouble reading the map, ask a villager where the household is located. Most of the villages are very knowledgeable about where households are located.

#### *Identifying eligible respondents*

To be "eligible" means to "qualify" for something. An eligible respondent is someone who is qualified to be included in our survey. The Household Questionnaire should be completed with:

- the Household Head, or
- the partner or spouse of the Household Head

You should make every effort to interview this person, including setting up a re-visit when it is necessary in order to see this person. There are some special situations in which you may interview another adult (>15 yrs) in the household for the Household Questionnaire – these are listed below.

- If it is reported by a household member that the Head of the Household AND his / her partner

are currently living away from the home and will not be back within the next month.

- If two repeat visits are made to the household, and on neither occasion is the household head available.

Additionally, if one or more YOUNG PEOPLE (14-35 yrs) are available in the household, but the Household is not present – it may be appropriate to partially complete the HH Interview form including the names, years and sexes of all household members (on Page 1 of the HH interview). The YP interview may then be completed with the Young Person, and the HH interview will be completed at a later date with the Household Head / Partner.

### *Problems in contacting a household*

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

- 1) The selected household has moved away and dwelling is vacant. If a house has moved out of the dwelling where it was listed and no one is living in the dwelling, you should consider the dwelling vacant and record Code '6' on your Interview's Assignment Sheet and on the cover sheet of the Household Questionnaire.
- 2) The house has moved away and a new one is now living in the same dwelling. In this case, interview the new household.
- 3) The household selected does not live in the structure that was listed. If, for example, you are assigned a household headed by Vincent Okigbo in Household Number 100, and you find that Vincent Okigbo actually lives in Household Number 250, interview the household living in Household Number 100. In other words, if there is a discrepancy between the structure number and the name of the household head, interview who-ever is living in the **structure** assigned to you. Tell your supervisor about any such situations you find.
- 4) The visiting point has two households living there. In this case, interview both households, and make a note on your Interviewer's Assignment Sheet next to the household that was not on the listing. Your supervisor will assign this household a number, which you should enter on the questionnaire and the assignment sheet.
- 5) The head of the household has changed. In some cases, the person who is listed as the household head may have moved away or died since the listing. Interview the household that is living there.
- 6) The house is all closed up and neighbours say the people are on the farm (or away visiting, etc.) and will back in several days or weeks. Enter Code '3' (ENTIRE HOUSEHOLD ABSENT FOR EXTENDED PERIOD). The house should be revisited at least two more times to make sure that the household members have not returned.
- 7) The house is all closed up and the neighbours say that no one lives there, the household has moved away permanently. Enter Code '6' (DWELLING VACANT OR ADDRESS NOT DWELLING)
- 8) A structure assigned to you is actually a shop and no one lives there. Check very carefully to see if anyone is living there. If not, enter Code '6' (DWELLING VACANT OR ADDRESS



NOT A DWELLING)

- 9) A selected structure is not found in the cluster, and residents tell you it was destroyed in a recent fire. Enter Code '7' (DWELLING DESTROYED)
- 10) No one is home and neighbours tell you the family has gone to the market. Enter Code '2' (NO HOUSEHOLD MEMBER AT HOME OR NO COMPETENT RESPONDENT AT HOME AT TIME OF VISIT) and return to the household at a time when the family will be back (later in the day or the next day)

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

## **CONTACT PROCEDURES : YOUNG PEOPLE**

It would be desirable to complete a Household Questionnaire before completing any Young Persons Questionnaires. However, for reasons of efficiency in some situations it may be necessary to complete a Young Persons Questionnaire before the Household Questionnaire is complete. An example of such a situation is when a Household Head / partner is not available at a first visit to a house, but some young people, who can be confirmed as eligible, are present in the household. In this case you should:

- Complete the names, years of birth and sexes of all household members on page 1 of the Household interview, and then mark '4' postponed on the front page.
- Conduct Young Persons Interviews with all eligible, available Young People

### *Identifying eligible respondents*

All men and women aged 14-35 years who are members of the household (as defined in the Household Questionnaire Section) are considered eligible for the Young Persons Questionnaire, even if they are not currently staying in that dwelling. It is very important that you do not miss an eligible respondent when you fill in the Household Questionnaire. In certain cases, you may find it difficult to decide whether or not a person is eligible. Use these examples as a guide.

- A usual resident who spent the previous night at her sister's house. She should be counted as a member of the household on the schedule, and she is eligible for the Young Persons Interview.
- A usual resident who did not sleep in the household the previous night. She is eligible and should be interviewed.

**In conclusion: Any person aged 14 - 35 who is correctly listed as a resident of the household on the Household Questionnaire is eligible for the Young Persons Questionnaire.**

### *Problems in contacting young persons*

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

- No eligible respondent. It is possible that in some dwelling, there will be no eligible respondents (i.e. there will be no people aged 14-35). For these households, you will have a completed Household Questionnaire with no accompanying Young Person's Questionnaires.

