



**GOVERNMENT OF MALAWI**

**NATIONAL STATISTICAL OFFICE**

**FIFTH INTEGRATED HOUSEHOLD SURVEY, 2019/20**

**ENUMERATOR MANUAL**

**FOR THE**

**HOUSEHOLD QUESTIONNAIRE**

## Table of Contents

1. INTRODUCTION.....	4
2. DESCRIPTION OF THE SURVEY .....	5
(a) The Five IHS5 Questionnaires.....	5
(b) Rationale for the IHS5 .....	6
3. SURVEY ORGANIZATION .....	7
4. THE SURVEY SAMPLE.....	10
(a) Inclusion in the Survey .....	10
(b) Exclusion from the Survey.....	10
(c) Coverage Rules .....	11
5. PRE-ENUMERATION LISTING AND HOUSEHOLD SELECTION.....	12
(a) Pre-Enumeration Listing.....	12
(b) Household Selection .....	13
6. COMPLETION OF THE HOUSEHOLD QUESTIONNAIRE .....	14
(a) Questionnaire Translation .....	14
(b) Questionnaire Formatting.....	15
(c) How to Administer the Questionnaire .....	17
(d) Your Interactions with the Community.....	19
(e) Your Interactions with the Respondents .....	20
(f) General Instructions for Completing the Questionnaire.....	21
7. MODULE BY MODULE DESCRIPTION FOR THE HOUSEHOLD QUESTIONNAIRE.....	30
Module A: Household Identification, Survey Staff Details, Introduction, and Table of Contents..	30
Module B: Household Roster.....	33
Module C: Education .....	37
Module D: Health.....	39
Module E: Time Use & Labour .....	42
Module F: Housing.....	50
Module F_1: Land Roster.....	54
Module G: Consumption of Food Over Past One Week .....	58

Module H: Food Security .....	60
Module I: Non-Food Expenditures – Past One week & One Month.....	61
Module J: Non-Food Expenditures – Past Three Months .....	61
Module K: Non-Food Expenditures - Past Twelve Months.....	62
Module L: Durable Goods.....	62
Module M: Farm/Fishery Implements, Structures and Machinery .....	63
Module N: Household Enterprises .....	65
Module O: Children Living Elsewhere .....	69
Module P: Other Income.....	70
Module Q: Gifts Given Out by Household .....	71
Module R: Social Safety Nets .....	71
Module S: Credit.....	72
Module T: Subjective Assessment of Well-Being.....	73
Module U: Shocks & Coping Strategies.....	74
Module V: Child Anthropometry.....	75
Module W: Deaths in Household .....	80
8. TRACKING PROTOCOL .....	81
Form T0: .....	83
Form T1: .....	86
Form T2: .....	89
Tracking Examples Visit 1:.....	93
9. FIELD DUTIES AFTER COMPLETING THE QUESTIONNAIRE .....	99
ANNEX 1: DISTRICT CODES AND COUNTRY CODES .....	100
ANNEX 2: TRANSLATION OF KEY TERMS FOR THE IHS5 QUESTIONNAIRES .....	101
ANNEX 3: WORK AND INCOME EARNING ACTIVITIES IN THE IHS5 .....	103
ANNEX 4: OCCUPATION CODES.....	105
ANNEX 5: INDUSTRY CODES.....	110
ANNEX 6: Food-Unit Combinations Covered for IHS5 Non-Standard Units .....	117
ANNEX 7: NATIONAL CALENDAR OF EVENTS .....	123

# 1. INTRODUCTION

You have been selected as one of the interviewers for the implementation of the **Malawi Fifth Integrated Household Survey (IHS5)**. The National Statistical Office (NSO) carries out the IHS every few years. While the IHS1 was conducted between November 1997 and October 1998, the IHS2 was implemented between March 2004 and April 2005 and the IHS3 was implemented during the period of March 2010 to March 2011. Prior to the start of the IHS3 field work, 3, 246 of the 12,271 households across 204 enumeration areas (EAs) were identified as panel households for the purpose of tracking and re-interviewing as part of the Integrated Household Panel Survey (IHPS) 2013. The IHPS was conducted between April 2013 and December 2013. Between April and September 2016, 102 of the 204 enumeration areas were visited as part of the IHPS 2016 and enumerators attempted to revisit 1989 panel households from those enumeration areas that were located within Malawi, and any individuals that had left the household were also tracked. The extensive tracking efforts made during the IHPS 2016 led to the possibility to create a large and rich panel dataset.

Along with the cross-sectional component, the IHS5 will track and re-interview the households visited in IHS4 and split off households that were formed between 2013 and 2016.

The principal foci of the IHS5 are the welfare level of Malawian households and smallholder agricultural productivity. Hence, the IHS5 data will be used to determine the proportion of Malawians living in poverty, engage in research efforts to depict correlates of poverty as well as linkages between household welfare and agricultural development, and shed light on relevant policies aimed at reducing poverty and sustaining poverty gains over time. The information solicited through the IHS5 will also be used in a range of other studies on employment, education, health, nutritional status, and better understanding of how households respond to changes in the macroeconomic environment. Since the survey focuses on a wide range of topics at the household- and individual-levels as part of an integrated design, the IHS5 data is expected to be rich.

The enumeration of the IHS5 cross-sectional households will be spread over 12 months to ensure that analysts are able to take into account different conditions experienced by households, particularly farming households, both in the rainy and dry seasons. The lengthy enumeration period is also necessary in view of the size of the questionnaire and the fact that it may at times take a day to properly administer a questionnaire to a household. On the whole, 768 enumeration areas (EAs) will be visited as part of the IHS5 “cross-sectional” component and 16 households will be interviewed in a given enumeration area for a total sample of 12,288 households. Additionally, 102 EAs will be interviewed as part of the “panel” sample of households who will be visited twice throughout the IHS5 field work, who were first visited in 2010 and have been tracked and revisited in 2013 and 2016. The “cross-sectional” households will be visited only once, during the 12-month survey period. While there will be slight variations in the questionnaire instruments administered to the panel vs. cross-sectional samples, their design will be identical at the core.

The IHS5 field staff will be composed of 18 mobile teams, each of which will include a field supervisor, 4 enumerators and 1 driver. Prior to deployment, the teams will be given clear, monthly schedules to execute. It is important to note that the IHS5 is being conducted under the Statistics Act of 2013 which empowers the enumerators to collect information from the selected households. The information collected will, therefore, remain confidential to National Statistical Office and must not be divulged to any unauthorized person.

## 2. DESCRIPTION OF THE SURVEY

### (a) The Five IHS5 Questionnaires

#### 1) Household Questionnaire

The subject matter is as comprehensive as possible in part because welfare has many dimensions that need to be investigated. These dimensions include income and expenditures, employment, assets, education, health and food security. In addition, each aspect of household welfare and behaviour cannot be properly understood on its own, but has to be placed within the context of the whole. Hence, the Household Questionnaire has over 20 inter-linked modules that include the following:

<ul style="list-style-type: none"><li>• Household Membership/roster</li><li>• Education</li><li>• Health and Nutrition</li><li>• Time Use and Labour</li><li>• Housing</li><li>• Land Roster</li><li>• Cultivated and Owned Land</li><li>• Food Consumption</li><li>• Food Security</li><li>• Non-Food Consumption</li><li>• Ownership of Durable Goods</li><li>• Ownership of Farm Assets</li><li>• Household Enterprises</li></ul>	<ul style="list-style-type: none"><li>• Children Living Elsewhere</li><li>• Other Income</li><li>• Gifts Given Out</li><li>• Social Safety Nets</li> <li>• Credit</li><li>• Subjective Assessment of Welfare</li><li>• Shocks and Coping Strategies</li><li>• Child Anthropometry</li><li>• Deaths in Household</li><li>• Agricultural Household Identification</li></ul>
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Information of this type can only be obtained by approaching household members themselves. The most reliable and complete means of doing so is by visiting respondents at their homes. Later in this manual, the specific modules of the household questionnaire will be reviewed in considerably more detail. This will be done to provide you with key information on the intent of the questions and, consequently, how you should handle any problems that might crop up in administering the questions to respondents.

#### 2) Agriculture Questionnaire

All IHS5 households that are identified as involved in crop and/or livestock production will be given the Agriculture Questionnaire. The Agriculture Questionnaire collects detailed information on farming and livestock, allowing for the extensive analysis of smallholder agricultural production and productivity.

#### 3) Fishery Questionnaire

All IHS5 households that are identified as involved in fishery production and/or fish trading will be given the Fishery Questionnaire. The Fishery Questionnaire has been developed in collaboration with the World Fish Centre, and will allow for detailed analysis of labour and non-labour input use in fishing and fish trading activities as well as volume of production and trading of main fish varieties.

#### 4) Community Questionnaire

The Community Questionnaire will be administered to a small group of knowledgeable and responsible members (a minimum of 5 and a maximum of 15) of a representative community in each of the 870 EAs selected for the survey. This questionnaire will be used to collect information that is applicable to all households residing in the community. The administration of the Community Questionnaire will be the responsibility of the field supervisors. However, we ask that whenever possible, the enumerators assist their field supervisors in the completion of the Community Questionnaire, for example, by identifying knowledgeable individuals in each EA who might serve as members of the group of informants to whom the community questionnaire will be administered.

#### 5) Market Questionnaire

The Market Questionnaire will be administered to an assigned list of markets in each district. This questionnaire will be used to collect weight and price information on the non-standard crop and food units commonly reported as produced or consumed by IHPS respondents. This will be done by separate teams than the core field teams.

#### QUESTIONNAIRES ON CAPI

1. **Sample** mode **Cross-Sectional Instrument** for Household, Agriculture & Fisheries
2. **Sample** mode **Visit 1 Panel Instrument** for T-0, T-1, T-2, Household, Rainy Season Agriculture & Fisheries (exact modules enabled depends on Panel A vs. Panel B)
3. **Census** mode **Visit 1 Panel Instrument** for households and individuals that moved out of their original dwelling. In this questionnaire, the linkage between IHPS household members and IHPS gardens is manual, as if on paper – transferring IDs from paper to CAPI.
4. Sample mode **Visit 2 Panel Instrument** for T-0, T-1, T-2 in case of movement between visits, Household, Dry Season Agriculture & Fisheries (exact modules enabled depends on Panel A vs. Panel B)
5. Census mode **Visit 2 Panel Instrument** for households and individuals that moved out of their Visit 1 dwelling. In this questionnaire, the linkage between IHPS household members and IHPS gardens is manual, as if on paper – **transferring IDs from paper to CAPI.**
6. **Sample** mode **Community Questionnaire**

### **(b) Rationale for the IHS5**

The IHS5 will provide a complete and integrated data set that will update the poverty profile for Malawi. Sufficient consumption and expenditure information will be collected so that an estimate can be computed pertaining to the welfare level of survey households. In order to classify households as poor or non-poor, the per capita consumption level for each survey household will be compared to a poverty line that will also be developed using information collected through this survey.

As this is the third time the IHS5 panel households have been interviewed, the IHPS will provide the third round of data for an effort that will focus on the measurement and correlates of *poverty dynamics* among the same set of study households, i.e. poverty entry vs.

exit vs. persistence. Moreover, the extensive agricultural content of the IHS5 will enable researchers to comprehensively depict the linkages among household welfare, smallholder agricultural productivity and agricultural policy instruments, and the changing nature of the relationships among these phenomena overtime.

The IHS5 will serve a broad set of applications on policy issues including:

- Household consumption and expenditure patterns
- Smallholder agricultural production and productivity
- Sources of income and income-generating activities
- Asset ownership
- Health and nutritional status, and
- Education.

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

### 3. SURVEY ORGANIZATION

The IHS5 is being carried out by the NSO, and is designed to be nationally representative. That is, the information collected from the survey households will be used to estimate the characteristics of all households residing in Malawi. This is made possible by selecting sample households through the use of random selection procedures. The survey results will also be used to make district-level estimates of core living standards indicators as well as smallholder agricultural production estimates for main crop varieties.

The IHS5 is based on 32 strata - that is, populations for which the survey data should allow us to make reliable estimates of the characteristics of households and individuals in that population. The 32 strata are made up of all districts in Malawi (including Likoma) as well as the four urban centres, namely Lilongwe, Blantyre, Mzuzu, and Zomba. The regional distribution of the IHS5 strata is shown below:

Northern Strata	Central Strata	Southern Strata
Chitipa	Kasungu	Mangochi
Karonga	Nkhotakota	Machinga
Nkhata Bay	Ntchisi	Chiradzulu
Rumphi	Dowa	Mwanza
Mzimba	Salima	Thyolo
Mzuzu City	Mchinji	Mulanje
Likoma	Dedza	Phalombe
	Ntcheu	Chikwawa
	Lilongwe, Non-City	Nsanje
	Lilongwe City	Balaka
		Neno
		Zomba, Non-City
		Zomba City
		Blantyre, Non-City
		Blantyre City

**Cross-Section:** In each of the strata, for the cross-sectional sample, 384 households will be interviewed, with the exception of Lilongwe City, Lilongwe Non-City, Likoma and Nkhatabay in which 576 households (For Lilongwe City and Lilongwe Non-City), 32 in Likoma and 352 in Nkhatabay will be visited making a total sample size of 12,288 cross-sectional households. The total number of EAs selected for the IHS5 cross-section stands at 780, and 16 households will be interviewed in a given EA ( $768 \times 16 = 12,288$ ). The fieldwork of the cross-sectional survey effort will last 12 months, where the mobile teams will be expected to visit a pre-determined number of EAs in each month of the survey work.

**Panel:** The panel portion of the IHS5 sample is designed to give regional, as opposed to district-level, estimates. IHS3 involved 12,271 randomly selected households and contained both a cross-sectional and panel component. The 3,246 sample households selected as Panel A and Panel B households for IHS3 were then the focus of the IHPS. Each of the 204 Panel EAs contained 14-16 IHS3 households that **were tracked in IHPS**. Throughout the course of IHPS fieldwork in 2013, the field teams successfully tracked and re-interviewed at least one household member from 3,104 of the original 3,246 households. That being said, since the IHPS operation involved tracking all eligible individuals from these households and added all newly formed households to the sample, the final sample size of the IHPS was 4,000 households. In IHS4, 102 EAs were interviewed as part of the “panel” sample of households who were visited twice throughout the IHS4 field work. Throughout the course of IHPS fieldwork in 2016, the field teams successfully tracked and re-interviewed at least one household member from 1,908 of the original 1,989 households. The IHPS 2016 operation tracked all eligible individuals from these households and added all newly formed households to the sample increasing the final sample size of the IHPS 2016 to 2,508 households. The IHS5 will track and re-interview roughly 2,508 households from 102 of the original 204 Panel EAs. They will be visited twice during the IHS5 fieldwork.

You are one of the 4 enumerators assigned to each of the 18 mobile teams, which will also include a field supervisor and a driver. Hence, there will be 72 enumerators, 18 field supervisors and 18 drivers. Your work will be closely monitored by a field supervisor who will be responsible for assisting you in solving any problems that you may encounter during the administration of the survey. Each enumerator is expected to visit 4 households per cross-sectional EA and the number will vary for Panel EAs based on assignments from the team supervisor. Following the completion of all relevant tracking forms and questionnaires for a given household, the enumerators will “complete” the questionnaire on the CAPI tablet. Before doing so the enumerator will check to confirm that they have addressed all errors flagged by the CAPI application, they will have recorded any and all relevant notes within the comments section, and they will have taken the time to go through their work carefully to confirm that all information recorded is correct. The enumerator will also confirm that all GARDEN and PLOT tracks linked to the households are saved correctly in their Garmin device (this will be discussed at length in the Agriculture Manual). They will work with their supervisor to sync their tablet with the system so that the supervisor and management can do their jobs accordingly.

The teams will not leave a given EA until all questionnaires are completed and checked for consistency by the CAPI application, field supervisor, and the NSO management, and any call-backs to fix major issues within a questionnaire have been made.

The IHS5 is a complex survey. The length and detail of the Household, Agriculture and Fishery Questionnaires, the large sample size, and the year-long enumeration period may present a number of difficulties that the field staff is expected to strive through. You, as one of the enumerators, are the critical foundation upon which a quality data set for use in

analysis for decision-making can be built. Consequently, NSO has put in place a supervisory system to enable you to get the support that you require to effectively carry out the survey with the survey households.

As *an enumerator*, your responsibility entails completing in full the Household, Agriculture and Fishery Questionnaires, for 4 households in each of the cross-sectional EAs allocated to your team throughout the 12-month survey period along with all panel households assigned during the first 6-months of fieldwork. Your immediate supervisor is the *IHS5 field supervisor*. In order for you, the enumerator, to do a good job, you need to have adequate supervision and to be able to easily request rapid assistance if required. Your field supervisor is responsible for making sure that you are able to do your work properly and that you have the correct information and tools needed for the job. He or she will regularly sit in on your interview sessions with the IHS5 sample household members to assess your work. As the IHS5 management team will assess the performance of your field supervisor primarily on the basis of the quality of the data that comes from you and the other enumerators under his or her supervision, you should expect your field supervisors to subject your household questionnaires to rigorous examination. Field supervisors should be alerted to any problems you might encounter, whether concerning the administration of the survey itself or concerning logistical arrangements.

As part of the Household Questionnaire, you are also responsible for carrying out the anthropometric measurements of children that will be recorded in Module V. For the cross-sectional sample you will measure children between 0 and 59 months of age. For the panel sample you will measure all children that were measured in IHS3 or IHPS (based on the timing of IHS3, this means you will measure children up to 15 years of age) and new children between 0 and 59 months. You will have the necessary weighing scales and length and height measuring instruments for doing so. You will be responsible for scheduling the anthropometric measuring sessions with survey households that are assigned to you and that have such children. The manual will later present details on how anthropometric measurements as part of Module V should be undertaken.

The field supervisors will be responsible for the completion of the Community Questionnaire. One questionnaire will be completed for each EA selected for the IHS5; 860 Community Questionnaires in total. Although the Community Questionnaire completion is the responsibility of the field supervisors, you as an enumerator should assist the field supervisor in this task, if specifically asked by the field supervisor.

Finally, at the NSO Headquarters in Zomba, the national IHS5 management team will operate under the direct oversight of the Commissioner of Statistics. Administratively, the IHS5 management team is located within the Economics Division of the NSO, under the direction of the Assistant Commissioner responsible for the Economics Division. Within the Economics Division, the IHS5 Survey Coordinator will be responsible for the day-to-day activities related to the survey. He will be assisted by 10 other IHS5 Managers from the Economics, Agriculture and Information Technology Divisions. The analysis of the data that you collect will be the responsibility of the IHS5 management team. As tracking plays an essential role in the success of this survey operation, a tracking supervisor will provide the necessary guidance to each of the teams to ensure that ALL IHPS households that are part of the IHS5 and individuals are properly accounted for and both LOCAL and DISTANCE tracking are done in a timely manner. More details on the expectations for tracking and the role of the tracking manager will be provided in Section 8: Tracking.

## **4. THE SURVEY SAMPLE**

### **(a) Inclusion in the Survey**

Our ability to use the IHS5 to estimate characteristics for the population of Malawi as a whole is dependent on a random selection of survey households from a list of all eligible households in a survey EA.

As noted above, the total number of **cross-sectional** EAs selected for the IHS5 stands at 768, and 16 households will be interviewed in a given EA. For each EA, the field team will have a list of 21 households, 5 of which will serve as possible replacements, should any of the 16 originally selected households be unavailable for the interview for various reasons. Please do not replace a household without a valid reason. Always try to interview the original households by exhausting all your means to locate or convince the household to participate without jeopardising the quality of the data.

In regards to the panel sample, prior to the implementation of IHS3 the listing of households was performed to ensure a random selection of households for the survey. Following the process outlined previously, the total number of panel EAs selected for the IHS5 stands at 102 (same as in 2016). For each EA, the field team will have a list of target households from IHPS 2016 to be interviewed. When locating and identifying the households and individuals to be included in the survey sample, you **MUST** reference the T-0 forms provided by your field supervisor. **EVERY** household member listed from IHPS must be accounted for and their Visit 1 and Visit 2 statuses will be recorded when they are located. When identifying the individuals to be tracked the following criteria should be used: ALL IHPS 2016 household members that are not servants and are 12 years of age or above at the time of IHS5 should be tracked.

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

### **(b) Exclusion from the Survey**

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

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

in private dwellings are eligible for inclusion in the survey. The survey is not restricted to Malawian citizens alone.)

- Non-Malawian tourists and others on vacation in Malawi.

### **(c) Coverage Rules**

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

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

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

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

be cautious and use the criteria provided on household membership to determine which individuals make up a particular household.

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

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

*Some important notes to keep in mind when listing household members:*

- It is possible that the household head may not be residing in the dwelling at the time of the interview. He or she may be living and working, temporarily or permanently, in another part of Malawi or in another country.
- Boarding school students who are residing at boarding school but are still dependent on the household should be listed.
- Do not include military personnel, prisoners, or other individuals who are residing elsewhere (in such institutions) are not primarily dependent on the household for their welfare.
- Some household members may not be a relative of the household head. For example, a servant who lives in the household and does not keep a household elsewhere.
- Servants, other hired workers, and lodgers (individuals who pay to reside in the dwelling of the household) should not be listed they have their own household elsewhere which they head or upon which they are dependent.
- Children who are living with other relatives (for example, an aunt or uncle) should not be listed. They would be listed in the aunt/uncle's household.

## **5. PRE-ENUMERATION LISTING AND HOUSEHOLD SELECTION**

### **(a) Pre-Enumeration Listing**

The Enumeration Areas for the survey will have been pre-selected by the IHS5 survey management staff from a listing of all EAs in a district or urban centre using a randomised selection procedure. For the cross-sectional sample, 16 households will be randomly selected from a listing of all eligible households in an EA. The panel households have also been pre-selected.

As part of the IHS5 exercise, the NSO will have EA household listing teams go to all of the cross-sectional EAs selected for the IHS5 several weeks before the start of the field work operations. Using maps that NSO has prepared for the EAs, these teams will spend several days in each IHS5 EA to compile a list of all eligible households in the EA. The average number of households in the EAs selected for the IHS5 is about 300 households. However, note that some of the selected EAs have fewer than 100 households, while others have more than 700.

The aim of this exercise is to develop a list of all private dwellings within the EA. Non-private dwellings, such as prisons and hospitals, will not be listed, although private dwellings associated with institutions (e.g., caretakers. residences at a hospital) should be listed. No buildings that are not now dwellings should be included on the list. This includes dwellings that are in ruins or have been destroyed by fire so that they cannot be inhabited. However, vacant buildings that could be inhabited should be found on the list. The list will include a unique dwelling unit number for each dwelling found in the EA, together with some identifying characteristics of the dwelling so that you and others can readily identify the dwelling. Households residing in each dwelling will then be listed. When using the list,

you should bear in mind that it is possible for a single household to be resident in several dwellings or, vice versa, for several households to be resident in a single dwelling.

## **(b) Household Selection**

**Cross-Section:** The IHS5 management team will select households at random from the household listing for the EA (Form 1). 16 households will be selected in each EA, plus an additional 5 replacement households, in the event that one of the originally selected households cannot be found or is unwilling to participate in the survey. The field supervisors will be given the household listing form for each EA that will indicate the selected households. You will immediately locate these households within the EA and begin interviewing them as soon as possible. Every enumerator will interview 4 households in a given EA.

**Panel:** The IHS5 management team has compiled the list of IHPS 2016 households that are to serve as the base sample for IHPS 2019. The field supervisors will provide you with the T-0 forms for the set of IHS5 households located in your EAs that you are to visit as part of IHPS 2019. You will immediately locate these households within the EA and identify whether or not the household is still intact in their original location or if local or distance tracking will be involved.

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

Locating the households and beginning the interviews cannot be delayed. The Household Questionnaire is large. Likely you will have to make two or three separate visits over different days to each survey household to ask questions of all household members that you need to interview. You must complete interviews in a timely manner so that your team can stay on schedule.

You must also schedule with your households' appointments for the anthropometric measurements of children (varying age ranges based on the type of household: cross-sectional vs. panel). While your field supervisor will be responsible for the anthropometric measurements of children satisfying the age criterion, he/she should be assisted by you, if necessary.

## **Pre-Printed Roster Form**

The most important difference between cross-sectional and panel households is the pre-printed roster form, which we will call T-0, use for panel households. You will have this form for every household that was visited during IHPS, and it will contain the information that you will need to re-locate the household, and fill in the appropriate forms for both household members that remained in the household or that that have left. The "Tracking" section of this manual will give you all the details you need to complete this form and the other forms as needed. What is important for the household questionnaire is that you have the "y3\_hhid" number for the original household (which you must copy carefully and accurately onto the cover of the household questionnaire) and the original roster numbers for the respondents (which are needed to complete question 06\_1 in Module B).

## 6. COMPLETION OF THE HOUSEHOLD QUESTIONNAIRE

This chapter gives you important information on completing the household questionnaire, and should be read carefully so that you are familiar with the formatting conventions in the questionnaire, how to administer the questionnaire in your interviews, how to deal with the community and the respondents, etc. In the following Chapter, we will deal with specific module by module discussions.

**Please note that much of the discussion below pertains to the paper questionnaire. Although IHS5 will be implemented on CAPI, it is essential that you understand the content of the questionnaire and the flow of the modules and questions within the paper instrument before transitioning to CAPI.**

### (a) Questionnaire Translation

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

First, there are several key terms that reappear throughout modules or throughout the questionnaire as a whole. These terms include 'household', 'head of household', 'activity', 'occupation', 'business', a wide range of consumption items, and any number of other terms.

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

Secondly, the questionnaire should be administered in a language that the survey household members understand fluently. If you find that you have been assigned to conduct IHS5 interviews in an area in which most survey households are only fluent in a language in which you are not fluent, you must immediately inform your field supervisor. The field supervisor will immediately transfer you to another area or household, and an enumerator fluent in the language of that area will be assigned to conduct the interviews in your original area or household.

Finally, do not assume that your skills in Chichewa will allow you to conduct interviews throughout Malawi. Although Chichewa is the national language of Malawi, many rural residents are not fluent in the language. This is particularly the case in northern Malawi where Chichewa is not commonly spoken and in the lakeshore areas, where Yao is the predominant language spoken in the villages. If you know that because of language difficulties you will be unable to efficiently and accurately administer the questionnaire in the area to which you have been assigned, you should immediately make this fact known to your field supervisor and the IHS5 management team.

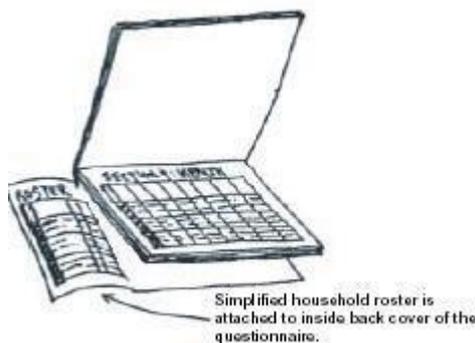
## (b) Questionnaire Formatting

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

The questionnaire is laid out in landscape (horizontal) format. Information on a particular individual within the household is to be recorded consistently on the same row of each module in which information on individual household members is to be collected. This is an extremely important instruction for you to follow in completing the questionnaire. An ID code is assigned to each individual in the household in Module B depending on which row is used to record the presence of the individual in the household. This same ID code and row should be used for that same individual in all subsequent individual-level modules. Any violation of this will entail that the information may be different. A good example will be where an ID assigned to a child aged 6 months is exchanged with an adult and may result in a situation where the child is married.

### *General Insights into how to fill the questionnaire*

The household questionnaire has a fold-out flap pasted to the inside back cover of the questionnaire. On the flap, you are to record the name, age, and sex of each household member, translating into a “simplified” household roster. The 12 rows of this table correspond to the 12 rows that appear in all modules in which information on individual household members is collected. When you fold out this flap, its rows align with the rows of the questionnaire modules.



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

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

To summarize, if the typestyle is in LOWER-CASE, the content (questions and/or responses) **MUST BE READ** to the respondent. If the typestyle is in UPPER-CASE, it **MUST NOT BE READ** to the respondent, but serves as an instruction or a response code for the enumerator.

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

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

A consistent coding for the same response types is used throughout the questionnaire. This means, for example, that for the coding of time units, 'minutes' will always be coded as '1', 'hours' as '2', 'days' as '3', and so on. It is important to note, however, that where certain

codes are not relevant in response to a question, the coding scheme for that question will not include some of the codes.

### **(c) How to Administer the Questionnaire**

All Cross-Sectional households will be visited **ONCE** over the course of the 12-month period and will be administered all modules at this time.

All Panel households will be visited **TWICE** during the first 6 months: the first visit will be in the first half (Months 1--3) of the six--month survey period, and the second visit will be 3 months after, in the second half (Months 4--6) of the survey period. The EAs are further broken into **Groups A and B**.

- The **Panel Group A EAs** will be administered the **Full Household Questionnaire** in the first visit, which will be followed by, if applicable, the **Agriculture Questionnaire Visit 1**, the **Fishery Questionnaire**, and the **Individual Questionnaire**.

This would leave the **Agriculture Questionnaire -- Visit 2** to be administered in the second visit. Also in the second visit you **MUST** update the T--0 form and Household Roster to reflect the current status of each household member and identify whether individuals have moved out of the household between visits.

- The **Panel Group B EAs** will be administered the **Light Household Questionnaire** (ONLY Modules A, B, and X) in the first visit, which will be followed by, if applicable, the **Agriculture Questionnaire -- Visit 1**.

This would leave the rest of the **Household Questionnaire**, and if applicable, **Agriculture Questionnaire -- Visit 2**, the **Fishery Questionnaire**, and the **Individual Questionnaire**. to be administered in the second visit. Again, in the second visit you **MUST** update the T--0 form and Household Roster to reflect the current status of each household member and identify whether individuals have moved out of the household between visits.

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

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

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

will mean that you will have to schedule interview times with each of the members of the household, possibly over several days.

**HOWEVER**, if a household member is not present at the time of the interview and the household head or spouse is recording information on behalf of one or more individuals then it is acceptable to administer the questionnaire one module at a time.

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

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

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

No person except your field supervisor, zone supervisor, or people from the IHS5 management team in Zomba should come with you when you interview. If an IHS5 staff member does accompany you to an interview, you should always be sure to introduce the staff member to the respondent, making clear to the respondent the purpose of the presence of the IHS5 staff member. In most cases, the IHS5 staff will be present to monitor the quality of your own work and to support and assist you in effectively carrying out your assigned tasks. The supervisors are instructed to not interfere with your administration of the questionnaire to the survey household respondents, but will later discuss with you in private any issues related to your administration of the questionnaire. If you have a technical/any other problem on which the supervisor can be helpful, you are free to ask him/her before leaving the household, but not in the presence of the household.

Any other persons unrelated to the IHS5 or to the household should not accompany you while introducing yourself to the household or be present during the interview. If any such individuals are present when you begin your interviews, you must politely request them to leave in order to respect the privacy of the survey household. If they cannot leave at that time, you should schedule the interview for a later time or move to a more appropriate place, when or where greater privacy can be assured. In the event that the respondent requests you that he/she wants to be joined by a non-household member, you have to honour their request.

Questions should be asked directly to those aged 10 years and older. If you need to collect information on younger children, you **MUST** interview the mother or guardian on their behalf. Administer the questionnaire **ONLY** to those identified on the household roster as household member.

As noted above, household members include boarding school students. It is also possible that a household member will be absent from the household for the entire period that you are undertaking the IHS5 administration in the EA. Collecting information on these absent individuals will be problematic, as they will not be able to respond to questions themselves. For these individuals, you will have to rely on the household head or, in the case of boarding students elsewhere, the individual in the household who is principally responsible for the well-being of the absent individual. Unfortunately, there is no optimal solution in collecting comprehensive, relatively accurate information for absent household members.

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

In general, if you encounter a different or unusual case in a particular module or modules for a survey household and are not sure what to do, enter all of the details in the comments section of the questionnaire and obtain as much information as possible to enable you to complete the questionnaire efficiently when you leave the household. After you leave the survey household, check this manual for guidance. If the solution cannot be found in this manual, you should consult your field supervisor as soon as possible.

When you have finally finished completing your interviews with all of the household members, you are to leave with the household an official letter (in Chichewa or English) of thanks. This letter is to serve as a record of the interview for the household, as well as another way to provide them with information on how the information collected from them will be used. Your supervisor should make sure that you have enough copies of this letter to distribute to the sample households that you will be interviewing.

#### **(d) Your Interactions with the Community**

In rural areas the EAs will consist of several small villages or one large village. In urban areas, EAs will cover parts of urban locations or neighbourhoods. As you will be working intensively for several days with community members in carrying out the survey, it is vital that you establish a good working relationship with community leaders and, for that matter, with all community members.

When you first arrive in a rural EA, the team must immediately present itself to the local group village headman and to the headmen of the villages in the EA to explain why you are going to be working in the area. You will be provided with an official letter of explanation from the Commissioner of the NSO and an ID badge to show them. In urban locations, identifying a local leader is more problematic. Make inquiries as to who might be considered local leaders when you first come to an urban location. These may be local business, religious, community policing, or political leaders.

Your work is not to be secretive. Please explain what it is you are doing to all community members who ask about your activities. You should be respectful, courteous, and patient with all community members. The quality of your work is to a large degree dependent on the level of cooperation you receive from the members of the communities in which the survey households reside.

If the general community attitude towards your work is negative, you likely will experience problems as you conduct interviews with the survey households in that community. You are expected to do all that you can in order to cultivate a courteous relationship with the community as a whole.

While your work should not be secretive, you must, however, respect the confidentiality and privacy of the survey household respondents when administering the questionnaire. This was emphasized in the previous section. Non-household members should not be present while you are conducting your interviews, unless specifically requested by the household. If you want to have a good reception from the community, they should be clear on what exactly you are doing. In the past, several enumerators have landed into troubles because of not clearly explaining why they were in a community and being suspected of foul play.

## **(e) Your Interactions with the Respondents**

The IHS5 is being conducted under the 2013 Statistics Act, and you are therefore empowered to collect this information from the respondents. However, the policy of the NSO is always to attempt to collect the information it requires with the willing cooperation of the public. You should therefore always be courteous and tactful in your dealings with respondents.

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

Be willing to answer any questions the respondents ask you about the survey and its particular contents. In most cases, the Introductory Statement in Module A of the questionnaire will provide a sufficient response. However, please refer to chapter 2 of this manual as well.

The survey interview will be long. This will be trying on your respondents' patience as well as your own. Nevertheless, the rules of courtesy and politeness **MUST** still apply. If necessary, you may break the interviews of household members into shorter interviews. However, the interviews with all household members should be completed within a span of 1 to 1,5 days at most.

At the start of the interview, you should always determine if the respondent has any appointments in the next hour or two. If there is sufficient time available to complete several modules of the questionnaire before the respondent's appointment elsewhere, you **MUST** proceed and complete as much of the interview as possible. When the respondent must leave, arrange for another meeting later in the same day or the next day during which the interview can be completed. You **MUST** note that the IHS5 is a "mobile" effort and not make unnecessary appointments in a given EA as you will only be present there for a short time.

Moreover, you **MUST** seek to develop a smooth-flowing interviewing style so that you can obtain all of the information required from an individual as efficiently as possible. This **MUST NOT** come at the expense of correctly administering the module.

In general, you **MUST NOT** unnecessarily test the respondent's patience by delaying the interview in any way, particularly through excessive probing on questions that the respondent feels that they have already answered to the best of their ability and recollection. Your interview technique for completing the questionnaire will improve dramatically as you gain experience. The guidelines in this manual should help you considerably. You should attempt a compromise between:

- maintaining a smooth-flowing, continuous dialogue that allows you to obtain all of the information required in the shortest possible time - that is, without testing the patience of the respondents by delaying the interview in any way - and

- allowing the respondents to ask any questions that they have about the survey so that they are convinced of its value and are cooperative. Doing so, however, will take time and will reduce the efficiency with which the interviews are completed. Do not encourage any questions from the respondents on issues unrelated to the IHS5, such as politics, religion, sports, etc...

In conducting an interview, if it is clear that the respondent has understood the question you have asked, you must accept whatever response the respondent provides you. Probe questions can be used to make sure the respondent understands the key element of the question being asked. There are several questions across the Household Questionnaire for which you are allowed to list more than one response. In these cases, please probe the respondent further as to collect more information, if applicable.

You **MUST** never second-guess the respondent or make the assumption that you have a better understanding of the condition of the individual or household than the respondent does. The function of the enumerator is **NOT** to verify that the information provided is correct. The analysts of the IHS5 are interested in what the respondent actually says. It is always possible that the respondent will lie to you or provide inaccurate information, but you, as the enumerator, should not make any judgements on the information provided. This is a problem for the analyst to take care of and **NOT** the enumerator.

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

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

Disciplinary action will be taken against any enumerators who consistently treat their respondents with condescension and a lack of respect, or who shows a pattern of re-interpreting the answers provided by the respondents. Do **NOT** make up your own answers for a question asked to a respondent. You are required to be objective in recording the responses.

## **(f) General Instructions for Completing the Questionnaire**

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

### **How to Read the Questions**

Read the questions exactly as they are written in the questionnaire, following the established order.

You should refer to the fold-out list (flap) of household members in order to verify the age of the individuals for modules that only apply to individuals within a certain age range. Closely follow the instructions of each section when asking the questions.

**Format of the Questionnaire**

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

Columns (vertical)

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

Columns and rows

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

**Format of the Questions**

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

Text area

This is the area where the text of the question is found. All of the questions are written as they are to be read to the respondents. Enumerators should not ask the questions according to their own criteria, except in situations where the respondent does not understand the question. In such situations, you must explain the content without changing the sense of the question. This is important to ensure that all respondents are answering the same questions.

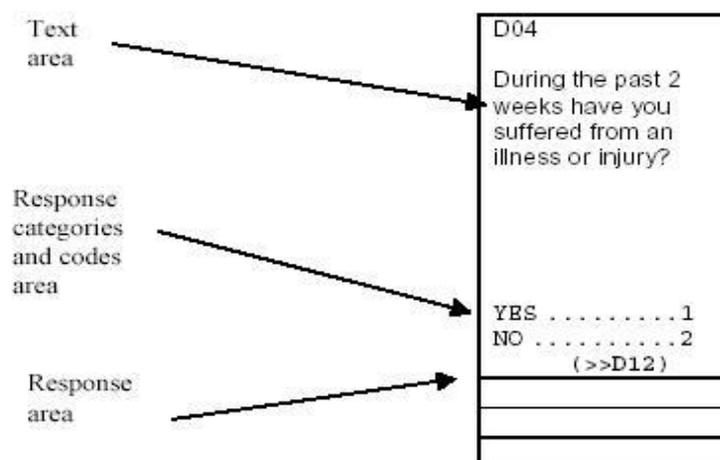
Response categories and codes area

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

Response area

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

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



## Types of Questions

There are three types of questions included in the survey.

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

*Example 1 – Recording information based on enumerator observation*

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

*Example 2 – Recording information based on previously supplied information*

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

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

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

B23	
What is your present marital status?	
MONOGAMOUS MARRIED OR NON-FORMAL UNION ... 1 (>>B25)	
POLYGAMOUS MARRIED OR NON-FORMAL UNION ... 2 (>>B25)	
SEPARATED ..... 3	
DIVORCED ..... 4	
WIDOW OR WIDOWER ... 5	
NEVER MARRIED ..... 6	

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

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

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

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

O06	
What is the <u>general texture of the soil</u> on this plot:	
READ ANSWERS	
sandy ..... 1	
between sand & clay . 2	
clay ..... 3	

### How to Record Responses

The responses received from the respondents should be written on the questionnaire in blue or black ink pen. Responses written in pencil can easily become smudged and difficult for the coders and key entry personnel to read and interpret. Responses should be written clearly in UPPER-CASE letters. This instruction is especially important for those questions that will be coded later, such as occupation and industry.

### How to Correct Mistakes

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

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

### The "Other" Category

In order to include all possible responses that may be provided, many questions include a response option of **OTHER (SPECIFY)** for you to be able to record responses that are not covered by any of the pre-coded responses. When you use this code, you **MUST** provide a brief explanation of the category.

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

### Historical Events and Ages

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

### Non-Response or Inability to Provide a Response

All questions that are not answered because of the skip pattern or general flow of the questionnaire should be left **BLANK**. No information should be recorded. However, there are cases where respondents will not answer an individual question, either because they do not know the answer or because they refuse to answer the question. In these cases, if you cannot get a response even after asking the question several times, the following codes should be recorded:

**Refuse to answer. . . NR**

**Do not know. . . . . DK**

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

### Flows and Skips

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

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

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

C10	
Have you ever attended school?	
YES . . . . .	1
( >>C12 )	
NO . . . . .	2

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

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

**Coding**

Where the question responses are pre-coded, you simply record the code for the category that matches the respondent’s response most closely. An example is provided below.

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

When the response to be recorded is a monetary amount or a figure, write the correct response in the corresponding cell.

- Record monetary amounts in Kwacha with no decimal point. **DO NOT INCLUDE TAMBALA.** For any tambala amounts, round to the nearest Kwacha.
- For any amounts over MK 1,000, include “a comma” as shown below.

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

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

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

## Reference period

Past One Week (Last 7 days)	The seven days prior to the interview. If the interview is done on a Wednesday, the last 7 days are the days since the previous Wednesday.
Past One Month (Last 30 days)	The 30 days prior to the interview. If the interview is done on the 10th of the month, the last 30 days are the days between the 10th of the previous month and the day of the interview.

## Respondents

Each module is clearly marked with the group that is supposed to respond to the module. In some cases, all individuals in the household will provide responses to the module, for example, Module B: Household Roster & Module D: Health.

In other cases, only individuals above a specific age will provide responses to the module, for example, Module C: Education & Module E: Time Use & Labour, which are administered only to those individuals 5 years of age and older.

Finally, some modules will be administered only to the best-informed individual in the household on the topic, such as Modules F and onward.

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

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

It may also be difficult to meet with the household head because, while he or she is resident in the household, he or she is too busy working to speak with you. You should make every effort to speak with the household head at his or her convenience. If however, after repeatedly finding it impossible to speak with the household head, you should seek out the person best able to respond for the household head, depending on the module being administered. Sometimes you just need to make an appointment for an appropriate time to meet him/her, which may be at an awkward hour. Some respondents may only be available early in the morning, late in the evening or during weekends. It is the responsibility of both enumerators and field supervisors to arrange for appropriate times for the interviews.