- Eligible respondent not available. If an eligible respondent is not at home when you visit, enter Code '2' (NOT AT HOME) on the cover sheet as the results for the visit and ask a neighbour or family member when the respondent will return. You should contact the dwelling at least three times, trying to make each visit at a different time of day. Under no circumstances is it acceptable to conduct all three visits on the same day and then stop attempting to contact the respondent.
- Respondent refuses to be interviewed. The respondent's availability and willingness to be interviewed will depend in large part on the initial impression you make when you meet him/her. Introduce yourself, explain the purpose of the visit, and tell her the interview will take only a short time. If necessary, impress upon her that the information is confidential. If the respondent is still unwilling to be interviewed, it may be that present time is inconvenient. Ask if another time would be more convenient and make an appointment. If the person still refuses to be interviewed, enter a Code '4' (REFUSED) as the result for the visit on the cover sheet and report it to your supervisor. The supervisor will make decision on what action to take. Do not enter Code 4 unless a significant effort has been made to determine why the respondent is refusing.
- Interview not completed. A respondent may be called away during the interview or she may not want to answer all the questions at the time you visit her. If an interview is incomplete for any reason, you should try to arrange an appointment to see the respondent again as soon as possible to obtain the missing information. Be sure that you record on the cover sheet of the questionnaire that the interview is incomplete Code '5' (PARTLY COMPLETED) and indicate the time you agreed on for a revisit; you should also report the incomplete interview to your supervisor.
- Respondent Incapacitated. There may be cases in which you cannot interview a woman because she is too sick or because she is mentally unable to understand your questions or because she is deaf, etc. In these cases, record Code '6' (INCAPACITATED) on the cover sheet of the questionnaire and on your assignment sheet. The outcome of the final attempt to contact an eligible respondent should also be noted in Column (8) of your Interviewer's Assignment Sheet. It is very important that you keep an accurate visit record on the Interviewer's Assignment Sheet, as this form provides a summary of survey activities in each household in the IMAGE study sample. These forms will be returned to the central office for review following completion of interviewing, and will be used to calculate response rates.

### *Scheduling call back*

Because each household has been carefully selected, you must make every effort to conduct interviews with the households assigned to you, and with the eligible men and women you identify. Sometimes a household member will not be available the first time you visit. You need to make at least 3 different visits to a household or respondent to try to obtain an interview. Before leaving for the field, you should examine the cover sheets of your questionnaires and your notebook to see if you made any appointments for revisiting a household or eligible respondent. If no appointments were made, make your callback to a household or respondent at a different time than the earlier visits; for example, if the initial visits were made in the morning, make your next visit in the afternoon. Scheduling callback at different times is important in reducing the rate of non-response (i.e., the number of cases in which you fail to contact a household or complete an interview).

## **FURTHER PROCEDURES FOR DOING FIELDWORK**

The following section gives concise guidelines on some of the most important parts of the fieldwork process. As well as doing interviews you are expected to keep a record of the work you have done, to ensure high quality of work and to act as part of a team. You will be rigorously supervised on these procedures, and we hope your supervisor will provide all the support you need to do your work.

These procedures are;

- A. Working hours
- B. Planning your work and completing the Interviewer's Assignment Sheet
- C. Completing the Supervision Sheet
- D. Checking completed questionnaires
- E. Handing in your work to the Supervisor
- F. Your supervision

### *A. Your responsibilities : Working hours*

For the IMAGE Study you will be given a list of households that you are expected to cover. This is likely to be a list of around 120 households. You will be responsible for planning your own interviews and for planning your own working hours. This means you have a great deal of responsibility on your shoulders.

Some guidelines are given below.

1. During the IMAGE study you will be required to work the equivalent of a 40-hour week
2. On any full working day you should take a lunch break of one half hour, and a tea break of one-quarter hour. You should also be sure to take short breaks between interviews as needed.
3. Although each week you will be expected to work 40 hours, you will be responsible for managing your own time during that week. Your time will be dictated by the interviews you need to do, and by the availability of the people you need to interview. You will discuss the times you work with your supervisor each week.
4. When setting up interviews, it is possible that some people will need to be seen on Saturdays, Sundays, in the evenings or at other times that do not fit during the normal working week. This is part of being a fieldworker for the IMAGE study and all fieldworkers should expect to have to work on a number of weekends and evenings.
5. You are not expected to exceed 40 hours in each week. If you work a full day on Saturday, you may take a day off during the week. However, you may want to work more hours during a single week because of the availability of some interviewees, e.g. at the end of the month. In this case, you will be able to work fewer hours the following week. There may also be opportunities for paid overtime work – however this will be strictly at the discretion of the Field Research Supervisor.
6. **Your field hours will be checked each week by the Field Research Supervisor using the Interviewers Assignment Sheet that you fill out on each working day.**

### *B. Planning work assignments and completing Interviewer's Assignment Sheet*

On the next page is an example of the Interviewers Assignment sheet, and below are some guidelines for completing this form.

1. You should plan your days, and even your whole week, well in advance. At the beginning of the study this will probably mean visiting as many households as possible from your list each day. Your supervisor will help you to set targets. Later in the study you may need to be more careful in selecting when to go in order to complete interviews that you have set up.
2. The Interviewer's Assignment Sheets are an ongoing record of your work. There will be one for every day that you work. You should always have a stock of these for days that you work.
3. You must complete one form for each day on which you do any work for the IMAGE study. If you visit more than 10 households, you may need to use a second sheet on any given day.
4. Put the DATE, the VILLAGE and your INITIALS at the top of the page each day.
5. For each household that is visited, give details of all interviews done or attempted that day. Be sure to list any problems, questions, or unusual circumstances.
6. Use the codes on the form to indicate what happened at each interview.
7. On FIRST visits to a household, put down details for all the young people that you do interview, and for those that you don't give details of when you are expecting to go back and find each person.
8. On REPEAT visits to households you will only need to put NEW information. This will include: NEWLY completed interviews, details of any FAILED interviews that you had arranged for that day, and any changes to status previously reported.
9. You will be required to hand in all of these forms each week to the Field Research Supervisor. Keep them in a safe place – they are a crucial record of your work.