## General Notes

- **DO NOT RUB** out wrong answers. Cross out the wrong answer with one line, and write the corrected answer beside it. Crossing out of errors must be done in a clearer and more consistent manner. It is ultimate responsibility of the field supervisor to ensure that each change is unambiguously visible and clear.
- Please ensure that you write numbers clearly numbers. Some numbers can be confused with one another if not written clearly, e.g. 0 and 6, 1 and 7, 2 and 0, 4 and 6, 5 and s, etc..., as illustrated during training.
- The majority of the modules require that you fill out both the start date and time at the beginning of the module and the primary respondent ID and end time when you reach the end of the module. You **MUST** fill out these fields so that management knows exactly how long it took to administer each module.
- We do not expect to see a lot of DK. It is your responsibility to probe and help the respondent to determine the answer, and **ONLY** accept DK (don't know) as a last resort.
- If quantity is 0, then unit should be blank, e.g. G06, G07.
- Enumerators should be very careful in completing questionnaires where the household roster flap may not line up with questionnaire rows.
- Continue to write comments for anything to specify or to describe any unusual situation. These comments will help us in Zomba to understand, and make it easier for you because we will not have to send the questionnaire back to ask for explanations.
- Enumerators **MUST** identify all households assigned to them within the first day in the EA. They can also take to on which households were identified and any problems that may have been faced (with names or other listing information). They should not write any notes on the Listing Form (Form 1). If there are any households that are difficult to identify or possibly refuse to participate, they must report these cases to their Field Supervisor as soon as possible.

## **7. MODULE BY MODULE DESCRIPTION FOR THE HOUSEHOLD QUESTIONNAIRE**

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

### **Module A: Household Identification, Survey Staff Details, Introduction, and Table of Contents**

*Respondents: Household Head*

*Direct informants: Household Head*

**Modules A and B should be fully completed before going on to other modules.**

### **ASSIGNING HOUSEHOLD IDS**

**Cross-Sectional:** 12-digit identifier

- Composed of 3-digit District ID, 2-digit TA ID, 3-digit EA ID, and 4-digit

**Panel:** Assigned 4-digit identifier.

- 2508 IHPS households assigned IDs 0001 – 2508. Each of these 2,508 households will generate 1 Panel questionnaire with a T-0.
- Each 2016 4-digit identifier will transform into a 7-digit identifier through question **A14**.
- In A14 you record the lowest IHPS roster ID number. A14 combined with the 4-digit base ID creates the unique identifier for IHS5 panel households.

This module is used to collect information on the survey household in order to identify the household if it is necessary to re-interview the household members in the future and to identify the household for data analysis purposes. Information is also collected on who among the IHS5 staff members processed the questionnaire at various stages of the data collection and entry.

**Household Identification:** It is critical for later analysis that you adequately identify the location of the household you are interviewing. Please fill in A01 to A03 with the required information on the district, TA, and EA in which the household is located, noting the codes for each, as well as the names of the district and TA, as specified in Form 1.

**A01 & A02.** The codes for the district are listed in the ANNEX at the back of this manual. TA codes will be given to you by your Supervisor.

- For the TA code, if the code starts with zero, please write this in the first cell of A02.

**A03.** Your field supervisor will provide you the EA code for A03. Of course, all survey households within a given EA will have the same EA code.

**A04.** Write down the name of the village or urban location in which the survey household resides.

**A05 & A07.** In the future, NSO plans to conduct additional interviews with selected survey households from the IHS5. The descriptions of the location of the household together with the full name the household head are necessary to accurately identify the survey household in the future, even in the absence of you or your field supervisor.

**A06 & A08.** Use code information that will be taken from the household and dwelling list that you will have updated at the start of your work in the EA.

**A08.** If members of the household reside in several dwellings, note here the code of the dwelling in which the household head resides.

**A09.** Record the IHPS y3\_hhid from the tracking form.

**A11.** If this household is in the same location as IHPS, code it as 1 and move to question **A13**. If the household has moved to a new location that is less than an hour away within the same EA **AND** this person has been or will be interviewed by the team before leaving the EA, then the household is considered a local tracking case and should be coded as 2. If the household has moved to a new location more than an hour away or was interviewed by the distance tracking teams, then it is a distance tracking case and should be coded as 3.

**A12.** If the household has moved from its original location, write the name and roster ID of the tracking target in this household. If the household is an original household, the tracking target will be the household head. If the household is a split-off household, the tracking target will be written on the T-2 tracking form that had information to help find the household. Copy the roster ID number of the tracking target from the pre-printed roster sheet. It is extremely important that you copy this number accurately as it will be used to link the data between years of the survey.

**A13.** You will write the name of the current household head. If the household head is the same as the head at the time of the last survey, this response will be the same as question 9. If the head has changed, you should write the name of the new head here.

**A13\_1-A13\_4.** In these questions you must report the district/TA, STA or Town/Enumeration Area and Place/Village Name. If you do not know the exact code, then you must fill in the description on the line to the right of the boxes for the required codes.

**A14.** Write the lowest IHPS Roster ID number present in Section B, Question 6. This question should be filled out after the completion of the household questionnaire. For example, if Section B, Question 6 has both Roster ID number 02 and 05, then 02 should be the response to this question after completion of the household questionnaire. 99 should **NEVER** be recorded in this question.

**A14 & A31.** **A14** is filled in Visit 1 and should consist of a description of the location of the household that will uniquely identify the dwelling unit, allowing one to readily find the dwelling within the EA. You **MUST** include detailed directions on how to locate the household so it can be easily found in Visit 2 and later rounds of the survey. The directions should start from the main road leading us to the dwelling. Include any landmarks (schools, churches, clinics, etc.) that you pass, proximity to the traditional leader, and any other details which will assist us in finding the dwelling at a later date. **A31** needs to be filled out in Visit 2 if the household has changed locations and must again include detailed instructions on how to reach the dwelling.

**A15 & A32.** Record the GPS coordinates of the dwelling after allowing adequate time for the GPS unit to acquire signal. This is done for **each visit separately**.

**A16 & A33.** Record the code that best describes the weather conditions at the time of measurement. See descriptions below.

**A17.** If the household has a telephone, whether a landline or a cell phone, you **MUST** record this number as it will be of considerable use in the future, particularly in urban areas.

- The contact names in **A18, A19 & A20** should be of individuals from other households who will know where the survey household will have gone, if the household moves its residence in the coming years. These individuals may be relatives, religious leaders, village authorities, or other well-informed individuals, preferably within the same community.

- We recognize that in urban areas establishing contact persons may be more problematic. Nevertheless, you **MUST** make every effort to identify contact persons, who will be helpful in tracking the household in the future, if need be.

You **MUST** solicit contact information in **A17 through A20 & A34** as comprehensively as possible to ensure the success of future efforts.

**A21-A22 & A35-A36.** You must fill out A21-A22 & A35-A36 with your own details noted here.

**A23 & A37.** This table provides the start and end times for each day that you interviewed the household. The “attempt 1” date that you write in should be the date that you **first began** interviewing members of the survey household for Visit 1 or Visit 2. Attempts 2 and 3 reflect information regarding the 2<sup>nd</sup> and 3<sup>rd</sup> interviews at the household, respectively.

**A26-A29** and **A40 - A46** are to record the other individuals who will be involved in processing the questionnaire through data entry and cleaning.

**Page 4.** You **MUST** read the letter of introduction on **page 4** of the questionnaire confidently, and then give time for the respondent to ask questions. The interviewer should explain the content of the questionnaire: Education, health, employment, agriculture, etc. There are three different versions of the introduction and you will need to select the one that is appropriate to the household that you are interviewing. ALL households should be read “CONVEY THE FOLLOWING INFORMATION TO THE RESPONDENT:”. If the household is a cross-sectional household, they should be read “CROSS-SECTION”. If the household is part of the main panel fieldwork and is not a split off household, they should be read “ALL PANEL” and “IHPS Households.” If the household is a split off household, you should read the “ALL PANEL” and “Split-Off Household” section. All households should then hear the “All” section before you begin the interview.

If the head of household is unwilling to allow you to proceed with the interview, please contact your field supervisor as soon as possible. The field supervisor should then talk to the household head to make an effort to obtain their cooperation. If the field supervisor also is unable to convince the original household to participate in the survey, you will go to a **replacement household for cross-sectional EAs** as instructed by your Supervisor. As noted above, you **CANNOT** simply choose one of the replacement households, but must use the first replacement household. If you have already used the first replacement household to replace another household, use the second replacement household in line, and so on. A replacement household can **ONLY** be used with the authorization of the field supervisor.

There is a table of contents for the questionnaire on page 4. Please use this to quickly find your way around the questionnaire.

## **Module B: Household Roster**

*Respondents: All individuals.*

*Direct Informants: Questions B01 – B07: Household head; Questions B09 – B28: Individuals 10 years old and older and guardians/caretakers on for children below 10 years.*

**Modules A and B are supposed to be fully completed before going on to other modules.**

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

The initial respondent to this module should be the **household head**, if available. If he or she is not available, the most senior member of the household present should respond to B01 to B07. The questions that follow should be asked of the individuals concerned or, in the case of young children, their mother or guardian.

The household roster is where the membership of the household is determined. Several of the key issues relating to this module were discussed earlier in this manual.

**B02-B04.** You **MUST** complete B02 to B04 before continuing with other questions in this module. A guideline for **probing questions** are provided in the column at the far left on page 6 of the questionnaire in order to obtain a full listing of individuals who normally live and eat their meals together in the household.

**Household Head.** List the head of household on **LINE 1 (ID Code 1)**. The spouse(s) of the head, and children should be listed next. Then list other household members that are relatives, ending with household members who may not be related to the head.

• **Make sure that the person you list as head of household in Module B (ID code 1) is the same person that is noted in Module A.**

**B02.** In writing the names of the household members, be sure that you uniquely identify the individuals. If two individuals in the household have the same name, ask about any nicknames or other ways in which the two persons can easily be distinguished from each other.

*Some important notes to keep in mind when listing household members:*

- It is possible that the household head may not be residing in the dwelling at the time of the interview. He or she may be living and working, temporarily or permanently, in another part of Malawi or in another country.
- Boarding school students who are residing at boarding school but are still dependent on the household should be listed.
- Do not include military personnel, prisoners, or other individuals who are residing elsewhere (in such institutions) are not primarily dependent on the household for their welfare.
- Some household members may not be a relative of the household head. For example, a servant who lives in the household and does not keep a household elsewhere.
- Servants, other hired workers, and lodgers (individuals who pay to reside in the dwelling of the household) should NOT be listed, IF they have their own household elsewhere which they head or upon which they are dependent.

**B03.** You must ask about the sex of the individual in B03. Do not use the name of the individual to assume the sex of that individual.

**B04. Relationship to head.**

- Adopted child (code 3): A child voluntarily accepted as ones' own child, although he is a child of other parents.
- A Lodger (code 14) is someone who is a non-relative who pays to live in the dwelling. For example, they may rent one room in the dwelling.
- Other non-relatives (code 15) are non-relatives who live in the dwelling but do not pay. This could be a friend of the household head.

**B04\_1. Phone Number.**

- List the phone number for every household member reported.

**B05 & B06.** In B05 and B06 both age and month & year of birth are asked. B06 is **ESSENTIAL** for **children**. For panel households you should compare this information with that on the pre-printed tracking form. If there are differences, you should probe to find out the real information from the respondent. Indicate the correct age on the new roster. You should also make a note on the observations box that the pre-printed date was incorrect.t

- For those 5 years of age and younger, request to see the child's health or immunization card to determine the birth date for the child. For Catholics, ask them to give you a booklet called "Ulendo wa Banja Lathu," this has all the ages of the family members.
- For older individuals who may have trouble determining the month and day of their birth, complete as much of B06 as you are able to. Please make use of the national calendar of events to assist in determining the ages of such individuals.
- In B05, for those aged 6 years and older, the age in years refers to completed years according to their last birthday.
- In B05, for children 5 years of age and younger, round months to above or below 15 days. That is, if a child is 6 months and 20 days old, report 7 months; if 6 months and 13 days old, report 6 months.

If using a paper questionnaire, after determining who the household members are, the Enumerator should take a few minutes to complete the Flap before proceeding to B07. Kindly ask the respondent to excuse them while they fill in the Flap. Then continue to B07. This **MUST NOT** take long, as it may put off the respondent.

**B06\_2 & B06\_3.** B06\_2 and B06\_3 are to be filled out at Visit 2. B06\_2 should identify whether or not the household member previously appearing in Visit 1 is still present in the household at Visit 2. B06\_3 reports the age in years and months for the respondent at Visit 2. You should compare this information with the age reported in Visit 1 and confirm that the information is correct.

**B07.** B07 asks for cumulative months of absence over the past 12 months.

- For example, if an individual was absent once over a period of 3 months, and again over another period of 1 month in the past 12 months, you should write 4 in B07.

- You should include portions of a month of absence in the calculations here. Include the portions in determining the total cumulative absence.
- For example, an individual who was away for one period of 6 weeks (1.5 months), another period of 3 weeks (0.75 months) and a Fourth period of half a month, the total cumulative absence was 2.75 months. Reported as 3 months. (See the next point on rounding.)
- In reporting the total cumulated absence that includes such portions, round down if the portion of a month is less than half, round up if it is over half. If exactly half, round down. For example, if an individual was absent in total for 3 months and one week, report 3 months; if 3½ months, report 3 months; if 3 months and 3 weeks, report 4 months.
- In the previous example, where the total cumulative absence was 2.75 months, report 3 months.

**Roster Flap.** Fill in the rows of the table on the roster flap with the required information (name, age, sex) on each household member, making sure that you list each member in the exact row in which he or she was listed in B02.

- It is **ESSENTIAL** to verify that you have listed each household member in the correct row. **If you do not do so, considerable errors in data entry and analysis are inevitable.**
- When you have filled in the flap on the inside back cover, complete the remaining questions in Module B.

**B08.** Include any meals eaten. So if the person only eats breakfast in the household each day of the week, the response is 7.

**B10 - B14.** These are asked only of those individuals who have lived elsewhere prior to their present place of residence.

- **District** and **Country** codes are in the **ANNEX**.

**B12.** Round down of number of years in current location. If the person has been in this location for less than 12 months, enter "0".

**B13.** The response to B13 should be the **most important** reason why the individual moved to his or her present residence.

Note the skip codes in the response codes for **B16** and **B19**, and that **B17** and **B20** are only asked if the father or mother of the individual, respectively, has died.

**B23 - B28.** No questions are asked after B23 concerning children aged less than 12 years.

**B23.** Do not assume that the religion of the head of household will be the religion of all others in the household.

**B24.** Marital status.

- The 'married' marital status does not require that the relationship between man and woman be an official marriage. It can be a non-formal union that began without public ceremony of any sort.

- Both men with multiple wives and women who are married to a man with more than one spouse should use code 2 (polygamous) to describe their marital status.
- Separated refers to a marital state concerning a man and woman who no longer live together as husband and wife, without being legally divorced.

**B26.** Concerning men who have more than three wives residing in the household, you should include this in the comments section listing the ID code(s) of the additional wife/wives there. You should also highlight this to your field supervisor.

## **Module C: Education**

*Respondents: All individuals 5 years old and older*

*Direct informants: Individuals 10 years old and older.*

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

You **MUST** administer this module *one row (individual) at a time, NOT page by page*. After asking all possible questions on one individual, the enumerator should move to the second individual and ask all applicable questions, and repeat this process for all applicable individuals.

**C03.** It is possible that two household members report on the education information for one child. There is only space for one household ID. Record the person who seems most knowledgeable about this information.

**C07.** Up to two reasons for never attending school can be given. Put the most important reason first.

**C08.** Highest class ever attended.

- Note that nursery/pre-school is given code 0. This is to allow Standard 1 to be coded as 1, Standard 2 as 2, etc.
- Nursery/pre-school is a school for children who are not old enough or not ready to attend primary school. Usually attended by children less than 6 years of age.
- Post-secondary educational institution that offers specialized training, usually for teachers, but also for other occupations (agricultural extension, banking and finance, religious professionals, etc.)
- A person may have attended a class level, but not completed it. Record the highest class level attended regardless of whether or not the individual completed that level.
- Older individuals may have attended school when the Malawi educational system was different from what it is now. The current system was instituted in the 1970s. Please use the following table to determine the current equivalent class level attained by older individuals who completed their education in the 1960s or earlier. You should use the current equivalent class level when completing C08 for such individuals.

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

**C09.** Highest education qualification refers to the various levels of educational attainment recognized by the Malawian educational system for those who successful complete the necessary schoolwork and examinations, e.g., PSLC (Primary School Leaving Certificate), JCE (Junior Certificate Examination), MSCE (Malawi School Certificate Examination), diploma, degree.

- If an individual sat an examination for an educational qualification, but did not pass, you should report the lower qualification he or she actually achieved.

**C12.** This question is being asked to determine whether an individual is currently repeating the same class that they attended the previous academic year. Be **ALERT** to the fact that the answer to C08 and C12 may be the same.

**C14.** Up to 2 reasons for the individual not continuing his or her education may be given. If more than one reason is given, put the most important first.

**C15.** Note the skip code, as highlighted above. For all individuals who are not now in school and were not in the previous 12 months, you **MUST** skip to the next module. For individuals who are not now in school, but did attend school within the previous 12 months, you **MUST** skip to C22 to collect educational expenditure information on these individuals.

**C16.** Do not expend too much effort in determining exactly what type of school the individual attends. As noted earlier, unless there is obvious evidence to the contrary, you should take the respondent's answers as sufficiently accurate.

- If the respondent does not understand the question, ask what the name of the school is. The name of the school can give you enough information to determine what type of school it is.

**C17.** Day scholar, in contrast to a boarder or boarding student, is a student does not live at the school in which he or she is enrolled. Usually, she/he lives at home.

**C20-C21.** This is asked to collect information on how events and circumstances **over the past year** may affect school attendance.

**C22.** Note that payments made by family and friends outside of the household **MUST** be included here. Potential educational transfers from the Government, development organizations/institutions, NGOs, etc.... should not be included as part of educational expenditures in C22. These social educational transfers would instead be captured in Social Safety Nets Module. Read C22 exactly as written on the questionnaire and remind the respondent to exclude social educational transfers, if any.

**C22A.** The extra fees here include those additional fees that the teacher or headmaster requires parents to pay.

- An example of such fees are those that parents are often asked to pay in government schools to enhance the salaries of teachers and headmaster and provide the instructors with a sufficient level of wage as an incentive to be diligent in their teaching duties.

**C22F.** In determining the value of all contributions, be sure to include any in-kind contributions - labour, materials, or the like. In estimating in-kind payments, the respondent should estimate what he or she would have to pay for the item contributed if they purchased it in the market.

**C22G.** Costs associated with transportation to school should be included here.

**C22 TOTAL.** If the individual respondent is unable to disaggregate educational expenses by categories, but can provide a total figure spent on educational expenses, this value should be written here.

- **IF** the individual is able to disaggregate expenditures in C22A to C22-H and **IF** you are certain that all expenses have been accounted for, you do not need to provide a total amount in **C22-TOTAL**. This cell can be left blank.

## **Module D: Health**

*Respondent: All individuals.*

*Direct informants: Individuals 10 years old and older.*

In this module, information on both the recent and long-term health status of each household member is asked. Information should be collected on all members of the household. Information on the health condition of children below 10 years should be asked of their mothers or caregivers.

Note that the recall period in this module changes as one moves through it: There are three reference periods in this module; the last 2 weeks, the last 4 weeks, and the last 12 months. The nature of the outcomes that we are trying to measure influences the reference periods that we use. For instance, it makes sense to ask about a certain set of health expenditures in the last 4 weeks, i.e. out-patient consultations and medicine purchases, whereas the 12-month reference period is more appropriate for other types of health expenditures, i.e. hospital stays. Please ask the questions as instructed and written on the questionnaire, mentioning the appropriate reference period.

All health-related payments collected throughout this module **MUST** include the value of associated “in-kind” payments, which are payments in terms of goods and/or services, as opposed to money.

**D02 and D03.** These are filled in by the interviewer without asking the respondent.

**D04.** It is important for you not to assign an illness status to the respondent, but to let the respondent identify his or her own illness status. If they report having no illness in the last 2 weeks but look visibly ill, you **MUST** nevertheless record them as having no illness, and never be judgemental.

**D05 - D07.** D05 through D07 are about the illness or injury suffered in the last 2 weeks. While D05 determines the nature of the illness or injury, D06 asks about the person that diagnosed the condition and D07 inquires about the action taken to find relief.

**D05.** Note that there is space for recording information about two possible health problems that the individual may have suffered from over the past two weeks.

- For those individuals reporting more than one health problem, you must be consistent in recording information about the first problem in the column for “Problem 1” and about the second problem in the column for “Problem 2”
- Do **NOT** use the two columns to record MULTIPLE responses about a SINGLE problem.

**D06.** Diagnosis is the process of identifying or determining the cause of a health problem through patient examination and/or review of laboratory results.

- If more than one individual diagnosed the medical problem, report the one who has the most formal medical education or training. The list of options in the questionnaire shows the priority order.
- Medical workers have more formal medical education or training than traditional healers. If both a medical worker at a health facility and a traditional healer diagnosed the illness, you should report the medical worker as having diagnosed the illness.
- Traditional healers tend to use locally available traditional remedies to treat illnesses. They may also employ magic or religious methods in the treatment of their patients.

**D10-D12.** It is in these three questions that expenditures on all health-related goods and services over the **past four weeks** are reported.

- Make sure that the respondent does not report a specific health-related expenditure in more than one of these categories. They should not report a purchase of drugs, for example, in both D12 and D14, when only one purchase was made. You must avoid double-counting of the same expenditures here and throughout the questionnaire.
- Include the MK value of any in-kind payments made, such as items given in payment. In estimating in-kind payments, the respondent should estimate what he or she would have to pay for the item(s) used in payment if they purchased it in the market.