Village No. : ____ ____ ____		Interviewer Initials : ____ ____ ____		Date : ____ ____ / ____ ____ / ____ ____		
Household Number	Name of Household Head	Household Interview (X if already completed)		Young Person's Interviews		
		<i>Result of interview</i>	Notes	Line Number	Result of interview	Comments

Household Interview Codes

1 Interview completed  
5 Refused

2 No competent respondent at home  
6 Dwelling vacant / not a dwelling

3 Entire Household absent for extended period  
7 Dwelling destroyed

4 Postponed - Arranged time for interview  
8 Not found

Young Person Interview Codes

1 Interview completed

2 Not at home

3 Postponed 4 Refused

5 Partly completed

6 Incapacitated

### *C. Completing the Supervision Sheet*

On the next page is an example of the Supervision Sheet, and below are some guidelines for completing this form..

1. You will be given a full supervision sheet with a line for all of the households that are to be visited in that village (or village section in the case of the largest villages).
2. There will only ever be 2 copies of this form. ONE will be held by you, the interviewer, the other will be held by the FIELD RESEARCH SUPERVISOR.
3. This form is intended to hold “final details”, including details of
  - a. First visits to households
  - b. Finished households
  - c. Finished Young persons interviews
  - d. Details of Young Persons Interviews that can definitely not be completed during the field research period.
4. Update this form at the end of each working day using the codes given.
5. At your official weekly meeting with the field research supervisor he will update his copy of the form. This record will be an important record of how you are progressing with the interviews assigned to you.

## Supervisor Sheet for Serosurvey

Village : \_\_\_\_\_

[illegible]

**Codes for Household Interview :**

1= Interview completed, 2 = No competent respondent at home, 3 = Entire Household absent for extended period, 4 = Postponed, 5 = Refused, 6 = Dwelling vacant / not a dwelling, 7 =Dwelling destroyed, 8 = Not found

### Codes For Young Person Interviews :

1 = Completed, 2 = Not completed. Person coming back after end October,  
3 = Not completed. Person not found., 4 = Not completed. Not going to be completed because of refusal, incapacitation or other reason.



#### *D. Checking completed questionnaires*

1. It is the responsibility of the interviewer to review each questionnaire when the interview is finished. This review should be done before you leave the household so that you can be sure every appropriate question was asked, that all answers are clear and reasonable, and that your handwriting is legible. Also check that you have followed the skip instructions correctly. You can make minor corrections, but any serious error should be clarified by the respondent. Apologize, explain that you made an error and ask the question again.
2. The questionnaire should be kept as neat as possible, and **must** always be clear and readable. However, do not recopy questionnaires. Every time you transcribe the answers to a new questionnaire, you increase the chance of an error. For this reason you are not allowed to use work sheets to collect information. Record the information on the questionnaire you have been provided.
3. You are to explain situations that are out of the ordinary on the back of the last page of the questionnaire, marking the relevant question number(s). These comments are very helpful to the supervisor and field editor in checking questionnaires. Comments are also read in the office and used to resolve problems encountered during data entry.

### *E. Returning Work Assignments*

1. At the end of the fieldwork each day, check that you have filled out the cover of the Household Questionnaire for each household you visited for the first time, whether or not you managed to complete an interview.
2. Also check that you have filled out the cover sheets for Young Persons Questionnaires for each young person (14-35 yrs) you identified. This must be done whether or not you were able to interview the individual.
3. For all interviews that you have completed, fill out the final results on your Supervision Sheet. When you have completed the individual interviews for a given household, give them to your supervisor and record the information on your Assignment Sheet.
4. Until they are collected keep all completed questionnaires with you (at your home). The completed interviews are the most valuable items in the whole of this work and they remain your responsibility at all times while they are held with you. Store them in a safe, dry place.
5. You should inform your supervisor about any problems you experienced in locating an address/household or in completing an interview with an eligible respondent. Generally, your supervisor will instruct you to keep the Interviewer's Assignment Sheet and pending questionnaires as you will be responsible for revisiting those households or respondents. You may be asked to return those documents, however, if he/she decides to assign another member of your team to handle the callbacks.
6. At least three visits will be made to a household or a respondent during the IMAGE study in an effort to obtain a completed interview. However, it may be necessary to increase this number of visits if the number of incomplete interviews does not remain very low.

### *F. Supervision of interviewers*

Training and data collecting is a continuous process. Your team supervisors will play a very important role in continuing your training and in ensuring the quality of the data. Your Field Research Supervisor will:

- Have a weekly meeting with you personally to discuss your progress.
- Organise a regular meeting of ALL the IMAGE study fieldworkers so we can discuss any problems that seem to be happening often.
- Observe some of your interviews to ensure that you are conducting yourself well, asking the questions in the right manner, and interpreting the answers correctly.
- Spot-check some of the addresses selected for interviewing to be sure you interviewed the right household.
- Spot-check some of the addresses selected for interviewing to be sure you correctly identified the eligible men and women and interviewed them.
- Review each questionnaire to be sure it is complete and is internally consistent.
- Help you to solve any problem that you might have with finding the assigned households, understanding the concepts in the questionnaire, or with responding to difficult questions.

It may be necessary to release from service any interviewer who is not performing at the level necessary to produce the high quality data required to make the research successful. We would like again to stress that while the responsibility for the high quality of your work lies with you, the interviewer, there will be a high level of supervision and this will mean that problems with fieldwork will be picked up very quickly by the fieldwork team.

## SECTION IV: The Questionnaires

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

### QUESTIONNAIRE BASICS

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

1. Be NEAT

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

2. Correcting Mistakes

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

3. Dates

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

**DD / MM / YY, e.g. 06 / 07 / 2001 ..... meaning 6<sup>th</sup> July 2001.**

4. ANSWER ALL THE QUESTIONS

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

5. SKIPS and FILTERS

A skip is an instruction to omit some questions with some people in certain situations.

A filter is an instruction to only ask some questions to certain respondents.

Always follow skips and filters correctly.

6. Do not write anything else on the questionnaire

Never write any extra information other than that asked by the questionnaire. There may be very important pieces of information, but record these in your INTERVIEWERS Notebook rather than on the questionnaire. You may also use the back of the last page of the interview booklet to record very brief extra details where necessary.

## *The Cover Page*

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

### **Interview Identification**

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

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

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

#### **PART 1 : INTERVIEW SET UP**

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

#### **PART 2 : INTERVIEW INTRODUCTION**

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

#### **PART 3 : INTERVIEW DETAILS**

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

#### **PART 4 : INTERVIEW CLOSURE**

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

## *Completing the Interview Cover Sheet*

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

## **A : The Household Questionnaire**

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

### *What is a Household ?*

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

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

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

### *Setting up the Household Questionnaire Interview*

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

### **Who is the household head?**

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

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

1. When you first approach the house, speak to an adult. Speak to a child only if absolutely necessary. If no one is at home you will need to come back another time.
2. Ask who the household head is, and if he / she or their partner (who lives in the house) is at home. If they are not at home you will need to interview another adult in the home, or re-arrange a time to come back when either of these people are at home.
3. When you get to speak to the household head, their partner or another adult in the household, confirm with them that they agree with the person who has been named as the head of the household.

### *Confidentiality issues*

Unlike the young person's questionnaire, in order to complete the household interview it is not necessary to ensure absolute confidentiality. It may be useful to have more than one person at the interview. However, the

interview should, wherever possible, be conducted sitting down and in a 'controlled' way.

### *Interview Introduction*

General points relating to introducing yourself, the work you are doing, and the details of household participation are dealt with in Section III.

The Introduction to the Household Interview is particularly important as it starts your contact with a household in which you may have to do up to 3, 4 or even 5 interviews. Therefore it is vitally important to follow the guidelines on establishing a rapport given previously.

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

- Describe HSDU and Radar
- Describe the goals of the IMAGE study
- Explain why we are working in this area
- Explain that information from the household head will be confidential and explain the meaning of confidentiality
- Explain that you wish to interview all 15-35 yr olds in the house confidentially
- Explain that taking part is entirely voluntary
- Tell the interviewee how long the interviews will take. Each c.30mins.
- Ask if there are any questions – and answer questions

### *Informed Consent*

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

**“As part of an HIV control programme, we are trying to understand the impact of poverty on people’s lives and the ways in which it puts people at risk of HIV infection. In order to do this, we will be conducting interviews with people from your village and the surrounding villages in order to document experiences of poverty and the ways in which it affects your ability to make life decisions. The interviews will be conducted once when the work begins and again at the end of 3 years. Interviews will be approximately half an hour long. Your participation in this interview is entirely voluntary and you are under no obligation. You may choose to stop participating in this work at any time. All information will be kept confidential. This means that your name will never be used to describe what we find through the interviews.**

**Do you give your consent to participate in the interview process, and for us to come back and speak with you again later (at year 3)?”**

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

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

## The Questions

### Page 1 : H100 : Household Members

1. Put the family name, or the usual household name, in the box in the top right hand corner of the page.
2. First, list all the household members one by one in the column on the left hand side of page one. To do this, first explain as follows who is considered a “member of the household in this study”.

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

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

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

Enter the first name only in the Name box. If there is more than one person with the same first name please give a second name to identify each.

3. **ONLY** when you have a completed list of household members should you answer for each household member in turn answer all of the next questions.
4. Sleeping here ;
  - Ask “Has X usually been sleeping here during the last month?”
  - People are regarded as “currently usually sleeping in the house” if during the last month they have been sleeping there for more than half the time. Exceptions to this include if a person has recently “moved out” to go and permanently live somewhere else. In this case, they should not be included in the household list.
5. Relation to Household Head
  - Give a code to describe each person’s relation to the household head. Do not use any single letter codes other than those shown in the questionnaire.
  - The code should be the simplest description of the relationship, as if the household head were describing the relationship to you. Imagine the household head saying he is my “...”.
  - Be sure to put each person’s relation to the household head, NOT their relation to the



respondent.

Examples of coding include ;

S = Son

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

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

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

#### 6. Sex

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

#### 7. Year of Birth

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

#### 8. Marital Status

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

#### 9. In School

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

#### 10. Highest level of schooling completed

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

## 11. Income from working activities during the last year

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

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

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

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

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

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

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

## 12. Income from non working activities

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

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

- This includes state pensions only.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### 13. Position in village

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

Say to the respondent,

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

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

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

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

### *General points about completing page 1*

If there are more than 18 household members, mark the additional household members on a sheet of blank paper. Mark the piece of paper with the Household Number and Name. Store it with the questionnaire.

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

## H200 : Important Incomes

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

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

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

### Defining the most important “income”

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

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

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

By single definable income we mean ...

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

## **Filling out the questionnaire**

### **a) Describing the source of income**

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

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

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

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

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

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

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

### **b) Financial or Non financial**

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

### **c) Person Involved**

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

## **2<sup>nd</sup> Most Important Income**

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

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

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

### **H300 : Dwelling Details**

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

#### **H301. Nationality of Household Head**

- Give the Nationality of the Household Head.

#### **H302. No. of rooms**

- Ask and list the number of rooms that are used for living activities including cooking, sleeping, eating and recreation. Do not include outhouses that are used solely for storage or animal housing, garages or small traditional or spiritual dwellings that are not used for living activities.

#### **H303. Does this household have land on which it grows its own produce?**

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

#### **H304. Do you pay rent for the land on which you live ?**

- Rent includes any tariff paid to a landlord or local council.
- Rent DOES NOT include a nominal annual sum paid to the traditional leadership in order to support village structures, as is common in some villages.