**D10.** This concerns all expenditures in the **past 4 weeks** related to illnesses or injuries, including the costs of diagnosis and treatment. These costs should also include costs related to seeking diagnosis and treatment from traditional healers or some other non-formal health care provider.

**D11.** This focuses on preventative health related expenditures. These are expenditures related to activities undertaken to prevent illness and to safeguard one's health. They include expenditures at pre-natal clinics for expectant mothers, costs at post-natal clinics to monitor infant growth, and expenditures for nutrition programmes and general physical examinations.

**D12.** This asks for total expenditures on medicines acquired outside of the official system. These are primarily over-the-counter drugs that do not require a doctor's prescription to acquire. Several examples are given in the question.

**D13 - D21.** These concern the costs associated with hospitalisations and overnight stays with a traditional/other healer over the **past twelve months**. Note that in-kind payments made should be valued in MK, and counted as part of the total costs.

**D17 - D22.** These are questions asked to determine the household economic impact of health expenditures, as such costs often can severely affect the economic wellbeing of a household.

**D24 - D29.** These questions assess the presence and, if so, the extent of difficulty associated with performing a set of tasks, including seeing, hearing, walking/climbing steps, remembering/concentrating, self-care, and communicating. They **MUST ONLY** be asked of individuals at least 5 years of age.

**D31 - D32.** These questions **MUST ONLY** be asked of individuals at least 5 years of age who have exhibited any level of difficulty performing any of the functions specified in D24 through D29. D31 inquires separately about the presence and, if so, the extent of reduction in the amount work performed at home, school (if applicable), and work (if applicable).

**D33 - D36.** These are questions related to chronic illness. Such illnesses are of relatively long duration, usually with a slow onset, with long-term negative effects on health. Chronic illnesses can be contrasted to acute illnesses, which come suddenly and, once cured, usually do not have long-term effects.

Space is provided in D34 to report more than one chronic illness. Usually a single chronic illness among several will be the more important, with the other illnesses resulting from the principal illness. This principal illness should be reported first.

- If the individual is suffering from more than two chronic illnesses, list the two most severe or most debilitating.

**D35.** This question only allows space for reporting on the duration of time the individual has suffered from one chronic illness, years/ or months. Please report here on the principal chronic illness from which the individual is suffering.

**D36.** If more than one individual diagnosed the medical problem, report the one who has the most formal medical education or training, similar to the instructions for **D06**.

**D37 & D44.** These are filled in by the interviewer without asking the respondent.

**D38.** This **MUST ONLY** be asked of children less than 15 years old.

**D46.** Who assisted in delivering this child?

- "Traditional birth attendants" are members of the community who are called upon by community members to assist at births. Usually, they are self-taught or informally trained.

The respondents may not always be able to differentiate between doctors/clinical officers and nurses, as there are male nurses and doctors are also more likely to be male. One of the ways in which information is recoverable is asking about possible complications during the delivery (not the specific nature of the complication but rather whether there was any complication) to deduce the nature of the health staff that would have been involved in the delivery.

**D47-D48** asks for individuals above 5 years if they received any vaccination in the past 12 months and the cost of the vaccination. Vaccinations may be for cervical cancer, Hepatitis, yellow fever,

## **Module E: Time Use & Labour**

*Respondent: All individuals 5 years old and older.*

*Direct informants: Individuals 10 years old and older.*

Information for this module is collected **ONLY** from household members aged 5 years and older. Guardians/caretakers **MUST** answer on behalf of the children aged 5 to 9 years.

Note that the recall period changes through this module.

The reference period for **E06\_1 through E06\_8** is the **LAST 12 MONTHS**.

The reference period for **E07 through E15** is the **LAST 7 DAYS**.

The reference period for **E16** is the **LAST 4 WEEKS**.

The reference period for **E18 and on-ward** is the **LAST 12 MONTHS**.

In Module E, from E18 and on-ward, detailed information is collected about:

- ✓ Wage Employment (Main & Secondary)
- ✓ Unpaid Apprenticeships
- ✓ Ganyu Labour
- ✓ Exchange/Free Labour

All other income-generating activities, such as (i) working in the nonfarm sector on own-account and/or running a non-farm household business, (ii) farming and/or livestock management, and (iii) fishing/fish processing and/or fish trading are covered in **Household Questionnaire: Module N, Agriculture Questionnaire, and Fishery Questionnaire**, respectively.

See **ANNEX "WORK AND INCOME EARNING ACTIVITIES COVERED IN THE IHS5"** for examples of work/income activities, and where they would be captured in the IHS5.

If the questions are asked to the respondents as they are written on the questionnaire, the confusion between the coverage of Module E vs. Module N would be clarified to a great extent. From E18 and on-ward, we are trying to capture paid or unpaid work for **non-household members** in the last 12 months. Module N collects data on **household enterprises**, which are associated with self-employed household members who work on own-account or own a business.

Below are examples of jobs that **MUST NOT** be listed in E18-E45:

- A tailor who repairs clothing and shoes at her stall in the Mzuzu City market
- A business woman who goes to South Africa to buy clothing and then brings it to Blantyre to sell in the market
- A trader who buys maize from remote villages and transports it to Salima to sell
- A brick layer who works on his own-account for different stores/shops in town when they need repairs
- An individual who makes charcoal with wood from the Zomba plateau and then carries it to sell by the roadside
- An individual who owns his own car and uses it as a taxi in Lilongwe
- An architect who designs roads and consults with *many different* firms and the government for different projects

→ These jobs **MUST** be recorded in **Module N**, **NOT** in **Module E**.

- Rents land to grow tobacco
- Grows local maize and banana on land he owns
- Keeps goats

→ These jobs **MUST** be recorded in the **Agriculture Questionnaire**, **NOT** in **Module E**.

- Fisherman on the shire river
- An individual selling fresh fish caught by the household
- An individual selling processed fish caught by the household
- An individual selling fresh fish purchased from non-household member fishers

→ These jobs **MUST** be recorded in the **Agriculture Questionnaire**, **NOT** in **Module E**.

**E02 - E04.** These questions are filled in by the interviewer without asking the respondent.

**E06\_7.** This question is filled in by the interviewer without asking the respondent.

**E07 - E12.** These questions ask about time spent on some economic activities, and the recall period is the **LAST 7 DAYS**. These questions may require making some calculations. If the respondent cannot remember the number of hours over the past 7 days, ask for the number of hours in one day and ask how many days the task was done. Then multiply the number of hours by the number of days to get the total number of hours for the last 7 days.

**E06\_1a. Farming activities** should capture ALL activities between land preparation and planting and crop harvest, as well as post-harvest activities tied specifically to the **own farm operations** and the specific products that are produced on the household farm, which includes processing and marketing of own products.

**E06\_1b. Livestock activities** should capture ALL activities associated with keeping and raising livestock (including work animals) as well as production and marketing of livestock and livestock products.

**E06\_1c. Fishing activities** should capture full-time fishing, part-time fishing, fish-processing and fish trading, as defined in the Fishery Questionnaire.

E07\_1. We will capture up to 5 crops in accordance with importance (importance defined as value addition in terms of non-market (consumption) or market (commercial sales) terms). During the last 7 days, these crops could have been (i) standing in the field, (ii) harvested or in the process of being harvested as early as the day before the interview, (iii) undergoing processing for later non-market or market purposes (for creating by-products), (iv) have been sold in the market - These possibilities are in accordance with how farming activities are defined below.

And "crops" should include rainy & dry season crops as well as tree and permanent crops. You can create a list of codes specifically for these questions, adding tree and permanent crops at the **end** of the list of rainy & dry season crop codes.

E13. This question is filled in by the interviewer without asking the respondent.

E14 - E17. These questions concern individuals who did not engage in any activities during the **LAST 7 DAYS**.

E18 - E31. These questions concern wage employment.

- Note that *ganyu labour* is **EXCLUDED**. Questions on *ganyu labour* are asked later.
- Farming land that is owned or rented is **NOT** wage employment.
- Note that the coding of the occupations and industries will be done by the supervisors, **NOT** the enumerators.

E19. **Occupation**. The main employed occupation over the past 12 months is either an individual's only occupation **OR** the occupation that the respondent worked the most hours, if the respondent worked at more than one job.

For individuals with two occupations with the **same number of hours**, the **main employed occupation** is the one that **gives the largest income**. If equal in number of hours and income, the one that the respondent considers as his or her main occupation should be noted.

Occupation refers to the kind of work the person does or the kind of the work he/she did, when he/she was working for the first time. This question is to enquire specifically about the nature of the job he/she is doing most of the time in the last 12 months.

**If the person uses vague answers such as Civil Servant, Businessman, or 'Labourer', ask him/her the exact type of job he/she did most of the time, and then write the occupation in the space provided.** The occupation will best be described by such job titles as teacher, driver, cook etc. If a person moved from job to job, you will only record that occupation he/she is engaged in during the reference period or the last 12 months. If a person has two or more occupations enter the one in which he/she spends most of his/her time.

Try to get comprehensive answers, for example, it is not enough for a respondent to inform you that he/she is a teacher. Probe to find out if he/she is a primary or secondary school teacher etc. Record secondary school teacher or whatever the case maybe. Below are some of the **vague answers** and some probing to assist you to arrive at a **correct answer**. Refer to the **ANNEX** for **Occupation Codes** (ONLY for your reference BUT the use of your field

supervisor) for the level of clarity that is expected of you while recording information on occupations.

Vague Response	Probe and Ask if He/She is a...
Doctor	Medical, Dentist, Veterinary (Doctor)
Engineer	Civil, Electrical, Chemical, Mechanical, etc...
Civil Servant	Economist, Nurse, Clerk, Accountant, etc...
Technician	Chemical Engineering Technician, Civil Engineering Technician, Electrical Engineering Technician, etc...
Inspector	School Building, Safety and Quality, Policeman, etc...
Clerk	Secretary, Transport, Library, Stock, etc...
Labourer	Mining, Road Construction, Building Construction, etc...
Cleaner	Domestic Helper, Office, Hotel, etc...
Driver	Driver for NSO, Driver for Cotton Factory, etc...
Manager	Administrative, Finance, Personnel, Marketing, etc...

**E20. Industry/Main Products/Services.** This question is to determine the economic sector in which the respondent works. Write a description of what the establishment where the respondent worked does.

- Industry refers to the activity of the establishment in which an individual works at his or her occupation. An industry is usually identified on the basis of the nature of the goods and services produced.
- Do **NOT** write the exact name of the company or the institution, except for those individuals who work for government ministries, or official/ public organizations.
- Do **NOT** write a generic description such as “workshop”, “industry”, “factory”, etc. since **this would not provide enough descriptive information.**
- Refer to the **ANNEX** for **Industry Codes** (ONLY for your reference BUT for the use of your field supervisor) for the level of clarity that is expected of you while recording information in E20. Provide a clear description of the place where the individual works, such as auto repair workshop, factory that makes leather shoes, sale of life insurance, etc...
- If the place where the person works produces more than 1 item (such as a factory that produces two different items) list the main/primary item produced.

**Example:** A person may be an accounts clerk and employed by a dairy farmer. His occupation is ‘Accounting Clerk’ but his industry is ‘dairy farming’.

Below are some more specific probing guidelines for recovering better industry information:

<b>Response</b>	<b>Suggested Probing Questions</b>
Factory	What kind of goods does the factory manufacture or make? E.g. shoes, fruit juices, clothes, etc... For instance, if a respondent says he/she is working in a factory which manufacture sweets, record "Sweets manufacturing." Alternatively, if you cannot determine what the factory produces, ask the respondent to give you the name of the factory and record this name.
Construction	What does the company build? E.g. Roads, dams, electrical plant, etc... For instance, if the company builds houses, then record "building construction."
Mining	What type of mine is it? E.g. coal, gold, diamond, etc... For instance, if gold is mined, record "gold mining."
Shop	What does the shop sell? E.g. shoes, clothes, groceries, etc... For instance, if the shop sells groceries, record "sale of groceries."

<b>Examples</b>	<b>E19/E33/E47: Occupation Written Description</b>	<b>Code to be Entered After Interview</b>	<b>E20/E34/E48: Industry Written Description</b>	<b>Code to be Entered After Interview</b>
Secondary school teacher at Zomba community day school	Secondary School Teacher	13	Community Day School	93
Watch guard at Zomba community day school	Watch Guard	55	Community Day School	93
Accountant at Zomba community day school	Accountant	11	Community Day School	93
Islamic Madrasah teacher at Mosque in Balaka	Madrasah Teacher	13	Mosque	93
Nursery school teacher at Save the Children	Nursery School Teacher	13	Save the Children	93
House girl for a private house	House Girl	54	Private House	96
Logistics Clerk at Coca Cola plant	Logistics Clerk	39	Coca Cola	31
Guard at a private residence	Watch guard	55	Private house	96
Teller at Stanbic Bank	Teller	39	Stanbic Bank	81
Receptionist at the Hotel Lilongwe	Receptionist	39	Hotel Lilongwe	63
Traditional healer in the village	Traditional healer	59	Personal services in medicine	93
Weigh bridge clerk at Chizunga Tea Factory	Weigh Bridge Clerk	39	Chizunga Tea Factory	31
Shop attendant at Barazi Clothing Shop	Shop Attendant	45	Barazi Clothing Shop	62
Sugar cane cutting supervisor at sugar processing Company	Sugar Cane Cutting Supervisor	70	Sugar Processing Company	31
Driver for cement factory	Driver	98	Cement Factory	36
Driver for Taxi company	Driver	98	Taxi Company	71
Cotton buyer for a cotton factory	Cotton Buyer	42	Cotton Factory	32

<b>Examples</b>	<b>E19: Occupation Written Description</b>	<b>Code (to be entered after interview)</b>	<b>E20: Industry Written Description</b>	<b>Code (to be entered after interview)</b>
Cassava vendor in the street	Street vendor	45	Retail - food	62
Garden boy for a tobacco company	Garden Boy	54	Tobacco Company	31
Bar girl for bottle store and rest house	Bar Girl	53	Bottle store and Rest house	63
Store attendant in a tyre shop	Store Attendant	45	Tyre Shop	62
Security guard working for Securicor	Security Guard	55	Securicor	95
Gate attendant for Zomba Municipal Services	Gate Attendant	55	Zomba Municipal Services	91
Labourer at maize and cotton estate	Labourer	99	Maize and Cotton Estate	11
Carpenter for the Chitakale tea estate	Carpenter	95	Chitakale Tea estate	11
Bricklayer for a building contractor	Bricklayer	95	Building contractor	50
Police officer	Police Officer	58	Police	91
Food worker for Zomba District Forest Office	Food Worker	53	Zomba District Forest Office	91
Village headman	Village headman	22	Public administration	91
Building architect for architecture /contracting firm	Building Architect	02	Architecture/Contracting Firm	50
Labourer for a road construction company	Construction Labourer	99	Road Construction Company	50
Leaf turning at a tea factory	Leaf Turner	99	Tea Factory	31
Ground labourer for Southern Region Water Board	Ground Labourer	99	Southern Region Water Board	41
Construction worker for MASAF project	Construction Worker	99	MASAF	93
Ganyu labourer (for main or secondary job)	These questions are <b><u>NOT</u></b> for <i>ganyu</i> labourers; <i>ganyu</i> labour is captured in E55-59.			

**E25, E27, E39 & E41. Last payment for wages/salary.** For a job that was recently started and no payment has been received as of the interview date, the respondent should provide information on the expected payment instead.

**E25 - E27.** E25 & E26 ask about the last payment for wages/salary paid for the main job in the last 12 months, while E27 & E28 asks about allowances and gratuities, which include allowances and per diems paid to business employees and civil servants for costs related to travel, fieldwork, workshops, and the like.

- The amount reported in **E27** should include hotel accommodation payments directly made by the employer on behalf of the employee, if any.
- In estimating the value of in-kind allowances or gratuities in **E27**, the respondent should estimate what he or she would have paid for the item, had they purchased it in the market.

**E32.** The question asks if the respondent worked for a wage/salary/commission/any in-kind payment at a **secondary occupation**, EXCLUDING *ganyu labour*.

**E33 - E45.** The questions on the secondary job questions are exactly the same those for the main job, i.e. E19-E31.

**E46 - E54.** The questions ask about any unpaid apprenticeship in the last 12 months.

- Note that main or secondary job in the last 12 months may have been a “paid” apprenticeship, which is **NOT** the same as the unpaid apprenticeship.

**E55 - E59.** These questions ask if the respondent has engaged in *ganyu labour*.

- *Ganyu labour* is short-term labour hired on a daily or other short-term basis. Most commonly, piecework weeding or ridging on the fields of other smallholders or on agricultural estates. However, *ganyu labour* can also be used for non-agricultural tasks, such as construction and gardening.

**E59.** If the respondent is unable to compute an average daily wage that they received for *ganyu labour* over the past 12 months, ask them to estimate how much they would expect to receive at the time of the interview if they did a day’s work of *ganyu labour* of the sort of piecework most commonly done at that time of year.

- In estimating in-kind *ganyu* payments received, the respondent should estimate what he or she would have paid for the item received as payment, had they purchased it in the market.

**E60 - E63.** These questions pertain to exchange labour (*chipeleganyu*) or working for free for a neighbour/relative (if, for example, they are sick).

**E07\_1.** Ask the respondent to list up to 5 crops that he/she worked on during the last 7 days, listed in accordance with importance (importance defined as value addition in terms of non-market (consumption) or market (commercial sales) terms). During the last 7 days,

these crops could have been (i) standing in the field, (ii) harvested or in the process of being harvested as early as the day before the interview, (iii) undergoing processing for later non-market or market purposes (for creating by-products), (iv) have been sold in the market – These possibilities are in accordance with how farming activities are defined in E06\_1a, E06\_1b, E06\_1c above. "Crops" should include rainy & dry season crops as well as tree and permanent crops.

**E67-E71.** These questions pertain to household members search for for more or different work than they might already have.

## **Module F: Housing**

*Respondent: Head of Household*

*Direct informants: Head of Household or Most-Informed Adult Household Member.*

Information in this module is asked primarily of the head of household, who may be assisted by other informed adults within the household. In the absence of the head of household, the most-informed adult member of the household should be selected as the respondent.

**F01.** Asks about security of tenure.

- If the household is living in their house without ownership or paying any rent and without authorization, then they are squatters. Use “Free, unauthorized” (code 5).
- If the household is living in the house for free but is authorized to do so, you should use “Free, authorized” (code 4). For example, the household may be staying in a house provided for free by a relative.

**F02.** The respondent should be clear that this is a hypothetical question and that you are not inquiring to buy the property on which the dwelling lies or about whether they would want to sell it in the near future. We are essentially interested in recovering information on what the respondent would have paid for it, had they tried to purchase the exact property on the market. Taking this into consideration, have the respondent estimate a sale price, as best as they can.

- Make sure that the price is for the dwelling and the residential plot of land (which may include an agricultural garden) upon which it is located only. However, make certain the price does not include the value of land used for commercial or agricultural purposes upon which the dwelling may be located.

**F03.** Have the respondent estimate a rental rate that they could charge for the house, as best they can. Same caution that should be used for F02 is also applicable here. You **MUST** clarify to the respondent, if necessary, that the question is hypothetical.

**Ownership & Rights Questions.** Remember the responses to these questions are not all expected to be the same. It should be however a respondent perceives ownership and rights. Even if a person’s name is not listed on an ownership document, the respondent may still

assign them ownership and the right to sell or bequeath! That being said, wherever possible, you **MUST** ask to see the ownership document.

**F06 - F09.** These should be filled in by the enumerator, **WITHOUT** asking the respondent.

**F06.** Types of General construction materials used for dwelling unit. Definitions are:

- **Structure:** A structure is defined as “any unit of construction that has four walls or an all-round wall, a roof and at least one door irrespective of the type of construction materials used”. Buildings, caravans, tents, and tinned houses are some examples of structures. Based on the materials used for construction of wall and roof, the structures in the IHS5 are classified into three major groups: permanent, semi-permanent and traditional.

- **Permanent structure:** A permanent structure is one having a roof made of iron sheets, tiles, concrete or asbestos, and walls made of burnt bricks, concrete or stones. These include caravans and tinned structures. Permanent structure is built from modern building materials that are available from suppliers of building materials and hardware cement, iron sheeting, specialized flooring materials, burnt/fired red bricks, and so on. Note, however, that burnt/fired red bricks made by household members themselves should be considered to be permanent materials even though they were not purchased.

- **Semi-permanent structure:** Semi-permanent is the term used here for a mix of permanent and traditional building materials. A semi-permanent is one lacking construction materials of a permanent structure for wall or roof. These are structures which are built of non-permanent walls such as sun-dried bricks or non-permanent roofing materials such as thatch. Such a description would apply to a house made of red bricks and cement mortar, but roofed with grass thatching.

- **Traditional structure:** Traditional structures are those made from traditional housing construction materials. These materials are taken from common natural resources - unfired mud brick, grass thatching for roofs, rough poles for roof beams

- The **Dwelling** may be defined as any structure; permanent, semi-permanent or traditional where people live and sleep. It may be a hut, house, stores with a sleeping room or rooms at the back or sides, a shelter of reeds/straw such as those used by fishermen, or any other structure where people sleep.

- Dwellings made up of several separate structures are most commonly found in rural areas, as where separate sleeping huts are constructed for various members of a household.