#### **H305. Walls**

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

#### **H306. Water**

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

#### **H307. Toilet**

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

#### **H308. Electricity**

- This question seeks to know whether the household has its own electricity supply. Some households may have a private electricity supply, provided by a generator – these households should be marked “Yes” for an electricity supply.

#### **H309. Renovations**

- Has the person been performing any new building, or renovations, or household improvements on the household during the past 3 months.

#### H400 : Household Asset List

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

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

##### Land

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

##### Hi-Fis

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

#### Codes

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

#### H500 : Credit and Savings

##### H501. Bank account

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

##### H502. Money owed

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

##### H503. To whom is money owed

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

##### H504. Need to get R50

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



**Page 4**

**H600 : Food Security**

H601. Pap / bread alone

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

H602. Gone without food

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

**H700 : Perception of wealth, outlook for the future and disasters**

H701. Wealth in village

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

H702. Last year

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

H703. Crises

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

H704. Details of crisis

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

## **B : The Young Person Questionnaire**

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

### *Setting up the Young Person Questionnaire Interview*

The Young Person Questionnaire is to be asked to all the eligible young people in the household. This means all people aged 14 – 35 and correctly named on the first page of the household interview are eligible for this questionnaire.

### *Confidentiality issues*

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

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

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

Confidentiality means:

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

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

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

### *Interview Introduction*

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

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

### *Informed Consent*

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

**“HIV infection mainly affects younger people. As part of an HIV control programme, we are trying to pay special attention to this group, in order to reduce the amount of new infection that occurs. In order to measure the effect of the programme we will be doing two things:**

**Conducting interviews with younger people to look more closely at how they make decisions, particularly in their relationships with their spouse, partner and other family members. The interviews will be conducted once when the work begins and finally at the end of 3 years. Interviews will be approximately 40 minutes long. Your participation in this interview is entirely voluntary and you are under no obligation. All information will be kept confidential. This means that your name will never be used to describe what we find through the interviews.”**

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

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

## *The Questions*

### **Y100 : Background Information**

Y101, Y102 : Sex, Age

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

Y103. Marital Status

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

Y104, Y105. Nationality, First language

- Mark the Nationality of the individual, and then their first language.
- Mark only one answer for each.

Y106. Length of stay in village

- Mark the number of years the respondent's permanent home has been in the village where his / her current household is.
- The years to be counted are those in which the respondent would have been recorded as a household member.
- For example, if a person has been away at school for the past 2 years, but their permanent residence has always been the current household, include these 2 years in your calculation of years of permanent residence.
- If they lived in another village for 2 years and then moved back, give the number of years *during this stay in the village*.

Y107. Family's place of stay when born

- Mark the appropriate code for where the respondent's family had their permanent home when the respondent was born.
- Mark only one answer

Y108. Have you made an overnight trip to a large city during the last year?

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

Y109. For how many months of the last year were you staying here?

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

of the year

- b) A person who comes home mainly at weekends would be at home for 3 months of the year
- c) A person who moved into the house 6 months ago, and has been staying there ever since would be coded as 6 months.

Y110. **If less than 7 months**, How was the pattern of your visits home in the last year ?

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

Y111. Have you ever worked in any of the following industries ?

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

Y112. Is your mother alive ?

- Give appropriate code for the interviewees biological mother

Y113. **If Yes, and the mother is a Household Member**, then mark with the code from the Household interview.

Y114. Is your father alive ?

- Give appropriate code for the interviewees biological father

Y115. **If Yes, and the father is a Household Member**, then mark with the code from the Household interview.

Y116. **WOMEN ONLY** : How many children have you had up to now in your life ?

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

## Y200 : Communication in the household

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

### *The subjects*

Y201. Sex and sexuality in general

Y202. Sexually transmitted diseases including HIV

Y203. **Sought** advice on any issues relating to sex, HIV, condoms etc

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

### *Who have you spoken to*

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

Y204. Age first talked about sex with parents / guardians

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

Y205. In your household, do you feel 'free' / open to discuss issues of sex and sexuality?

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

Y206. In your household, has communication around sensitive issues like relationships or sex become easier or more difficult over the past year?

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

Y207. If you had a problem in a relationship – like an unwanted pregnancy – are you confident that you could turn to someone in your household for support?

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

Y208. **IF NO**, Who would you turn to for support?

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

## **Y300 : Contraception**

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

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

### **Y301. Past contraceptive use**

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

### **Y302. Current contraceptive use**

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

### **Y303. What (main) method are you currently using?**

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

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

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

### **Y304. Does your current husband/partner know that you are using a method of family planning?**

### **Y305. Has / did your current / most recent husband/partner ever refuse to use a method or try to stop you from using a family planning method to avoid getting pregnant?**

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

### **Y306. If YES, In what ways did he let you know that he disapproved of using methods to avoid getting pregnant?**

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





## **Y400 : Males Only**

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

Y401. Have you been circumcised?

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

Y402. If YES At what age did you undergo circumcision?

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

Y403. In the last 12 months, have you ever purchased or picked up condoms with the intention of using them for protection during sex?

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

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

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

Y404. Does your current spouse/partner use a method of family planning?

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

Y405. Have you ever discussed the use of contraception with your partner?

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

Y406. Have you ever tried to stop your current / most recent spouse/partner from using a family planning method to avoid getting pregnant?

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

Y407. In what ways did you let her know that you disapproved of using methods to avoid getting pregnant?

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

## Y500 : Sexual Behaviour

The next part of the interview contains quite sensitive questions.

### *Interview Break*

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

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

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

Say to the respondent:

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

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

Y501. Ever had sexual intercourse

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

Y502. Age of first sexual intercourse

- Ask the respondent at what age they first had sexual intercourse, as defined above.
- If they say they cannot remember, probe by asking “Were you still in school?” “What grade?”