**F08.** Roof material.

- Concrete (response 4) can be a roof in the case that there is a flat roof since the building has an unfinished floor above it.

**F09.** Only if the enumerator cannot see the floor inside the dwelling unit, this question could be asked to the respondent.

- If two or more different types of materials are used for the walls, roof, or floor, you **MUST** report the material that is used in the majority.

- Record the floor finishing. For example, if there is a cement floor with tile covering/finish, record tile.

**F10.** Number of Rooms. Total number of rooms, include bedrooms, dining rooms, study rooms, habitable attics, servant's rooms, kitchens, rooms used for business purposes etc. as long as they meet the criteria of walls and floor space.

- Do not count passageways, verandas, lobbies, bathrooms, toilets, garages and storerooms as rooms even if they meet the above criteria.

- A room used for both eating and sleeping counts as 1 room.

- If a room is divided by fabric, folding screens, cartons, plastic or other temporary material, the room is considered as 1 room.

(INSTRUCTIONS CONTINUE ON THE NEXT PAGE)

- Minor rooms in the dwelling should be excluded from the room count. These include bathrooms and toilets, storerooms, carport/garage, khondes, and so on.

- However, you should include all other rooms, including rooms that are usually unoccupied, such as those that are reserved for guests. If there are rooms which are not being used/are not occupied, they should be included/counted. For example, two people live in a house with seven bedrooms, all bedrooms should be counted.

- Note that many houses in rural areas will consist of a single room. These should be included in the room count.

- For example, all of the qualifying rooms in the separate houses of dwellings made up of several separate structures should be counted.

**F11.** Rechargeable lamp should be listed under "Other (Specify)"

**F12.** Main source of energy for cooking. Ask about the main source of energy used by household for cooking and mark the appropriate response. It is possible that a household may use more than one source of energy at any one time. In that case, you **MUST** record the one that is most often used. Only one code should be marked with respect to the categories provided.

**F13 - E18.** These questions ask about firewood use in the household.

**F16.** Time **MUST NOT** include the time that may be spent on other activities on the way to collect firewood.

**F19.** If a person has an electricity line going to the dwelling but that it has been disconnected, the response **MUST** be recorded as "No."

**F21 - F27.** These questions ask about electricity availability and use.

**F22.** If less than 1 week, enter "0".

**F25.** Electricity payments.

- It is possible that someone has electricity but does not pay. For example, if someone lives on a compound (as part of a church, for instance).
- This should include pre-paid electricity services. In those cases, the length of time (F26) will refer to the length of time that the last pre-payment would cover, some of which may extend into the future.

**F31 – F33.** These questions pertain to the MTL telephone services. This can be a landline or a cordless MTL telephone.

**F34 – F35\_3.** Cell phones.

- Be alert to ownership of cell phones by household members other than the head of household. Probe to collect information about all phones owned by any household members.
- **This question should also help you to recover contact information for household members other than the head of household, who may not have reported their cell phone numbers in Module A but happen to own cell-phones.**

**F36 – F40.** Water sources.

- **Unprotected well** - A well from which to draw water, the surroundings of which and whose well shaft is not lined in concrete or other impermeable material. In consequence, polluted water can easily drain into the well, potentially posing a health hazard.
- **Piped into house or dwelling (house connection)** - Where tap is available in the living quarters occupied by the household.
- **Piped into yard/plot** - If the household members fetch water for domestic use from a tap located outside the house, which is within its premises and is for their exclusive use.
- **Communal stand pipe** - If the members fetch water from a community stand pipe i.e. other members of the community also fetch water from the stand pipe.
- **Open well in yard/plot (unprotected well)** - This is an artificial means of water supply from underground obtained by boring or digging, if the water is not in any way protected from contamination, and on the household's property.
- **Open public well (unprotected well)** - This is an artificial means of water supply from underground obtained by boring or digging, if the water is not in any way protected from contamination, and not on the household's property.
- **Protected well in yard/plot** - Where efforts have been made towards erecting structures around the well or other means have been made to protect the water from contamination, on household property.
- **Protected public well**- Where efforts have been made towards erecting structures around the well or other means have been made to protect the water from contamination, not on household property.
- **Spring** - This is a natural water supply source from underground. It is a simple outcropping of water to the land surface.

**F36:** Water source.

- Most people that report responses 8-12 in E36 will not pay anything in F37.  
(INSTRUCTIONS CONTINUE ON THE NEXT PAGE)

- Just because the household may use a “plastic bottle or container” to drink water, it does not mean that the main source of water is “bottled water.” The household could easily fill a plastic bottle/container from a spring or purchase bottled water. You need to clarify with the respondent if this is purchased bottled water or they are using an old bottle to transport water.

**F41-F42\_1.** Type of facility.

- Flush toilet - This refers to the type of toilet which is characterized by the draining of human excreta by rush of running water.

- VIP - (Ventilated Improved latrines) - This is a ventilated pit latrine which is defined as an onsite means of human excreta disposal in a hygienic, low cost and more acceptable manner. The primary features of VIP latrines consist of an enclosed structure (roof and walls) with a large diameter (110mm), PVC vertical ventilation pipe running outside the structure from the pit of the latrine to vent above the roof. They often will have concrete slabs containing the latrine hole

- Traditional latrine w/roof means is an ordinary pit latrine built without health or hygienic related specifications. It does not have a vent pipe, but has a roof.

- Traditional latrine w/o roof means is an ordinary pit latrine built without health or hygienic related specifications. It has neither a vent pipe nor a roof.

- No Facility - This refers to the use of bushes, grass/field and other open spaces as toilet facilities.

**F46.** Refer to the household roster/flap to answer this question. Do **NOT** ask to the respondent.

## **Module F\_1: Land Roster**

In IHS5 we will be identifying **ALL LAND** owned or where household members hold use rights for any piece of land, either alone or jointly with someone else, irrespective of whether the parcel is used by your or another household, and **irrespective of the use of the LAND** (including dwelling land, agricultural, pastoral, forest and business/commercial land).

*Cross Section;*

We will construct a list of the gardens/land that a household either owns or has use rights.

*Panel;*

Land from IHPS 2016 will be prefilled into the CAPI application, you will need to update the ownership status of the current season for each piece of land.

You will then add all additional land that a household might have acquired during the last 3 years.

A **GARDEN** is a continuous piece of land that is NOT split by a river or a path wide enough to fit an ox-cart or vehicle. A **GARDEN** can be made up of **ONE** or **MORE** plots.

**F1\_0:** Question 0 is a filter question to identify which households need to be administered this module. If no household members own or hold use rights to any pieces of land, irrespective of use of the land, the module is not administered.

**RESPONDENT ID:** The respondent identification is the identity of the person responding for the respective parcel, recorded from the household roster. The respondent should be the most knowledgeable household member for each parcel. Therefore, the respondent may differ for each parcel.

The optimal respondent should be identified through a discussion amongst the enumerator and all adult members of the household (or as many as possible) prior to beginning the module. During this meeting, the roster of parcels should be recorded and the optimal respondent identified for each.

**F1\_1:** The roster of parcels should contain all parcels for which any household member(s) holds use rights or owns at the time of the interview. **The first parcel listed should be the parcel on which the household resides.**

#### **GARDEN AND PLOT SKETCH MAP**

Before you start feeding in information into the questionnaire, draw a sketch map with the farmer's input on the location of all gardens and plots. The dwelling (the household's house) is at the centre of this map. Be sure:

- Include landmarks, such roads, churches, rivers, etc., and
- Note the approximate walking distance in minutes/hours from the dwelling. (This will help in your planning when you need to go and measure the gardens with GPS)

The parcel name must be unique to each parcel, as it will be used to refer to the specific parcel throughout the remainder of the module. In the case of panel surveys, or surveys with multiple visits, parcel names referring to a crop grown, for example, should be avoided as that may change over time.

#### **Naming Notation of the Land.**

For all Land on which cultivation is done; the naming notation will be as follows;  
RG prefix for the Gardens cultivated during the rainy season, e.g RG01 Mangasanja Road Garden.

DG prefix for the Gardens cultivated during the dimba/dry season, e.g DG01 Mangasanja Road Garden.

TG prefix for the Gardens with the Tree Permanent Crops, e.g TG01 Mangasanja Road Garden.

For all non-cultivated land (residential, pastoral, fallow etc), all LD as the prefix to the name. e.g LD01 Zomba Dwelling Land.

**F1\_1\_1:** Ask Respondent if they were the ones that walked around the piece of land to identify the boundaries of the land with the enumerator during the IHPS 2016.

**F1\_1\_2:** Ask the Respondent if after the land measurement during the IHPS 2016 they were informed of the size of the Gardens in the IHPS 2016.

**F1\_2a:** Record the farmer's estimate of the of the garden. Many smallholders are likely to give areas as acres and as fractions of acres, probably not more detailed than  $\frac{3}{4}$ ,  $\frac{1}{2}$ , and  $\frac{1}{4}$  of an acre. You MUST convert the fractions to decimals as follows:  $\frac{3}{4}=0.75$ ,  $\frac{1}{2}= 0.50$  and  $\frac{1}{4} =0.25$ , and fill in the areas with two decimals. You MUST make sure that the decimals are correctly registered in order to avoid data entry errors at a later stage. Note the following conversions:

**1 acre  $\cong$  4000 m<sup>2</sup>  $\cong$  0.4 hectares**  
**1 hectare =10,000 m<sup>2</sup>  $\cong$  2.5 acres**

If any local area measurement unit is used, it should be converted into acres and recorded in this column. The following guidelines can be used:

- An acre is a measure on the ground of approximately 70 yd x 70 yd or half a standard football field;
- By casually walking round a square of 50 steps by 50 steps, one covers an area of approximately  $\frac{1}{4}$  or 0.25 acres;
- An area measuring 22 yd x 22 yd covers 0.1 acres; and
- An area measuring 16 yd x 16 yd covers 0.05 acres.

**F1\_2b:** GPS Measurement of LAND area, coordinates for the starting point and number of satellites used. During the IHS5, you will measure all GARDEN areas using a handheld GPS device. Detailed directions on GPS use can be found in the ANNEX 2.

**F1\_2\_1:** Specify the household member that identified and walked around [GARDEN] boundaries for GPS-based area measurement.

**F1\_2\_2:** Specify the household member(s) with whom the GPS-based area for [GARDEN] was shared at the time of the area measurement.

**F\_1\_3:** This question asks how the LAND was acquired.

- Most smallholder farmers will have acquired their pieces of land through customary procedures from local leaders or from the family of their spouse.
- In some areas, particularly around the urban centres, land may be purchased, either officially (with title) or unofficially.
- Customary land is granted by local leaders.
- Land can also be acquired by inheritance.
- Leasehold is a common method for estate owners to acquire their estate land. Leasehold means the land has been surveyed, has sketch map, and has a title deed. The land is leased (rented) from the government on a long-term basis, i.e. for a 33-year term, a 99-year term, or similar long terms.

Note that this question is not interested in whether land has title deeds or not or whether money change hands or not. The real interest is how the present owners or controllers, **NOT** their parents or grandparents, got the access to that piece of land.

**F\_1\_5:** Record the primary use of the land.

**F\_1\_5\_1- F\_1\_5\_3:** Record when the GARDEN was cultivated basing on the prior discussion you had with the respondent while drawing the sketches.

**F\_1\_6:** Question 6 identifies the owner(s) or use right holder(s) of the parcel, as reported by the respondent. Multiple household members may be listed, as joint ownership/use right holding is common. The owner in this question is not necessarily the person who is listed on the title as the owner. We want the person or people within the household or outside the household who claim ownership.

**F\_1\_7:** This module only seeks to identify the possession of documents that are pre-determined to be legally recognized in the given context. Question 7, therefore, asks about the possession of documents issued by or registered at a specific government agency(ies). Examples of relevant documents are embedded in the question to provide context to the respondent and to clarify that documents other than title deeds are relevant.

**F\_1\_8:** If the response to question 7 is “yes”, question 8 is answered to record the specific type of documents held by the household, and which members are named on each. Response options must be customized at country level to include all legally recognized documents. Rental contracts of some form should be included, as long as rights are legally protected.

To minimize errors in naming and classifying documents, a photo aid containing an image of all legally recognized documents should be shown to the respondent.

**F\_1\_9:** The right to sell the parcel is captured in questions 9 and 10. Question 9 is a filter question, asking if any household member has the right to sell the parcel, either alone or jointly. That is, if any household member has the right to sell whether that be alone or with the approval/signature/etc. of another person either within or outside the household, the respond should be “yes”.

**F\_1\_10:** List the identification codes of the household members who have the right to sell the parcel. If there are any external members who have the right to sell, enter the code accordingly. This question is skipped for parcels acquired through short-term rentals (<3 years) and sharecropping-in, as these types of arrangements do not allow selling land.

**F\_1\_11:** The right to bequeath the parcel is captured in questions 11 and 12. Question 11 is a filter question, asking if any household member has the right to bequeath the land, either alone or jointly. That is, if any household member has the right to bequeath whether that be alone or with the approval/signature/etc. of another person either within or outside the household, the response should be “yes”. This question is skipped for parcels acquired through short-term rentals (<3 years) and sharecropping-in. Here, bequeath is defined as the ability to transfer rights to the parcel either in life or in death. When the owner(s) bequeaths a piece of land, it means that he/she gives or leaves the parcel by oral or written will, to another person(s) after the death of the owner in question.

**F\_1\_12:** List the identification codes of the household members who have the right to bequeath the parcel. If there are any external members who have the right to bequeath, enter

the code accordingly. This question is skipped for parcels acquired through short-term rentals (<3 years) and sharecropping-in.

**F\_1\_13:** Question 13 identifies the likelihood of involuntarily losing ownership/use rights to the parcel in the next five years. Responses are made on a scale from 1 to 5, with 1 being not at all likely and 5 being extremely likely.

This question is asked about each owner/use right holder separately who was identified in question 6 (but asked all to the same land-level respondent). This formulation of the question allows for the observance of intra-household insecurity, for example involuntary transfer of rights from female to male household members, although these involuntary intra-household transfers may be underreported when using proxy respondents. For parcels acquired through short-term rental (<3 years), the question will be asked for likelihood of involuntary loss in the remaining duration of the contract.

## **Module G: Consumption of Food Over Past One Week**

*Respondent: Individual primarily responsible for the preparation of food.*

*Direct Informants: Individual primarily responsible for the preparation of food.*

Information in this module should be asked of the individual in the household who is primarily responsible for food preparation for the household, with the assistance of other food preparers and the head of household, if applicable.

At the beginning of Module G, it is important to remind the respondent of the purpose of the survey and its confidential aspect, so that reliable answers could be solicited.

Module G is asking questions on the **total consumption** (*quantity*) of food items in the past week, which can come from purchases, own-production, and/or gifts.

The module also asks about the *monetary value* of food items that were consumed over past one week and that came from purchases. This is important to understand since the modules **DOES NOT** necessarily ask about *expenditures* on food items that were bought over past one week.

**Example:** If in the past week the household purchased a large amount of maize or dried fish from a wholesaler, you **MUST NOT** record the entire value of that purchase. Instead, you **MUST** record the *monetary value* of the maize or fish that was purchased **AND** consumed by the household in the past week.

You **MUST** first ask G01 for **ALL ITEMS** in the list, **BEFORE** asking the rest of the questions **one row at a time**, ONLY for items that have a YES (1) value for G01.

You **MUST** closely study the units of food consumption included in the questionnaire.

For any food item that is **NOT** reported in terms of a unit that is part of the unit codes, you are expected to do as much as possible to estimate with the respondent a standard unit (KG, Gram, Litre, Millilitre) equivalent of the consumption reported by the respondent.

A **PHOTO AID** will be helpful while working with the respondents that may have hard time describing the **SIZE** of a given food item consumed in the past 7 days. Refer to the **ANNEX**, for a list of food-nonstandard unit combinations displayed in the photo aid, and how *units of consumption* should be recorded for each case. Food items with units included in the photo aid have an asterisk next to them.

It is possible that individual household members will have consumed some food over the past one week independently of the other household members. As you are administering Module G, you **MUST** prompt the respondents from time to time to remind them to consider such individual consumption as they are answering your questions. This is particularly *necessary* for the questions under the sub-heading “Cooked Foods from Vendors (food codes 820 to 830)”. Often enumerators forget the fact that this is not for an individual member or the respondent but for the entire household.

**G01.** This question is asking whether any member of the household **CONSUMED** over past one week any type of food as listed.

- If any of the items were given to animals OR were purchased but not consumed OR were given for free but not consumed, they **SHOULD NOT** be reported as part of household consumption.
- For instance, if the household just bought a 50 KG bag of rice but has not eaten any of that or any other rice, the response to **G01** should be **NO** for rice.
- There are a number of food items listed by their food group. At the end of each food group, there is a space for “**Other (Specify)**”. To administer this question, ask “*Did your household consume any other [NAME OF THE FOOD GROUP] over the past one week?*”

**G03.** This question asks the quantity of food items that a household (respondent OR any other household member) has reported to have consumed over the past week. The question has two parts where you need to record:

- **Quantity Consumed:** This is a **Number**. If only part of the purchased food was consumed, please ask your respondent to estimate the portion consumed.
- **Unit Code for the Quantity**, to be selected from a list of units indicated on the right side of the page.
- For instance, where a household has consumed two (2) kilograms of maize, you need to record 2 on the column for quantity and one (1) on the column for unit.

**G04.** This question asks of the total food items consumed as reported in G03, how much came from purchases.

- For example, of the two kilograms of rice that the household consumed over past one week, only one (1) kg may have originated from purchases. In this case, you **MUST** record, one (1) in quantity column and one (1 for KG) in the unit column.
- Consumption out of the business inventory, such as a grocery inventory, **MUST** be considered as consumption originating from purchases.

**G05.** This question asks the amount of money that was paid to purchase the food reported in question G04. Note that G05 refers ONLY to the *monetary value* of the consumed food that came from purchases.

**G06.** This question seeks to capture the amount of food that was reported to have been consumed (in G03) that came from *own-production* (i.e. own farm/garden etc.). Similar to the other questions, both *Quantity* and *Unit* MUST be entered here.

- “Cooked foods from vendors” is crossed out. This is because the questions on the value of these items that came from own-production DO NOT apply to such items. These items MUST either be purchased or be provided them as gifts from other individuals.

**G07.** This question seeks to capture the amount of food that was reported to have been consumed (in G03) that came from either *gifts* OR *sources other than purchases or own production*.

**G08.** This question seeks to find out the number of days over past one week that items from various food categories were consumed in the household (as reported in G03).

- Values recorded for G08 MUST NOT exceed 7. For instance, within the Cereals, Grains and Cereal Products category, a household may have consumed Green Maize for 3 days over the course of the past one week and Pearl Millet for 7 days. In this case, 7 should be recorded for G08.

**G09.** This question seeks to find out if any person(s) who is/are not household member(s) consumed any food at a given household over the past one week.

**G10 and G11.** These questions are asked ONLY IF the response to **G09** is a **YES**. They seek to find out the total number of days and meals over past one week that the household shared **any** food with non-household members in different age-categories.

## **Module H: Food Security**

*Respondent: Individual primarily responsible for the preparation of food*

*Direct Informants: Individual primarily responsible for the preparation of food*

In addition to food consumption information, we would like to know more about the existence of a set of dietary practices in the last 7 days, and how they may indicate the level of household food security, i.e. having enough to eat and possessing the ability to access food if need be.

At the beginning of this section, a reminder to the respondent concerning the objective of the IHS5 may be necessary. The respondents may be thinking that exaggerating answers may enable them to receive a certain service/product as to have a positive impact on their living standards.

**H01.** This question seeks to find out if the household had any concerns as regards to the amount of food over the past seven days.

**H02.** Whether the response to the H01 is “yes” or “no”, H02 **MUST** be asked. It is possible that the person reports in H01 about not having any worries in the past 7 days about having enough food, but that the household still took actions, as listed in H02.

**H03.** This question asks whether a household consistently consumes some meals every day. The question further wishes to know whether under-five children eat the same number of meals compared to those above 5 years. As such, if all the members of the household consume the same number of meals every day then both columns will have the same number, while the opposite will be true if the household members have different number of meals a day served to individuals in different age-categories.

## **Module I: Non-Food Expenditures – Past One week & One Month**

*Respondent: Head of household.*

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

This module and the following two modules should be asked of the head of household, who should be assisted by other informed adults within the household.

This module consists of two separate tables. The recall period and the items listed in each table are different. The recall period for the items listed in the first table is **past one week**. The recall period for the items listed in the second table is **past one month**.

**ONLY expenditures** are recorded; **NO quantities** are recorded.

You **MUST** provide the respondent with examples of the sorts of items that they should consider in accounting for expenditures on all of these items. Several examples are given in the questions, which can be expanded.

**Item 203:** This includes “Boom” (brand name of paste soap for clothing washing).

## **Module J: Non-Food Expenditures – Past Three Months**

*Respondent: Head of household.*

*Direct informants: Head of household or other informed adult household member(s)*

This module should be asked of the head of household, who should be assisted by other informed adults within the household. This module is similar to the previous module, except that the **recall period** is the **past 3 months**.

**ONLY expenditures** are recorded; **NO quantities** are recorded.

Please note that for some categories, we are asking the respondent to provide an aggregate value, taking into account more than one item that may have been purchased or paid for. In these cases, please provide the respondent with a brief list of the items concerned.

Potential sensitivity on the part of the respondent has been noted, concerning the question on expenditures on lady's undergarments. It is therefore important to remind the respondent of the objective and confidential aspect of the survey.