Y503. Description of first sexual intercourse

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

#### Y504. Lifetime partners

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

#### Y505. Sex in last 12 months

- Ask the person whether they have ever had sexual intercourse during the last 12 months.
- If NO, follow the filter to page 8.

#### Y506 / Y507. Partner types in last 12 months

We need to know with whom the respondent has had sexual intercourse with in the past 12 months. All the partners they will have had will fall into one of the two following categories:

Spouse - someone the respondent is married to, or living with as though they were married

Non spouse – anyone else the respondent has had sex with.

#### ***Examples:***

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

- Mark "1" for Spousal partners, Mark "0" for Non Spousal partners.

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

- Mark "1" for Spousal partners, Mark "2" for Non spousal partners.

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

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

## Y600 : Spousal Partners

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

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

### Y601. Initial

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

### Y602. Identify in HH interview

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

### Y603. Age of partner

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

### Y604. Age of respondent at marriage to spouse

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

### Y605. Frequency of sexual intercourse

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

### Y606. Frequency of condom use

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

### Y607. Condom last time

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

The next few questions differ slightly if they are asked to MEN and to WOMEN, but they refer to the same issues.

Y608. Physically forced to have sex

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

Y609. Other partners

- Ask MEN if they are currently (during the last year) having sexual partners OTHER than this person.
- Ask WOMEN if they THINK the person you are asking about has sexual partners other than them.

**For those who say YES to this question ask the next 3 questions. If the respondent says NO go to Question Y613**

Ask in series whether they have:

Y610. Ever discussed the "other partners"

Y611. Ever discussed the use of condoms with the "other partners"

Y612. Ever discussed the man stopping having "other partners", or that the woman dislikes that he has those other partners

**The final 3 questions should be asked to all respondents**

Y613. Ever discussed HIV / AIDS

- This implies that they have talked about it together (with this partner), not whether they know about it or have talked about it with other people.

Y614. Ever discussed an HIV / AIDS test

Y615. Estimation of risk of HIV infection of the named partner.

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

## **Y700: Non - Spousal Partners**

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

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

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

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

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

### **Y701. Initial**

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

### **Y702. Identify in HH interview**

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

### **Y703. Age of partner**

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

### **Y704. Do you regularly provide financial support to this person?**

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

### **Y705. Do you regularly receive financial support from this person?**

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

### **Y706. Frequency of sexual intercourse**

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

Y707. Frequency of condom use

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

Y708. Condom last time

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

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

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

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

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

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

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

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



## **Y800 : Other general sexual behaviour questions**

The questions in this section are trying to assess whether the respondent has made any response to the epidemic of HIV that is happening in their community.

Y801. In the last 12 months have you felt like you wanted to do anything to decrease your risk of infection with HIV?

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

Y802. In the last 12 months have you tried to do anything to decrease your risk of infection with HIV?

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

Y803. **If YES**, What did you try to do?

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

Y804. How successfully do you feel you were able to change your life in the ways that you wanted?

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

Y805. **If NO**, Why not?

## **Y900: Community Beliefs**

Say “I am going to read you a set of statements and would like you to tell me whether you mostly AGREE or DISAGREE with them”. Then read the statements

Y901. “If a woman asks her husband to use a condom, she is being disrespectful to her husband”

Y902. “If a woman asks her husband to use a condom it means that she must be sleeping around with other men”

Y903. “A man needs to have many sexual partners, and the wife must just tolerate this”

- The respondent may give unclear answers, or ask for more information. In this case explain to the respondent that they should try and just give a one word answer, AGREE or DISAGREE and that you can discuss further at the end of the interview if they want to.

Say “I am going to ask your opinion on a number of issues. Please give me your own opinion, not what you think is the correct answer. There are no right or wrong answers to these questions.

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

Y904. “She refuses to have sex with him”

Y905. “She asks him to use a condom”

Y906. “He finds out that she has been unfaithful”

“In your opinion, is it acceptable for a married woman to refuse to have sex with her husband if:

Y907. “She doesn’t want to”

Y908. “She’s angry because he has other girlfriends”

Y909. “He refuses to use a condom”

Y910. “She is worried he may have AIDS”

- For all of these questions, try to get the respondent to give a simple “Yes” or “No” answer to each question.
- Refer any further questions to the end of the interview.

## **Y1000 : Knowledge of HIV / AIDS**

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

- Y1001 Do you know of anyone who is infected with HIV or who has died of AIDS?
- Y1002 Do you think that a healthy-looking person can be infected with HIV, the virus that causes AIDS?
- Y1003 Can a pregnant woman infected with HIV or AIDS transmit the virus to her unborn child?
- Y1004 Is it possible in your community for someone to get a confidential test to find out if they are infected with HIV? By confidential, I mean that no one will know the result if you don't want them to know it.

In the last part of this page, we are asking about the respondents interaction with (Counselling and) Testing for HIV. Be sure to make sure the respondent knows their answers are confidential and that you don't want to know their HIV status.

- Y1005 I don't want to know the result, but have *you* ever had an HIV test?
- Y1006 Did you voluntarily undergo the HIV test, or were you required to have the test?
- Y1007 Please do not tell me the result, but did you find out the result of your test?
- Y1008 When did you have your most recent HIV test?

See the next section of this manual for model answers to these questions.