**Items 301-325:** The detail on clothing purchases is necessary to allow comparability with the previous rounds of IHS data collection.

## **Module K: Non-Food Expenditures - Past Twelve Months**

*Respondent: Head of household.*

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

This module should be asked of the head of household, who should be assisted by other informed adults within the household. This module is very similar to the previous two modules, except that the **recall period** used is the **past 12 months**.

There is a second, two-item table on utilization of and expenditures on wood poles & bamboo and grass for thatching. These are non-food items that the household would not necessarily need to purchase in order to use for various purposes. Estimate for the items that have been used (consumed) only and not the surplus.

**Items 415 - 416.** Note that *lobola* and marriage ceremony costs are for engagements and marriages in the household, not for *gifts made to other* households for engagements and marriages in those households. Information on such gifts **MUST** be reported in Module Q on gifts.

## **Module L: Durable Goods**

*Respondent: Head of household.*

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

This module should be asked of the head of household, who should be assisted by other informed adults within the household.

This module focuses on **durable goods** and it excludes items that are agricultural. Agricultural items are covered in Module M.

You should understand distinctions between the items such as between a chair and an upholstered chair, between a table and a coffee table (for sitting room) and between a radio (wireless) and a Tape or CD player, HiFi.

### **L04. Age of item**

- If the household owns more than one of any item, ask the age of each of the individual items, sum these values in your calculator and divide the sum by the number of items to compute an average age.

- For example, if the household owns 5 beds, ask the age of each bed. Assume that household says one bed is 1-year-old, one bed is 4 years old and three beds are 10 years old, the total age is 35 years. Divide this by 5 (i.e. the number of items) to get 7 years as the average age of the beds.

**L05.** In order to estimate the value of the items for L05, use the following guidelines:

- If the item was bought less than a year ago, use the price paid for the item.
- If the item was bought more than a year ago, use the **current sale value** for the item.
- If current sale value is not possible to recover, you should ask about the costs and time required to replace the item with another used item of similar quality. This will give you an approximate value of the item.
- Similar to the instructions provided for questions of similar nature, the respondent should understand the hypothetical nature of this question and that you are not looking to buy the item or implying anything about the potential sale of the item in the near future.

**L07.** If the household purchased more than one item of a particular group, the total value of these items should be recorded here.

## **Module M: Farm/Fishery Implements, Structures and Machinery**

*Respondent: Head of household.*

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

This module should be asked of the head of household, who should be assisted by other informed adults within the household. The focus of this module is on the agricultural assets that are owned or rented by the household in the last 12 months.

**Question A** acts as a guide as to whether to administer this module or not.

Below are some definitions of interest:

**Treadle pump** is a low-cost, simple manual pump. It has two pistons placed side by side and a chain or rope which passes over a pulley that connects the two pistons together so that when one piston is pushed down, the other comes up. Each piston is connected to a treadle. A suction or intake pipe connects the pump to the water source. At the end of this pipe is a non-return valve that only allows water to enter the pipe and stops it from flowing back.

**Plough** is an important implement for loosening the soil. It cuts the soil and turns it to bury residues and weeds from the soil surface to enhance decomposition.

**Ridger** is an implement with a wedge-winged body, which throws equal amounts of soil to the right and left of a central furrow. The main use of this implement is to form ridges on which crops are planted.

**Cultivator** is used to remove weeds between the rows of crops in the field, and also utilized in seedbed preparation in order to cut, break and loosen the soil.

**Motorized pumps** are water lifting devices that are propelled by either diesel, petrol or electricity. An example of a motor pump is the radial flow pump commonly known as centrifugal pump.

**M05 – M06.** These questions only applicable to implements and machinery (Items 601-618)

**M08 – M09.** These questions are only applicable to structures and buildings (Items 619-624).

## **Module N: Household Enterprises**

*Respondent: Head of Household.*

*Direct informants: Household members managing non-agricultural income-generating household enterprises.*

Household business or enterprise is an organized commercial activity, a commercial establishment, owned and managed by household members. It can be very informal and have no hired labour or formal registration. For instance, non-agricultural one-man operations providing goods/services for various different non-household members/groups, i.e. working independently on their own-account, **MUST** be classified as household enterprises.

This module collects detailed information on the ownership and operation of any income-generating enterprises by the survey household that were in operation over the past 12 months. *The main criterion for an enterprise to be listed in this module is that it operated at some point over the past 12 months, including those that operated over the past 12 months but are closed temporarily or permanently as of the interview date, and those that may not have operated full-time every month over the past 12 months.* In fact, the module is interested in capturing seasonality in business activities, i.e. the fact that the nature of some businesses leads owners not to operate continuously throughout the last 12 months.

Each row of the module on the questionnaire represents one household enterprise. There is room to list 5 enterprises. Household non-agricultural income-generating enterprises include those that produce or trade goods or services, including owning a shop or operated a trading business, no matter how small. Enterprises might include, for example, making mats, bricks, or charcoal; working as a mason or carpentry; firewood selling; metalwork; tailoring; repair work; food processing, fish marketing, petty trading and so on. Examples of household enterprises to list in Module N include:

- Tailor who repairs clothing and shoes at her stall in the Mzuzu market
- Business woman who goes to South Africa to buy clothing, and then brings it to Blantyre to sell in the market
- Trader who buys maize from remote villages and transports it to Salima to sell
- Bricklayer who works for different stores/shops in town when they need repairs
- Individual makes charcoal on the Zomba plateau and then carries it to sell along the road
- Individual owns his own car and uses it as a taxi in Lilongwe

- Architect who designs roads and consults with many different firms and the government sometimes for different projects

See **ANNEX “WORK AND INCOME EARNING ACTIVITIES COVERED IN THE IHS5”** for examples of work/income activities, and where they would be captured in the IHS5.

Recall that the household enterprises considered here are **NOT** *wage* OR *ganyu employment, farms OR fishing operations* (including fishing/fish processing/fish trading). While *wage* and *ganyu labour* are covered in *Module E*, *farms* and *fishing operations* are covered as part of the Agriculture and Fishery Questionnaires.

Although you **MUST NEVER** list *household farms* in this module, you **MUST** list household enterprises based on post-harvest processing and trading of own-produced agricultural by-products, such as starch, juice, beer, jam, oil, seed, bran, etc... AND household enterprises based on trading of agricultural crops purchased from non-household members.

**N01 - N08.** These are filtering questions for the entire module. If no member of the household operated a non-agricultural income-generating enterprise during the past 12 months, the rest of this module is skipped.

**N05.** Professional services include midwife, including traditional birth attendant (even though the TBAs are not necessarily formally trained and there may be high risks associated with these service providers as birth attendants).

**N09.** All enterprises **MUST** be listed here before the questions N10 - N41 are asked for each enterprise, **one enterprises at a time, NOT page by page.**

- The description should be short and succinct (to the point), sufficient to inform the supervisor in what sort of industry the enterprise should be classified. Examples include:

- vegetable seller in market
- bicycle repair
- palm mat weaving
- furniture or coffin making
- *mandazi* preparation and sales
- used clothes (*kaunjika*) trading
- beer brewing
- *kachasu* distilling
- charcoal making

- The industry codes that the field supervisor will enter are listed in the **ANNEX**.

**N10.** The manager(s) of the household enterprise is noted here. Record ID for the manager(s) from the household roster. Space is provided for up to two managers.

- There must be at least one person listed as a manager. If there are more than two managers in the household, record the two who are most engaged in the business operations.

- You **MUST NEVER** assume that the owner and the manager of the household enterprise will be the same person.

- The questions following N09 should be asked to the manager(s) of each household enterprise.

**N12.** The owner of the household enterprise is noted here. Record ID for the owner from the household roster. Space is provided for up to two owners.

- There must be at least one person listed as an owner. If there are more than two owners in the household, record the two who have most authority in the business.

**N14.** Indicate the share of profits kept by the household rather than the other owners outside the household. Try to assist the respondent without giving them leading answers. This is not an easy question as it requires an estimate from the respondent.

**N15.** Ask the respondent to provide the month and year when the enterprise first started.

- If the enterprise stopped its operations briefly and restarted, the date should be the one when the enterprise **FIRST** started operating. Do NOT record the date when it was restarted after a brief period of inactivity.

**N16.** Start-up capital is wealth in the form of money or property that an individual or partners have accumulated in order to cover the costs of setting a business in operation.

- The main source of funds used to start up the household enterprise, if there are multiple sources, is the source from which the largest amount of money was obtained. Record maximum of two sources and rank them.
- Note that a 'loan' needs to be formally repaid, while a 'gift' does not.
- 'Sale of assets owned' means that the owner sold some item of value in order to obtain the money needed to begin the household enterprise is engaged.
- If no start-up capital was required, record 99.

**N17.** Information is sought here where the enterprise is located. Ask the respondent where the business takes place. If the business may have moved temporarily, inquire about the usual place of business.

**N20.** Information is sought here on who makes use of the services and/or good provided by the household enterprise. (INSTRUCTIONS CONTINUE ON THE NEXT PAGE)

- 'Final consumers' would imply that the enterprise is retail-oriented.
- 'Institutions' would include schools, hospitals, prisons and the like.
- 'Manufacturers' would imply that the enterprise provides unfinished products or raw materials to other enterprises, who use them as part of the process of creating a final product for the market.

**N21.** If the respondent does not know if the enterprise is registered with any of the listed institutions, record "DK" (does not know). *Avoid excessive probing on this question which may unnecessarily cause worry for the respondent.*

**N22.** Ask if the enterprise or any of the owners or managers belong to any registered business association, such as Malawi Minibus Association.

**N25.** Information is sought whether and in which months the enterprise operated for the past 12 months.

For the successful administration of the question, you **MUST** mark the beginning and end of the 12-month period of interest. For each month in turn, starting with the most recent month, you **MUST** inquire about whether the enterprise was operational, and if so, you **MUST** inquire about the level of sales in that month (high vs. average vs. low).

**N30-N32.** These questions concern the last month of operation in the past 12 months.

- Last month of operation in the past 12 months **DOES NOT** have to be the same as the *last calendar month* during which the enterprise may not have operated.

**N32.** This **MUST** capture **ALL** sales (*zogulitsa*) in the last month of operation. Hence, it **MUST** include the value of sales (*zogulitsa*) for which the household may not have received any cash or in-kind payments as of the interview date.

**N33.** This question is **NOT** asked to the respondent but answered by the enumerator. You **MUST** check question N25 and record here whether the last month of operation was reported by the respondent as a month of low vs. average vs. high sales.

**N34 - N35.** These questions are asked **ONLY** if the last month of operation was a month of low sales.

- If there were not any months of average sales in the last 12 months, record NA for N34.
- If there were not any months of high sales in the last 12 months, record NA for N35.

**N36 - N37.** These questions are asked **ONLY** if the last month of operation was a month of average sales.

- If there were not any months of low sales in the last 12 months, record NA for N36. (INSTRUCTIONS CONTINUE ON THE NEXT PAGE)
- If there were not any months of high sales in the last 12 months, record NA for N37.

**N38 - N39.** These questions are asked **ONLY** if the last month of operation was a month of high sales.

- If there were not any months of low sales in the last 12 months, record NA for N38.
- If there were not any months of average sales in the last 12 months, record NA for N39.

**N40.** This question concerns the last month of operation in the last 12 months, and refers to profit: *phindu*, which is the value of assets net of operating costs, i.e. Profit = Total Sales - Total Costs.

Note that **N32** asks about the value of total sales (*zogulitsa*) in the last month of operation, while **N40** asks about the profit (*phindu*) in the last month of operation. There are explicit

reasons why **N40** is asked to the respondent and **NOT** calculated by the enumerator, and that **N40** is asked **BEFORE N41**.

**N41.** These questions concern the last month of operation in the past 12 months. If nothing was spent on a given category, you **MUST** record zero.

**N41a.** Raw materials are goods that are used to produce the final products. For example, if one wanted to bake *mandazi*, wheat flour, sugar, cooking oil and yeast would be considered to be the raw materials for the *mandazi*.

**N41b.** Inventory is the stock or quantity of goods and materials that a trader has on hand for sale.

## **Module 0: Children Living Elsewhere**

*Respondent: Head of household.*

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

**Respondent ID.** Note that the ID of the respondent should be recorded in the first column before O01.

**O01.** The list should include all children of the head and/or spouse who are above the age of 15, are alive and do not live in the household, regardless of whether they have ever lived in the household or when they may have left.

The enumerators **MUST** list all relevant children of household head and spouse first in O01, before recording answers for O02 and on. The module **MUST** then be administered in its entirety **one individual/line at a time, NOT page by page.**

**O01\_1 & O01\_2.** As in the household roster, you must report whether or not the household member was present in IHPS and, if so, the roster ID from IHPS.

**O03.** Ask the gender of the child on whom information is being sought. Do **NOT** guess based on the name.

**O07.** Refers to the current location of biological children living elsewhere.

**O08.** This question determines the length of time that the child lived in the location reported in O07. Record the unit and length of stay in the spaces provided. For example, if the child lived in the location reported in O07 for 13 years, the length will be 13 and the unit will be 2 in O08.

- O06 and O08 provide different information. Example: The son John (age 25) left the household in Dowa 2004 to move first to Lilongwe. He moved to Blantyre, his current residence, in 2006. In this case, O06 = 2004 but O08: 4 years.

**O09.** This question identifies the current activity status of the child. It is essential to identify whether or not the child is currently working, since **O10** asks about the current main occupation for those that are identified as working in O09.

- Handicapped refers to someone who was not working, not in school, not doing domestic duties, and is disabled/handicapped.

**O10.** Main occupation is either the only occupation or occupation at which the child spends the most hours, if he/she is currently working at more than one job. For individuals with two occupations with same number of hours, the main occupation is the one that gives the largest income. If equal in number of hours and income, the one that the respondent considers as the child's main occupation should be noted.

**O11-O14.** These questions concerning the cash remittances sent to the household during the last 12 months.

**O14\_1-O14\_3.** These questions concerning the cash remittances sent to the household during the last 12 months through other means other than the bank. Other means could include friends or relatives or other people who went outside Malawi and came back.

**O15-O17.** These questions concerning the in-kind remittances sent to the household during the last 12 months.

## **Module P: Other Income**

*Respondent: Head of household.*

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

This module collects quite aggregated and general information on 'other' income sources for the household. The reference period for this module is the past 12 months.

In Module P, you **MUST NOT** include income from

- Wage employment,
- Household enterprises and farms,
- Cash/in-kind remittances sent by the children of head of household and/or spouse, and
- Programmes carried out by the Government or by non-governmental organizations (NGOs).

(INSTRUCTIONS CONTINUE ON THE NEXT PAGE)

### **Item 104 - Savings, Interest, or Other Investment Income.**

- This item includes interest from an account at a savings bank (passbook account) or other savings institution as well as dividend interest from holding corporate ownership shares.
- These payments are received as a percentage of the amount deposited, and are made on a regular basis, typically annually.

### **Item 105 - Pension Income.**

This item is provided to retired workers, usually retired civil servants. However, larger private commercial firms may also provide pensions for their long-term employees who retired.

- Depending on the programme, pension payments are sometimes received by the surviving spouse or other dependents of a civil servant or long-term worker in a private commercial firm. Be sure to make inquiries about this possibility.

**P02.** Asked ONLY for items 104-115.

**P03.** Asked ONLY for items 101-103. The question solicits information by location e.g. from rural areas, from urban areas or from other countries.

**P03\_1-P03\_3.** These questions concerning the cash transfers sent to the household from other countries during the last 12 months through other means other than the bank. Other means could include friends or relatives or other people who went outside Malawi and came back.

## **Module Q: Gifts Given Out by Household**

*Respondent: Head of household.*

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

This module collects quite aggregated and general information on gifts given out by the household over the past 12 months. The gifts given out are disaggregated according to type: cash, food and non-food in-kind.

**Q02.** The question solicits information by destination e.g. to rural areas, to urban areas, or to other countries.

**Q02\_1-Q02\_3.** These questions concerning the cash transfers sent by the household to other countries during the last 12 months through other means other than the bank. Other means could include friends or relatives or other people who went outside Malawi and came back.

Do NOT list items that have already been reported in **Module K** (Non-Food Expenditures Over Past 12 Months). For example, in Module Q, you MUST NOT report food, cash, or other gifts given away for weddings/ceremonies, and food, cash, or other gifts given away for funerals.

## **Module R: Social Safety Nets**

*Respondent: Head of household.*

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

Social safety nets are programmes established by government of Malawi or by NGOs to offer social protection to needy households. They can provide cash or in-kind transfers, such as school feeding programmes, employment through labour-intensive public works programs, such as the MASAF Public Works Programs, or school scholarship programs.

This module collects information on whether or not anyone in the household benefited from any such programmes over the past 12 months.

You **MUST NOT** include pension transfers or vouchers/coupons for agricultural inputs, such as chemical fertilizer and maize seed. While the former is captured in Module P, the latter is covered in the Agriculture Questionnaire.

It is **NOT** necessary for the respondent to know the exact title of the programme from which the household benefited.

**R02.** Note that here the interest is in the benefit the household or household members took away from the programme- whether in cash or in-kind.

- For the food-for-work or the cash-for-work programmes, the amount of assistance received is not the number of days or weeks of labour household members worked under the programme, but the **amount of food or cash received** in payment for their labour.

## **Module S: Credit**

*Respondent: Head of Household.*

*Direct informants: Head of Household and other adult household member(s) responsible for loans received.*

This module collects information on *credit* for **FARMING** or **BUSINESS** purposes received or sought by household members over the past 12 months.

The household head and the adult household members responsible for the loans received by the household should be the respondents.

The credit could have been obtained from an informal source, such as a relative or a local money lender (*katapila*). However, there must be an explicit agreement between the lender and the household member who took the loan that the loan would be repaid within a certain period of time and/or with the addition of a specific interest charge on top of the principal amount of the loan.

Do **NOT** include the following in the section:

- Gifts from family/friends or others (covered in Module Q),
- Assistance received from transfer programmes/social safety nets (covered in Module R),
- Credit for consumption purposes, such as to purchase food when there is no food remaining in household food stores or for wedding or funerals, and
- In-kind agricultural inputs acquired on credit (covered in Agriculture Questionnaire).

You **MUST**, however, list **ALL cash loans** that may have been used to purchase agricultural inputs, as this is a different form of credit than acquiring on credit actual agricultural inputs from an input supplier/company/other organization.

**For S03-S11:** Each row corresponds to a loan received in the past 12 months. You **MUST** list first in S03 sources of ALL loans received by household members. Following this exercise, questions S04-S11 should be asked **one row/loan at a time**.

**S03.** Please write the name in detail of the source.

**S04.** Use the codes on the next page of the module to code the loan sources listed in S03.

- If the lender is both a 'relative' and a 'neighbour', they should be recorded as a 'relative'.
- If the lender is both a 'grocery/local merchant' and a 'katapila', they should be recorded as a 'katapila'.

**S06 - S11.** Try to ask these questions directly to the individual who took the loan, as identified in **S05**.

**S06.** Non-farm inputs (code 6) would include, for example, cloth and thread for a tailor, timber and tools for a carpenter, cement for a mason and so on.

**S07.** The amount reported here should be the principal amount received by the borrower from the lender.

**S11.** The amount reported here should be the sum of the principal and interest repaid to the lender by the borrower. If there is a loan, you must record an amount in S11. The amount to be repaid in S11 will be at least the amount of the loan in S07 and will be more if there is interest charged. Record the expected amount to be repaid if the loan is not repaid yet.

**S12 - S17.** These questions collect information on whether household members attempted to obtain a loan for business or farming purposes in the past 12 months, and were either denied credit **OR** awaiting word on loan.

**S18.** This question is NOT asked to the respondent but answered by the enumerator.

**S19.** This question is asked ONLY IF the household did not attempt to borrow in the last 12 months.

- Collateral is property given as security for a loan or other obligation.
- "Too expensive" refers to the rate of the interest being too high.

## **Module T: Subjective Assessment of Well-Being**

*Respondent: Head of household.*

*Direct informants: Head of household.*

This module collects information on the opinion of the head of household on the standard of living of the household of which he or she is the head. There is no wrong or right answer to these questions.

**T01 – T04.** If you need to explain what is meant by adequate, inform the respondent that it means the minimum consumption needs of the household sufficient for their requirements.

**T04.** Third potential response (more than adequate than household needs) is not appropriate for health care. Therefore, it should not be read out loud for this question.

**T05 – T07.** To do this, a picture of a set of six steps is used. The respondent should imagine that the richest people in society are all found on the top step, while the poorest people are found on the bottom step.

- A diagram of this set of six steps is provided in the questionnaire and should be shown to the respondent when asking these three questions.

**T09 – T12.** These four questions in other studies have been shown to be important indicators of the welfare level of the household.

**T12.** Note that for men, you can ask about the number of trousers he owns, whereas for women ask about the number of skirts or dresses she owns.

- Do not be concerned if a man has far more shirts than trousers or if a woman respondent has far more blouses or *chitenjes* than skirts or dresses. For consistency, **ONLY** concern yourself with the number of trousers or skirts & dresses owned.

## **Module U: Shocks & Coping Strategies**

*Respondent: Head of household.*

*Direct informants: Head of household.*

This module collects information on negative economic shocks -- more or less unforeseen events that negatively affected the welfare of the household over the last 3 years. The module has a comprehensive list of coping strategies that the enumerators can choose from while assessing the category to which the respondent's answer refer to. It is important to solicit more than one coping strategy, if applicable, since the survey allows to list up to 3. Please note that we expect there to be very few households without any shocks and coping strategies to report. The main difference across households will be the gravity/severity of shocks.