### **Y1100 : Stigma / Discrimination**

In this final section of the questionnaire part of the interview, again the emphasis as the interviewer is to be impartial when asking the questions. Do not respond to the answers you are given, and defer questions to the end of the interview. The questions are:

- Y1101     Would you be willing to share a meal with a person you knew had HIV or AIDS?
- Y1102     If a relative of yours became ill with HIV, the virus that causes AIDS, would you be willing to care for him in your household?
- Y1103     If you knew a shopkeeper or food seller had the HIV virus, would you buy food from them?
- Y1104     If a member of your family became ill with HIV, the virus that causes AIDS, would you want them to keep it a secret and not tell anyone else?
  - This question does NOT ask about breaking confidentiality. If a person answers that “it is up to them whether or not to tell”, then you must probe to find out whether the respondent THINKS that person would want it kept a secret.
- Y1105     Have you ever participated in a march, rally or meeting around HIV/AIDS awareness?
- Y1106     Have you ever been involved in the organization of such a meeting or gathering?
- Y1107     Have you ever thought about your own potential risk of HIV / AIDS?
- Y1108     If you were to consider that question now. Would you consider yourself at high, medium, low or no risk at all of HIV / AIDS.

## C : SAMPLE COLLECTION FOR STATUS TESTING

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

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

### *The HIV virus - testing*

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

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

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

### *What is anonymous testing?*

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

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

### *Setting up the Sample Collection*

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

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

### *Procedure Introduction*

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

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

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

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

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

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

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

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

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

### *Informed Consent*

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

**“In order to better understand the level of HIV in your community, and the impact of the work we are doing to control its spread, we will also be asking some young people to offer a sample of saliva to be tested for the HIV virus. These samples will be in code and confidential – this means that results will not be given using a person’s name, and that no one from the area can find out the results. In fact, even the person giving the specimen will not be told the results. Should you wish to find out your HIV status, (the nearest) clinic offers counseling and testing services free of charge. We will be asking for sample two times – once at the beginning of the programme, and once at the end of year 3.”**

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

If you receive an unambiguous “YES” to this question, tick and sign the appropriate area on Page 11 of the Questionnaire.

## *Sample Collection*

### **Collection of oral specimens**

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

The specimen collection device is known as ORASURE.

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

### **Directions for use**

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



## *Data Collection*

### **Page 11**

Y2001. Does the patient agree to provide a sample

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

If **NO** sample collected,

Y2002. Give reason why

Y2003. Details

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

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

Y2004. Date Collected

Y2005. Number on sample bottle.

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

**IMPORTANT NOTE : The final 3 questions on this questionnaire CANNOT be filled out in the field. All the previous questions in this questionnaire MUST be completed on the day of interview if this is possible. For these remaining 3 questions, it will be the joint responsibility of the Field Worker and the Field Research Supervisor to ensure that they are appropriately updated.**

Y2006. Date sent for analysis

- Provide the date the specimen is sent away from the field office to be processed at a lab.

Y2007. Date received result from lab

- The date a conclusive result for the specimen is available from the lab.

Y2008. Result from Lab

- The HIV status of the respondent will **NEVER** be written in this box.
- This box denotes whether a result has been received from the laboratory, or whether there have been problems in having the specimen appropriately processed.

## **The Young Person Interview Closure**

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

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

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

### *HIV Information and questions*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### *Condom and Love Life Pack Distribution*

Give the respondent a LOVE LIFE INFORMATION PACK and explain to them that this contains information on HIV, and other STDs.

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

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

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

## *Referrals*

### a) VCT

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

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

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

**The job of an IMAGE fieldworker is to make sure that the people they interview are aware that this service is available to people in the villages in which we are working, and to briefly explain some of the advantages of becoming tested. The decision as to whether to get tested will be entirely that of the respondent.**

### b) Experiences of Domestic Violence and other social problems.

It is possible that during the course of interviewing respondents in the study you will uncover some very sensitive issues, and issues for which people may need help. Some of the questions in the interviews directly relate to issues of abuse, violence and particularly sexual co-ercion. These are very complex, and difficult issues – and discussing them with a fieldworker may be painful or even dangerous for the respondent involved.

We will discuss more in the training about what to do in such situations. If people need, and ask for help, we may be able to refer them to places where they can get such help. However, we must always remember that it is our duty to maintain confidentiality, and this means not passing on any information to any other body or organization at any time without the full participation and consent of the respondent in question.

**Most importantly: You must always talk to your supervisors before taking any action.**

Also see Section VI. Support and Referral

## **SECTION V. ETHICAL AND SAFETY ISSUES**

### **SENSITIVITY OF RESEARCH TOPIC**

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

During the training, you will discuss a lot about what it means to be female, issues of gender, and violence against women. You will also practice using the questionnaire. This includes a number of questions that may be sensitive because of the nature of the study topic, such as use of contraceptives and sexual experiences.

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

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

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

### **CONFIDENTIALITY**

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

For this reason:

- You must not share any information collected through this study with anyone, including your family and friends, or with another respondent.
- No interviewer should conduct an interview that they feel uncomfortable with, with people that they know. If you discover that you know the people in a certain household, you should not proceed with the interview, and instead contact your supervisor, who will assign that household to another interviewer.
- Care will be taken during the presentation of the research findings to ensure that no one community

or individual can be identified.

- You should only conduct interviews in a private setting. Only very young children will be permitted to be present. Where necessary, locations outside the household where the interview can be conducted in private will need to be identified (such as in nearby fields, or at a local clinic, church or temple). If necessary, you can also ask another interviewer or supervisor to help you to maintain privacy. For example, you may need someone to look after a respondent's children whilst you conduct an interview, or to distract another member of the household.
- You should never give a questionnaire to anyone to look at – even before an interview has been conducted. This includes not giving it to the driver, the local leader, a policeman, the household head, the husband, mother in law, and the respondent.
- You should follow the respondent's advice about when and where she wants to be interviewed. Remember, she knows best what she needs to do to ensure her safety. For this reason, you should not try to pressurize a respondent into starting or continuing with an interview when she does not want to – even if the respondent wants to arrange the interview to another time that is not convenient for the study schedule.
- You should not continue with an interview if it is interrupted. If this happens, you should try to obtain privacy, or change the subject of discussion. In some instances you may need to terminate the interview. Strategies to do this are discussed below.
- *When you leave an interview, you should be careful to double-check that you have not left any documents behind.*

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

## **HANDLING INTERRUPTIONS**

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

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

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

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

possible for us to stay alone here for a little while longer?’