**U01-U01\_2.** A list of 24 types of shocks is provided. Go through the **ENTIRE LIST** in U01 before continuing with the rest of the module. Indicate the number times the shock happened and the last month and year the shock happened in the past 3 years.

**U02.** Review with the respondent the negative shocks that the respondent noted as having been experienced by the household over the past 12 months.

- Have the respondent select which was the first, second, and third most significant shocks experienced. The most significant shock is that shock experienced over the past one year that led to the greatest reduction in the welfare of the survey household.
- With the exception of the three most significant shocks, all other cells should be left blank in U02.

- If three shocks or less were identified in U01, have the respondent rank all of them.

**U03.** This question should **ONLY** be asked about the shocks for which rankings are provided in U02: *No more than three shocks.*

- A reduction in income concerns a reduction in the amount of cash or other resources (e.g. harvest from household plots) that are coming into the household.
- A reduction in assets concerns a reduction in the amount of goods that the household possesses. These goods may either be productive (land, livestock, agricultural and other work tools) or non-productive (house, furniture, transport, and other durable goods).

**U04.** This question concerns the **actions** (*coping strategies*) taken by the household members to respond to the negative economic shock that they experienced.

- Up to **THREE** possible responses can be noted. These **MUST** be listed according to the *order of importance*, listing first what the respondent viewed as the most effective or important coping strategy.
- **ALWAYS** prompt the respondent to see if there were more than one coping strategy in response to a given shock.

## **Module V: Child Anthropometry**

*Respondent: Mother/guardian of children aged 0 to 59 months.*

*Direct informants: Mother/guardian of children aged 0 to 59 months.*

Anthropometry is the study of human body measurements, especially on a comparative basis. In this module, the *field supervisor*, with your assistance, **MUST** measure the weight and height/length of all children within the appropriate age range for the type of questionnaire administered (cross-sectional vs. panel).

*For the cross-sectional households, no children 5 years of age and above will be measured. All children between 0 and 59 Months of age will be measured.*

*For the panel households, ALL children that have been measured in previous rounds will be measured. If a child was measured during IHS3 2009/2010, IHPS 2013 and/or IHPS 2016 then the child will be measured again regardless of age. The oldest child expected will be 15 years of age.*

The mother or guardian of the child **SHOULD** assist throughout anthropometric measurements. The five final questions of the module are asked of the mother. None of the other questions of the module require a respondent, as they either involve measurements or require your input as the enumerator.

Detailed instructions for taking the measurements are provided below. These instructions are written for the individual who is in charge of taking the measurements, that is, the *field supervisor*. The *enumerator* will perform the role of the *assistant* as part of anthropometric measurements, and will be *responsible* for filling in the questionnaire as measurements are taken.

The measurements of age, height, and weight **MUST** be very accurate. You **MUST** reconfirm the **age** of the child in **V04**, even though this was already asked in Module B (Household Roster). The child's mother or guardian will assist you in particular by reassuring the child, so that accurate measurements can be made. The child needs to be as calm as possible when you are measuring him or her. So, the mother or guardian **SHOULD** be nearby. Both the field supervisor and you **MUST** speak politely and in a friendly manner with the children. A child who is scared or worried will be a difficult child to measure.

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

**V04.** As noted above, even though this information was asked in Module B, you **MUST** reconfirm the age here.

- One reason for doing so is that it is possible that father filled in the roster. In this module, the mother or the guardian of the child will provide again the age of the child. The mother or guardian likely knows the *exact* age of child better than the father, and can reconfirm.
- Do not round ages to the nearest month to determine whether or not to measure a child.

### **Measuring the child's height and weight**

- Be sure that the mother or guardian understands what will be done to the child. Explain to the mother or guardian how the child will be weighed and height will be measured.
- Be sure to politely and thoroughly answer any questions or other concerns that the mother or guardian might have.

**V05.** This question should be answered **ONLY** after the field supervisor and you have tried at least on two separate occasions to measure the child.

**V06.** This question is asked **ONLY** if the complete measurement was not possible. Even if the child is not measured, note that you should ask the mother or guardian questions V12 and V13 concerning the child.

**V08.** Weight of child.

- Note that weights should only be recorded in kilogrammes, and they should be recorded to the first decimal place (nearest 100 grammes). Note that the decimal point is already printed in the cells for V08.
- If the child weighs less than 10 kilogrammes, the first blank of the three blanks in V08 should be filled in with a 0 (zero).
- You **MUST** zero the scale before weighing the child is important.

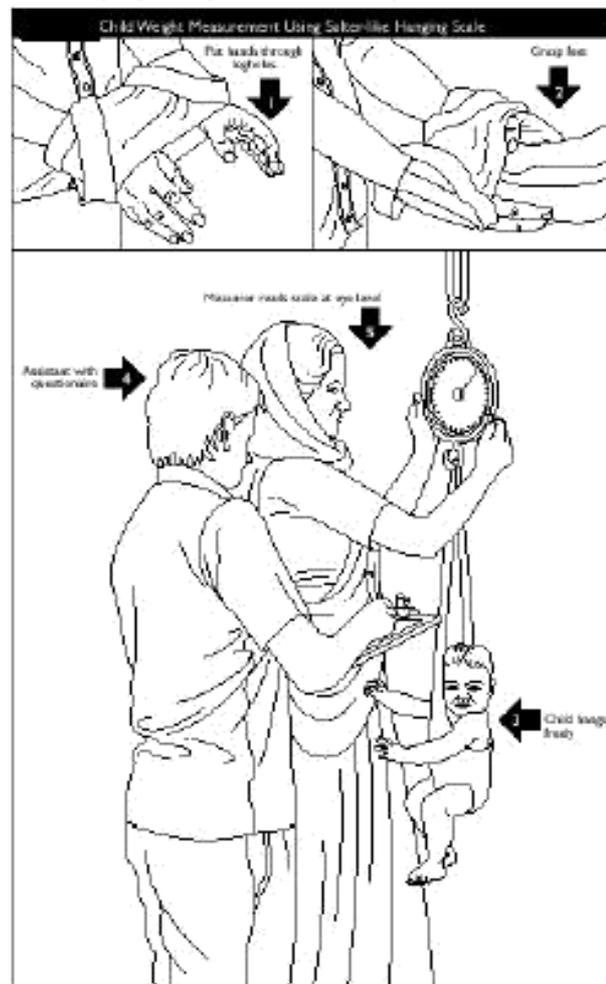
**V09.** Height/length of child.

- Children under 24 months should be measured lying down (length).
- All children aged 24 to 59 months should be measured standing up (height).

- Lengths and heights should only be recorded in centimetres, recorded to the first decimal place (nearest millimetre). The decimal point is already printed in the cells for V09.
- If the length or height of a child is less than 100 centimetres, the first blank of the four blanks in V09 should be filled in with a 0 (zero).

#### **Child weight using a hanging scale (Salter scale).**

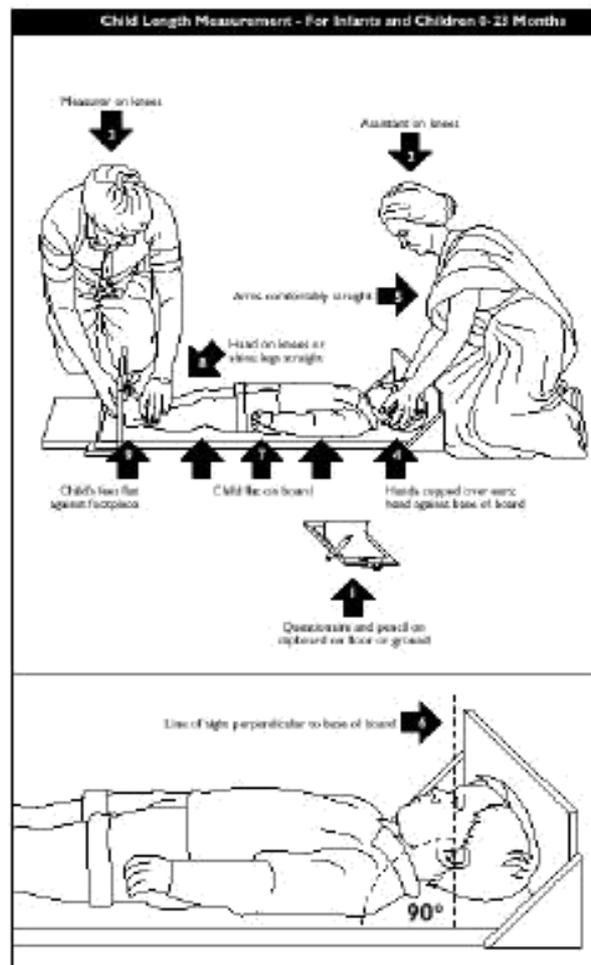
1. Hang the scale from a secure place like a ceiling beam or a solid branch on a tree. You may need a piece of rope to hang the scale at eye level. Ask the mother/guardian to undress the child as much as possible.
2. Attach a pair of the empty weighing pants to the hook of the scale and adjust the scale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



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

### **Measuring the length of children aged 6 to 23 months.**

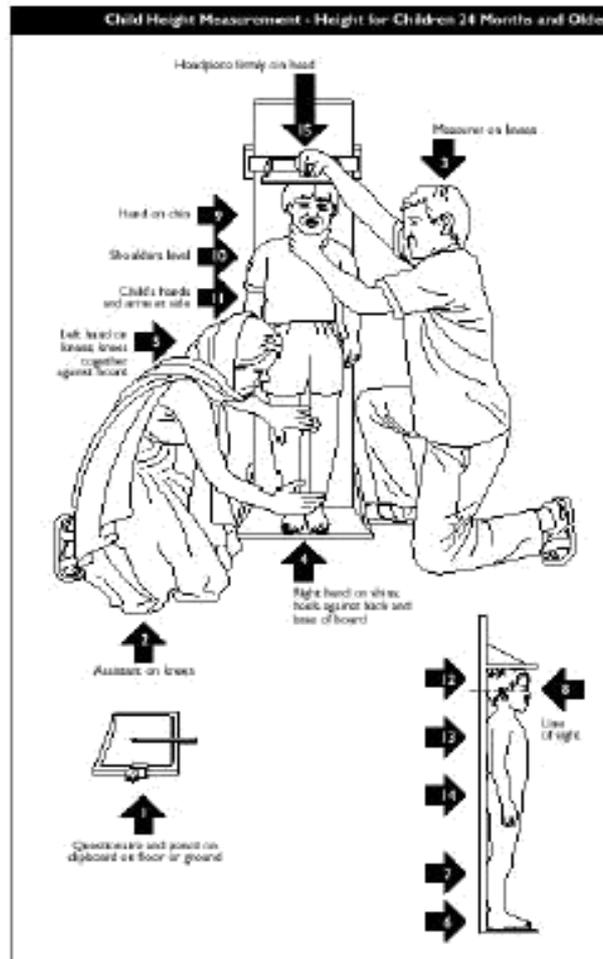
1. Place the measuring board on a hard, flat section of the ground or floor.
2. The assistant should kneel with both knees behind the base of the board (Arrow 2).
3. You should kneel on the right side of the child so that you can hold the foot piece with your right hand (Arrow 3).
4. With the mother's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



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

### Measuring the height of children aged 24 to 60 months.

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



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

V11. You should note here if the weighing or the measuring of the child was not done as accurately as expected.

- This would particularly be due to a child who was scared or worried, and would not stay sufficiently still to be weighed or measured accurately. Of course, you should expect that all

children will be somewhat frightened. What is of interest here are to note those not typical cases where accurate measurement was very difficult to accomplish.

- However, if you conduct the measurements as instructed, you should rarely have to note here that measurement was difficult.

**V12.** A nutrition programme is typically carried out from the local health centre and may involve the feeding of prepared foods for the child at the health centre or the provision of uncooked foods for preparation at home.

**V13.** An under-five clinic is a public health clinic carried out at the local health centre. At these regularly scheduled clinics the general health of infants and young children is assessed, the children are regularly weighed and measured, and immunizations are provided to the children.

## **Module W: Deaths in Household**

*Respondent: Head of household.*

*Direct informants: Head of household.*

This module collects information on deaths of household members over the past two years. Each row of the module refers to a deceased household member.

This module is second-to-last in the household questionnaire because of the difficult emotions it may trigger on the part of the respondent. You **MUST** be sensitive to the emotional state of the respondent as you ask for information concerning household members who have recently died. Be courteous and sympathetic. The facial expressions should also show that you are dealing with uncomfortable issues. You **MUST NOT** smile even if the respondent may be doing so.

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

**W01.** This is a filter question for the entire module. If no household member, including any infants, died over the past two years, the rest of this module should be skipped. Please note that an infant who lives only a few minutes or seconds after birth should be considered as a death and included in this module.

**W03.** In the event that a child dies before it was named please just write baby or infant. If twins write baby boy 1 or baby boy 2 for example.

**W08.** In recording the kind of work that he/she did, record the one that he/she did most in his/her life time, if the person did more than one kind of work.

**W14.** This question concerns inheritance practices that may cause a loss of assets to the household.

- For example, in some Malawian cultures, the assets of a man are inherited by his brothers and not by his widow.

## 8. TRACKING PROTOCOL

The tracking activity in the field consists of the followings steps:

1. Revisiting the location of each **IHPS** household, equipped with Form **T-0**. Form T-0 consists of the household roster of the target household pre-filled with contact, household and plot information obtained from IHPS.
2. Identifying whether the **whole household has** moved from the original dwelling and all members still reside together (“intact”). If the whole household has moved intact, you must complete household tracking form **T-1**. Form T-1 is the form used to collect information about the new location of the household.
3. Identifying whether **any of the household member has moved from the original dwelling**. For any member of the household who has moved, you must complete individual tracking form **T-2**. Form T-2 is the form used to collect information about the location of the household member who has moved.
4. Finding the new location of household or individual using all information available in T-1, T-2, and other additional information from the supervisor/tracking coordinator in the headquarters.
5. Interviewing the tracked household/individual in the new location.

The tracking protocol broken down by Visits 1 and 2 and Panel Households A and B is found below:

### Visit 1 (Both Panel A and Panel B):

- **IF** the household is **LOCATED** and contains **ALL** household members listed on T-0 form, administer Visit 1 portion of questionnaire.
- **IF** the household is **LOCATED** and does **NOT** contain **ALL** IHPS household members listed on T-0, you **MUST** fill out **T-2** form for **EACH** IHPS household member eligible for tracking that is no longer found in the household and **TRACK INDIVIDUAL**.
- **IF** the household is **LOCATED** and does **NOT** contain **ALL** IHPS household members listed on T-0, you **MUST** indicate the status of the individual on the **T-0** form for each IHPS household member **NOT** eligible for tracking that is no longer found in the household.
- **IF** the household is **NOT** located and the household appears to have **MOVED TOGETHER**, you **MUST** fill out **T-1** form and **TRACK HOUSEHOLD**.
- **IF** the household is **NOT** located and the household appears to have **DISAPPATED**, you **MUST** fill out **T-2** forms for **EACH** IHPS household member eligible for tracking household and **TRACK INDIVIDUAL**.

### Local vs. Distance Tracking

- **IF** the **TRACKING CASE** is a **LOCAL** tracking case, you **MUST** verify phone numbers/confirm location with respondent on **T-1** or **T-2** form, and **LOCATE HOUSEHOLD OR INDIVIDUAL**.
- **IF** the **TRACKING CASE** is a **DISTANCE** tracking case, you **MUST** verify phone numbers/confirm location with respondent on **T-1** or **T-2** form, and **PASS INFORMATION TO MANAGEMENT**.

### Visit 2 (Panel A):

## **Form T0:**

Form T-0 is pre-filled with the household roster along with all relevant contact information from IHPS.

### **Respondent for form T-0**

The respondent for form T-0 is anyone who is able to answer the household roster. Household head is the preferred respondent. If the household head is not available, the spouse or any adult household members can be the respondent. There is a space on the top right of the T-0 form to record the roster number of the respondent for this form. You should use the old roster number (that from the 2009/2010 roster which is listed below). On this form and on question B06\_1 in Section B and O01\_2 in Section O are the only times that you will use the old roster numbers – in all other cases in the household questionnaire you should use the new roster numbers. In certain rare cases, such as a household where all the adult members have died, form T-0 may be completed by another well-informed person in the village. In this case you should write '99' in this box, and then provide a **detailed** description of the respondent in the comments box on the second page. For example, 'information was provided by Mr. Matumbo, who lives in the household next door to the original location.'

### **The following information is pre-printed on form T-0, based on the information from IHPS**

#### **1. Geographic information**

This is the geographic information (i.e. District, TA, EA) for the household that was recorded in IHPS. The household may no longer reside in the location on this form, but it is the starting point to looking for the household in IHS5.

#### **2. Name of the head of the household from IHPS**

It is important to note that when you visit the household for IHS5, the household may be headed by a different person from the one who was the head of the household in IHPS.

#### **3. Full household ID from IHPS**

This is the 12-digit HHID assigned for the household in IHPS.

#### **4. Phone number of HH Head**

This is the number that you can use to contact the household head before visiting the household or if you have problems finding the household.

#### **5. Location/ Description**

This is the description of the house or of the location of the household that was recorded by the enumerator during the IHPS visit. This is pre-printed on the T-0 so it is easier for you to locate the household.

#### **6. Form Number**

This information is pre-filled on the form. It relates to the number of pages of the T-0 form. This box lets you know how many forms to expect and which form you are missing if you do not have them all.

This is the person within the community to be contacted to help enumerators find the household. You should contact this person(s) if you have problems finding the household and this person(s) may be able to help you.

7. **Phone number(s) for HH members**

These numbers can also be used to contact other household if you have problems finding the household.

*If any of the above questions are blank, it is because they were not collected by the enumerator in the previous round. You must therefore proceed with the information provided. If possible, fill in the blank questions while administering the form T-0 because the information can be helpful for the tracking team.*

9. **Prefilled HH Rosters**

The roster is filled with information about the individuals who were household members of the household in IHPS. Information that is prefilled: name, sex, month and year of birth, projected age in IHS5 2019, and relationship to the household head in IHPS.

10. **Pre Filled Plot Roster**

The plot roster is filled with information about the plots listed by the household in IHPS. Information that is prefilled: plot ID, name of plot, plot description/location, farmer reported plot area, acquisition status, 2016 cultivation status, crops cultivated on the plot in the 2016 rainy season and the plot soil type.

### **Administering Form T-0**

Equipped with Form T-0, you must visit the dwelling in IHS5 and see whether any household member from IHPS still resides in the dwelling. Sometimes the village headman or officials will say that everyone in the household has moved away. Unless you are directed to the new location and can immediately establish contact with the household, you must insist that you visit the dwelling location from IHPS anyway just to confirm that no household members still reside in the dwelling.

If indeed all of the household members have moved **together** to a new dwelling, you do not complete the Form T-0 and instead proceed with form T-1.

### **HOUSEHOLD ROSTER**

If at least one household member listed in the Form T-0 is found, then the Form T-0 should be administered to the household to which the individual belongs. Columns 1-5 in form T-0 need to be confirmed and columns 6-9 need to be completed in order to determine which members still reside with the reference household ("current household") and which ones have moved, and whether a T-2 form needs to be completed for some household members.

#### **Column 1-5**

As soon as one person listed on the prefilled household roster is confirmed to still be a household member, you must start completing form T-0. Remember to proceed person by person, starting from the first person listed on the roster. Column 1-5 must be confirmed. Take note of any difference in names, sex, month and year of birth. Note that column 5 is the projected age in 2013, based on the information collected in IHPS. **You should not just copy this information into the new questionnaire.** In some cases, the name will be spelled

wrong, or the age will be wrong, or even in rare cases the gender. You should record the correct information on the new household roster. Note that this change will trip a consistency check in the data entry program. You must note that there was a mistake that you have corrected in the “comments” section of the household questionnaire so that your supervisor knows you have not made a mistake.

### **Column 6**

After column 1-5 is confirmed for the person, question 6 asks whether the person is currently a member of the household. Probe to make sure that the individual is indeed still a household member, following the definition of household member that is used by the IHS5. If the answer is ‘yes’, then follow the skip to question 8. If the individual is no longer a member of the household, you proceed with question 7.

### **Column 7**

The question in column 8 asks where the person currently lives. If the person has died, choose code 7 and skip to the next person. Other codes are related to how far the person has moved. The complete codes are:

- 1 Same village – if the person still lives in the same village
- 2 Same TA – if the person lives in a different village, but same TA
- 3 Same district – if the person lives in a different TA, but same district
- 4 Same region – if the person lives in a different district, but same region
- 5 Malawi – if the person lives in a different region, but still in Malawi
- 6 Neighbouring country – if the person lives in a neighbouring country
- 7 Died – if the person has died
- 8 Don’t know

### **Column 8**

Column 9 is the interviewer check to determine whether the person should be listed in the household roster in the Household Questionnaire, or whether Form T-2 have to be completed, and, after completing a T-2, whether the person should be tracked locally. The complete codes are as follows:

- 1 if the person is still a member of the household and appears on new roster for original household. No Form T-2 is needed for this person.
- 2 if the person has left the household, over 12 years old, and lives within 1 hour of the original EA. Complete Form T-2 interviews about this person. This person must be tracked and interviewed before the team leaves the EA.
- 3 if the person has left the household, over 12 years old, and lives over 1 hour from the original EA. Complete Form T-2 interviews about this person. This person will be tracked at a later time.
- 4 if the person has left the household, but younger than 12 years old, you do not need to complete an individual T-2 tracking form for this person. If they have moved with

an adult household member who will be tracked, it is helpful to the tracking team to include information for the child on the adult's tracking form.