**2. Re-schedule the remaining section of the interview**

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

## **SECTION VI. SUPPORT AND REFERRAL**

### **YOUR ROLE AS AN INTERVIEWER**

When you conduct an interview, your goal is to build a relationship with the respondent. You will be asking difficult questions, and they may cause difficult emotions or questions. It is important that you respond kindly, appropriately and professionally.

During your training you will discuss basic counseling techniques, and how to respond when women become upset during an interview. This training will help you become a good interviewer, and to handle situations where a woman either becomes distressed, reports a crisis situation, or requests assistance.

You should remember that this training does NOT train you as a counselor. At times during an interview you may be tempted to give advice, or to stop the interview, so that you can discuss the woman's problems. Refrain from doing this. If the woman requests assistance, refer her to your supervisor at the end of the interview, who will identify appropriate resources.

### **RESPONDING TO WOMEN BECOMING DISTRESSED**

During the interview, some respondents may be very sad, and even cry. During these times the interviewer should:

- Be willing to take time to talk with sensitivity, kindness and patience.
- Be patient and composed. Remember that people often find it helpful to express their feelings.
- Make natural comments expressing sympathy, such as 'I know this is difficult', 'I appreciate your help with these questions', or 'I'm so sorry'. If she is crying, you may want to hand her a tissue. But remain calm and refrain from getting overly involved.



## SECTION VII. INTERVIEWER WELL-BEING

### SUPPORT FOR INTERVIEWERS

You should be aware that at some point during the study, you may need emotional support. Conducting interviews about sensitive issues like sex and personal relationships can be a stressful experience, not only for the person being interviewed, but also for the interviewer. You may hear a number of upsetting stories over the course of the study. Some women may tell you that they have been abused in their relationships. Feelings of distress, anxiety, helplessness, guilt, concern, confusion, and exhaustion are real and important. These feelings may become even more pronounced over time.

During the training, if you find the topic difficult or distressing, and you decide that you do not want to continue with the study, you should tell a member of the research team. You will be free to drop out of the study. You will not be blamed in any way if you do this, and it will not jeopardize your chances of getting any future work with any of the organizations involved.

During the fieldwork, supervisors will regularly hold de-briefing sessions, to provide you with an opportunity to discuss and share your feelings. You should also feel free to talk to your supervisor at other times about how you are feeling, and any problems that you are facing. It is his job to help and support you.

Signs that you may need to discuss your feelings or concerns with your supervisor may include:

- ❑ You have encountered a woman who needs assistance, but you don't know how to help her;
- ❑ You begin to feel "burned out";
- ❑ You cannot stop thinking about a particular interview;
- ❑ You begin re-examining or recognizing abusive aspects in your own relationship;
- ❑ You are concerned for a family member or friend in an abusive situation;
- ❑ You are dreaming about one or more interviews;
- ❑ You are dreading your next interview;
- ❑ You cannot concentrate or are making many mistakes;
- ❑ You are anxious, nervous, or cry for no apparent reason;
- ❑ You continually think about your own experiences with abuse or violence;
- ❑ You think a co-worker is having emotional difficulties.

***You should not try to ignore these emotions,  
or work through them alone,  
but should discuss them with a supervisor.***

*Seeking help or support will in no way put your job in jeopardy. It is common and important for interviewers to discuss their own responses to the lengthy and intense interviews.*

*HOWEVER, while sharing concerns and anxieties is important, interviewers should choose the right persons, times, and places to express their concerns. Interviewers should not gossip amongst themselves about respondents' personal information and should not disclose personal data to others outside the survey.*

## **SAFETY OF INTERVIEWERS**

*Below are some of the common safety concerns that may arise during this study, and how they will be managed:*

- Locating a respondent in the evening or in the dark:
  - *interviewers should not travel alone;*
  - *interviewers should always inform at least one other team member (usually her supervisor) about when and where they are going;*
- Handling difficult situations
  - *You should consult your supervisor immediately if a family member (husband or father for example) demands to see the questionnaire, or to be present during an interview;*
  - *You should feel free to request any support from your team, to help ensure that you can conduct the interview safely;*
  - *You should use your judgement, and terminate an interview if you feel unsafe*
- Other precautions
  - *Interviewers should be cautious about disclosing their full names, addresses or other contact information to respondents or family members. As a general rule, for contacts, provide the address of the field office.*
  - *Interviewers must not put respondent names or other contact data on the questionnaire;*

## **WORKING AS A TEAM**

It is important that you think of yourself as being part of a team, and that you work to support each other.

*Some ways that the team members may support one another include:*

- *Be sensitive to the ways that interviews are psychologically affecting members of the team.*
- *If you believe that a team member has been negatively affected by an interview, or another aspect of the survey, approach her with sensitivity, and, if necessary, consult your supervisor.*
- *Share information on what works well during interviews, how to ask sensitive questions, and suggestions on dealing with problems.*
- *Know where members of your team are in the field.*
- *Follow the specified procedures. If you believe that another strategy is required for individual situations, consult the team and the supervisor before proceeding.*
- *Do not do anything that may put your-self or someone else on the team at risk.*
- *Use the team meetings to discuss any issue that concern you, or a particular interview that may have bothered you.*