- 5 If the person has left the household, but was a live-in servant, you do not need to complete an individual T-2 tracking form for this person.

After form T-0 is completed, each and every member of the household over the age of 12 and listed in the T-0 form has to satisfy one of the following:

1. Present in the household and will be entered into the blank roster of the household in the Household Questionnaire
2. Has T-2 form completed about him/her
3. Has died

There cannot be any single case where an adult who was listed in T-0 who has not died who does not appear in any of the household rosters and any of the T-2 forms. **If there are any adult individuals that do not fall into one of these categories, this will be flagged by the data entry program and a call-back to the household will be necessary.**

### Column 9

Column 9 is to help determine which household members from Year 2 still need to be tracked. The interviewer should mark an 'X' in this column if the household member has been found. If the person is still present in the original household in the same location, then the interviewer should mark an 'X' in column 9 even if the interviewer did not physically see or meet the person. If a household member moved out the household to a new location but was later found and interviewed by the team, then the team supervisor should go back to the T-0 form and mark an 'X' in column 9 for that household member. Column 9 is intended to help headquarters and the tracking team stay updated on which individuals still need to be tracked so the tracking team does not spend its time trying to find individuals that have already been interviewed by another team. It is extremely important that the interviewer report to the supervisor when they find and interview tracking individuals so that the supervisor keep the information in column 9 updated at all times.

### Form T1:

Form T-1 is the form used to collect information about the new location of the household, if the whole household has moved from the original dwelling (if all members moved away together).

**Questions 1-3:** These questions record the identifying information for the target household. You should write the name of the head of the household as it was during IHPS, even if this person has died or left the country. His or her name will be used to confirm the 12-digit household ID code used to link the households. Then record the household ID and full 12-digit household identification from IHPS.

**Questions 4-7 (INTERVIEWER INFORMATION):** These questions record information on the interviewer. Note question 7 which asks for the form number out of the total number of forms. If only one form is completed, the response to this question would be '1' of '1'. If two or more forms are completed, it should be '1' of '2' or '2' of '2' for example. You may need to adjust the total number of forms after you finish the questionnaire if it is necessary to complete more.

### **Respondent for form T-1**

Respondent for form T-1, the **informant**, could be anyone who has good knowledge about the new location of the household. It can be relatives of the household, neighbors, friends, former employer of a member of the household, or former teacher, or community leaders. You must find the best informant and if necessary interview multiple informants to get a more complete picture of the household's new location. In some cases, there can be more than one informant (and more than one form T-1) for each target household.

### **Questions 8-20 (INFORMANT IDENTIFICATION)**

These questions collect information about the **informant** who is being interviewed for form T-1. The information collected is: name, address, location note, telephone numbers, district, TA, EA, GVH, place/village. There is no reason that any of this information is missing because this is about the informant who is being interviewed by the enumerator. Question 20 asks about the relationship between the informant and the household head or with any other member of the household.

#### **Guidelines on how to fill in information about the location of household/individual in T-1 and T-2:**

1. If possible, **address** should record street address (including building or unit number), name of the village/town.
2. **Location note** should describe the house or the location (for example, "100m north from the village office, the house with green door").
3. **Place of work** (if applicable) should record the name of the firm, office, store, organization, etc. the person is working for. If the person is a mobile worker (for example, mobile trader), place of work should describe the area where the person usually operates.
4. **Phone numbers** can be land lines or mobile phones. Phone numbers should be verified, to make sure they are still valid. Verification must be done with care so not to disturb the flow of interview or creating a sense of mistrust with the respondent. Circle "1" after the phone number has been verified, and "2" if the phone number is never verified.
5. The names of **village, EA, TA, and district** need to be asked and written down, even though you may not know the official codes.

**Questions 21-33 (CURRENT LOCATION OF TARGET HOUSEHOLD):** These questions ask about the new location of the household. This will be the first information that will be used by the enumerator/tracker that will try to contact the household in its new location. It is very important to get as much detail about the informant can provide about the target household's new location. Follow the guidelines described earlier to get the location information.

**Questions 33-44 (CURRENT LOCATION OF OTHER HOUSEHOLD MEMBERS):** These questions ask about the address and location of another member of the household. This question is relevant if some household members are known to have moved to different locations. Follow the guidelines described earlier to get the location information of this other household member.

**Questions 45-56 (CONTACT INFORMATION OF INFORMANTS IN NEW LOCATION):** These questions collect information about another person that could be an informant in the new location: the *destination area informant*. For example, the target household has moved to Mzuzu City. Then, this question collects information about a person who is also in Mzuzu City who may have good knowledge about the household's whereabouts. The purpose of this question is so that when the tracker/enumerator goes to Mzuzu City to try to find the household, he/she can contact this destination area informant who may be able to help the tracker/enumerator find the household.

**Questions 57-69 (CONTACT INFORMATION FOR SCHOOL IN NEW LOCATION):** These questions collect information about a contact at the school of the destination area informant. Follow the guidelines described earlier to get the location information. Obtaining information about the school is very important since in some cases it is easier for the tracker/enumerator to reach the informant at these places than at the residence.

**Questions 70-82 (CONTACT INFORMATION FOR PLACE OF WORSHIP OR OTHER FREQUENTED PLACES IN NEW LOCATION):** These questions collect information about anyone else in the new location that knows other places e.g. mosque, church, trading centres, social clubs, etc. where household member frequently or occasionally go, and can provide the enumerator with information about the household whereabouts. Follow the guidelines described earlier to get the location information of this potential informant.

**Question 83-94 (CONTACT INFORMATION OF INFORMANTS IN ORIGINAL LOCATION):**

These questions collect information about who else in the area can provide the enumerator with information about the household whereabouts. Follow the guidelines described earlier to get the location information of this potential informant.

**Question 95-106 (CONTACT INFORMATION OF INFORMANTS IN NEW LOCATION):**

These questions collect information about who else in the new location can provide the enumerator with information about the household whereabouts. Follow the guidelines described earlier to get the location information of this potential informant.

**Question 107 (MAP):** Use space in question 107 to draw a sketch that will help in finding the household's new location. The sketch has to be simple, easy to read, and useful. For example, if a route to the household is drawn, it does not have to start from the original EA, it can show the route to the household from a known landmark.

**Question 108 (DIRECTIONS):** Use the space in question 108 to write directions to the household's new location or a description of the area near the household's new location. The directions written in this space should be similar to the map or route drawn in question 107. The description should include nearby landmarks, geographical information, nearby streets (if urban), and any other information that the informant thinks will help the enumerator/tracker find the household.

## INFORMATION ASSESSMENT

At the end of T-1 interview, your supervisor will have to make the first assessment of whether the information is sufficient to find the household. The code is as follows:

- 1 If the information is sufficient to find the household, and the household has moved within one hour of the original EA. You or your team must contact and interview the household before the team leaves the EA.
- 2 If the information is sufficient to find the household, and the household has moved more than one hour from the original EA. In this case, your supervisor is responsible to make judgment that:
  - a) The information is indeed sufficient. If not, you must complete another form T-1 by interviewing other potential informants.
  - b) The new location is indeed more than one hour from the EA (out of reach for local tracking). If not, the household must be contacted and interviewed before the team leaves the EA
- 3 If the information is not sufficient to find to the household. In this case you must complete another form T-1 by interviewing other potential informants (for example, the person identified in Question 83).

*You will have to complete as many T-1 forms as necessary until you have sufficient information to locate the household in their new location. Remember, it might be your team that has to track the respondent in their new location!*

## Form T2:

Form T-2 is the form used to collect information about the new location of an **individual** who has left the household (the *tracking target*). T-2 forms do not need to be completed for former household members under the age of 12. Note that it may be the case that the age

given by the informant for the child does not match the one on the form T-0. If the informant says that the individual is below age 12, but the tracking form indicates that he or she is 12 years or older, you should still complete the T-2 form. Staff at headquarters will make a decision regarding whether the child is old enough to be tracked. If you do not have form T-2 information for a child over the age of 12, you may have to return to the village to gather it.

*T-2 forms must be completed before the team leaves the EA.*

**Question 1-4:** These questions record the identifying information for the target household. You should write their name, household ID, full household identification from IHPS and person ID from IHPS. All of this information can be found on form T-0.

**Questions 5-8 (INTERVIEWER INFORMATION):** These questions record information on the interviewer. Note question 8 which asks for the form number out of the total number of forms. If only one form is completed, the response to this question would be '1' of '1'. If two or more forms are completed, it should be '1' of '2' or '2' of '2' for example. You may need

to adjust the total number of forms after you finish the questionnaire if it is necessary to complete more.

### **Respondent for form T-2**

Respondent for form T-2, the **informant**, could be anyone who has good knowledge about the new location of the tracking target. It can be relatives of the tracking target, neighbors, friends, former employer, former teacher, or community leaders. You must find the best informant and if necessary interview multiple informants to get a more complete picture of the tracking target's whereabouts. In some cases, there can be more than one informant (and more than one form T-2) for each tracking target.

**Questions 9-21 (INFORMANT IDENTIFICATION):** Question A collects information about the **informant** who is being interviewed for form T-2. The information collected is: name, address, location note, telephone numbers, district, TA, EA, GVH, place/village. There is no reason that any of this information is missing because this is about the informant who is being interviewed by the enumerator. Question 21 asks about the relationship between the informant and the household head or with any other member of the household.

**Question 21-23 (PREVIOUS CONTACT WITH TRACKING TARGET):** This question asks when the last time the informant was in contact with the tracking target. This information is useful to know how recent the information is. Ask also what mode of contact was used the last time the informant has some contact with the tracking target. Frequency of contact between the informant and the tracking target since the target moved is also asked. If informant is in frequent contact with the tracking target (more than once a month) choose 1. If they are in contact but less than once a month (maybe once in three months) choose 2. If informant and the target don't have regular contact, choose 3. If there has been no contact since the target moved, choose 4

**Question 22-24 (PREVIOUS CONTACT WITH TRACKING TARGET):** This question asks when the last time the informant was in contact with the tracking target. This information is useful to know how recent the information is. Ask also what mode of contact was used the last time the informant has some contact with the tracking target. Frequency of contact between the informant and the tracking target since the target moved is also asked. If informant is in frequent contact with the tracking target (more than once a month) choose 1. If they are in contact but less than once a month (maybe once in three months) choose 2. If

informant and the target don't have regular contact, choose 3. If there has been no contact since the target moved, choose 4.

**Questions 25-40 (CURRENT LOCATION OF TRACKING TARGET):** These questions ask about the location of the tracking target. This information will be the first information that will be used by the enumerator/tracker that is going to contact the tracking target in his/her new location. It is very important to get every little detail about this information, as much as the informant can provide. For example, you can ask the informant what he/she would do if he/she needs to contact the tracking target. Any phone numbers, email addresses, etc. Follow the guidelines described earlier to get the location information of the tracking target. Question 29 asks the informant to describe some prominent features near the location of the tracking target that will make it easier for anyone who will track the target to find him/her. It can be a well-known factory in the area, or mosque, church, school, natural landmarks (river, highway junctions). Question 40 asks why the tracking target moved from the original location. Question 41 asks when the tracking target left the original location and

question 42 asks when the individual move into the new residence. Question 43 asks the informant to list the places that the tracking target lived in after leaving the original location and before moving into the new residence. For example, maybe the tracking target lived with a relative in the new location before getting his/her own place. This relative then is a potential informant.

**Questions 44-53 (TRACKING TARGET IDENTIFICATION):** Questions 44-53 ask about places that are frequented by the tracking target, either in the original location or in the new location. Which mosques or churches did the target go to in the original area, or is he/she going to in the new location? Are there any particular restaurants, food-stalls, bars, clubs, prayer group that the target often attended? Is there any particular hairdresser, or barber he used to go to? Write down the names and addresses of these places in great detail. These are all places where you or the tracker can find potential informants who know about the tracking target. Question 45 asks for any other names the tracking target may use, such as maiden names, Christian names, local names, etc. Different informants may know the tracking target by different names. Question 46 asks for any other relevant information that may help identify the tracker. For example, any scars the tracking target has and where they are. Does the target have any particular hairstyle or eyeglasses? Is there any particular way the respondent walk or talk? How would the informant describe what the tracking target looks like for someone who's never met the tracking target?

Question 47-48 asks when, to the informant's knowledge, the tracking target last visited the village. What was the purpose of the visit? Business? Visiting family? Religious holiday? Whom did the target meet during that visit. This information is useful to find out other potential informants. Questions 49-50 ask when, to the informant's knowledge, the tracking target will visit the village again. What will be the purpose of the visit? Business? Visiting family? Religious holiday? Whom will the target meet during that visit? Question 52 asks about the name of the spouse of the tracking target, if the target is married. Record the full name and any local name of the spouse. If possible, get the full name of the spouse before they are married to get the surname. It is possible that people in the destination area do not know about the tracking target but know about the spouse or the relatives of the spouse. Question 53 asks for the spouse's phone number. This will be useful if the tracking target cannot be reached.

**Questions 54-67 (CONTACT INFORMATION FOR SCHOOL / WORK IN NEW LOCATION):** These questions ask about whether the tracking target is currently in school or working. If the tracking target is currently in school, and if the answer is “yes” for question 54, collect information about the school. You must ask the name of the school as complete as possible. Ask for a name of a teacher/the principal there, the phone number of the school or the teacher/principal, and the address of the school. If the tracking target is not in school, follow the skip to question 60. If the tracking target is currently working, and if the answer is “yes” for question 60, collect information about the place of work. You must ask what the current work/profession of the tracking target is, name of workplace, name of supervisor (if applicable), phone numbers of the place of work, and address. If the tracking target is not currently working, follow the skip to question 68.

**Question 68-96 (CONTACT INFORMATION FOR POTENTIAL INFORMANTS):** These questions ask for up to 3 informants either in the original location or in the new location who can lead enumerators to find the target. The name of the potential informants is asked in questions 69, 78 and 88. You may then ask these informants to help you find the target, or he/she may contact the target him/herself and persuade the target to establish contact with you or your team.

**Question 97-98 (HOUSEHOLD MEMBERS MOVING WITH TARGET):** These questions ask about other household members from IHPS that may have moved to the new location with the tracking target. For example, two brothers could move together to Lilongwe to look for work. Question 97 asks if any household members moved with the target to the new location. If yes, then fill in question 98 with the names and IHPS roster ID numbers of the household members that moved with the target. A T-2 still need to be filled out for every household member that moved with the target but this information will let the enumerator/tracker know that several household members may be found in the same location. This will also help the enumerator/tracker combine information from several tracking targets to help find the targets.

**Question 99 (MAP):** Use space in question 99 to draw a sketch that will help in finding the household’s new location. The sketch has to be simple, easy to read, and useful. For example, if a route to the household is drawn, it does not have to start from the original EA, it can show the route to the household from a known landmark.

**Question 100 (DIRECTIONS):** Use the space in question 100 to write directions to the household’s new location or a description of the area near the household’s new location. The directions written in this space should be similar to the map or route drawn in question 99. The description should include nearby landmarks, geographical information, nearby streets (if urban), and any other information that the informant thinks will help the enumerator/tracker find the household.

### **Supervisor Check**

At the end of T-2 interview, your supervisor will have to make the first assessment of whether the information is sufficient to find the household. The code is as follows:

- 1 If the information is sufficient to find the tracking target, and the target moved within one hour of the original EA. You or your team must contact and interview the target's household before the team leaves the EA.
- 2 If the information is sufficient to find the target, and the target moved more than one hour from the original EA. In this case, your supervisor is responsible to make judgment that:
  - a) The information is indeed sufficient. If not, you must complete another form T-2 by interviewing other potential informants.
  - b) The new location is indeed more than one hour from the EA (out of reach for local tracking). If not, the target must be contacted and interviewed before the team leaves the EA
- 3 If the information is not sufficient to find to the target. In this case you must complete another form T-2 by interviewing other potential informants

*Form T-1 and Form T-2 are the main tools used to find where households and individuals have moved. You must complete the tracking forms with a single goal in mind: to make sure that the information collected will be sufficient to find the movers. Think about what if, two months from now, you will be asked to find the household/individual using only the forms. Will you be able to do the job using the forms? If not, then your task of completing these forms properly is not done.*

## **Tracking Examples Visit 1:**

**Below are the types of cases possible, and some examples on how to deal with each case.**

### **Case 1: At least one household member is found living in the original dwelling**

1. Complete Form T-0 to see whether any household members have moved or died
2. For anyone who has moved, conduct T-2 interview(s) and follow instructions in column 8 of the T-0.
3. Proceed with the Visit 1 portion of the Household Questionnaire.

#### **EXAMPLE 1**

IHPS Household was: John (ID 01), Christina (ID 02, his wife), and Michael (ID 03, their son, age 9). In 2013, all three members still live in the same dwelling with 5 family members who moved in with them.

1. Complete Form T-0. John is the respondent (or Christina).
2. You do not need to complete either form T-1 or T-2 as all of the original members are still present in the household.
3. Proceed with the visit 1 portion of the household questionnaire with John as the head of the household.

#### **EXAMPLE 2**

IHPS Household was: Ali (ID 01), Amina (ID 02, his wife), and Khamis (ID 03, their son, age 17). In 2012, Ali and Amina have moved together to another region. Khamis still lives in the original dwelling.

1. Complete Form T-0. Khamis is the respondent.
2. Complete Form T-2 for Ali. Record in question 98 on Ali's Form T-2 that he moved with Amina.
3. Complete Form T-2 for Amina. Record in question 98 on Amina's Form T-2 that she moved with Ali.
4. Proceed with the household questionnaire. Khamis may or may not be the head of the household. Use the same rules that would apply for completing any household roster.

### **EXAMPLE 3**

IHPS Household was: Frank (ID 01) and Joyce (ID 02, his sister). In 2013, Frank still lives in the original dwelling with his new wife and baby. Joyce has moved to the city to take a job at a bank.

1. Complete Form T-0. Frank is the respondent.
2. Complete Form T-2 for Joyce.
3. Proceed with the household questionnaire with Frank as the head of the household.

### **EXAMPLE 4**

IHPS Household was: Juma (ID 01), his wife Mariam (ID 02), and their son Hassan (ID 03, age 15). In 2013, when the team arrives in the village, they find Mariam and Hassan at the original household but Juma is away for a month for his job as a driver.

1. ....Complete Form T-0. Mariam is the respondent.
2. ....Proceed with the household questionnaire with Mariam as the respondent.  
Juma is still the head of the household even though he is temporarily absent. He should be recorded as temporarily absent in the Household Roster (Section B). You do not need to complete a T-2 form for Juma because he is only temporarily absent and will be returning to the household in a few weeks.

**Case 2: No household members are found in the original dwelling. All members live together (intact) in a new location more than 1 hour from the original location.**

1. Do not complete Form T-0.
2. Complete Form T-1 interview.

### **EXAMPLE 5**

IHPS Household was: Juma (ID 01), Mariam (ID 02, wife), Rehema (ID03, child), Happy (ID 04, child). In 2012, Juma and Mariam moved with their children to a village in another district (5 hours by car) after Juma inherited land there.

1. Complete Form T-1 for the household.

2. Do *not* contact household while the team is in the EA since it is too far. The interview team in this household's new location will complete the T-0 form and conduct this interview.

**Case 3: No household members are found in the original dwelling. All members live together (intact) in a new location, and the new location is still within one hour of the original EA.**

1. Do not complete Form T-0 at the original dwelling. You will complete this form when you find the household at the new location.
2. Complete Form T-1 interview with the best informed informant. If possible, ask this informant to bring you to the new household. (Though even in this case you **must** complete a T-1 form, even if it contains only minimal information.)
3. Contact and interview the household while the team is still in the EA.

#### **EXAMPLE 6**

IHPS Household was: Mohamed (ID 01), Salum (ID 02, brother). In 2013, Mohamed and Salum moved together to a new location in the same village.

1. Complete Form T-1 for the household.
2. Contact and interview the household while the team is still in the EA.

**Case 4: No household members are found in the original dwelling. Not all members are still living together. At least one household member 12+ years of age resides in a new location that is still within one hour of the EA.**

1. Complete T-1 for the location where most of the household members now live. If all live separately, complete Form T-2 for each household member.
1. Contact and interview the household member that is still living within one hour of the EA. You should complete T-0 with this member.

#### **EXAMPLE 7**

IHPS Household was: David (ID 01), Grace (ID 02, wife), Aaron (ID 03, son age 18), James (ID 04, son age 14), Adia (ID 05, daughter age 10). In 2012, Aaron moved to another region for work. David, Grace, James and Adia moved to nearby village.

1. Complete Form T-1 for the household.
2. Complete Form T-2 for Aaron.
3. Contact and complete Form T-0 (probably with David).
4. Interview David's household while the team is still in the EA.

#### **EXAMPLE 8**

IHPS Household was: Samuel (ID 01), Anna (ID 02, wife), James (ID 03, son age 20), Peter (ID 04, son age 11), Elizabeth (ID 05, live-in servant age 18). In 2012, Samuel moved to

another town, Anna moved back to her mother in another region, James moved out of dwelling but still resides in or near the EA, and Peter moved with Anna. Elizabeth moved to work for another household.

1. Complete Form T-2 for James.
2. Complete Form T-2 for Samuel.
3. Complete Form T-2 for Anna. Record in question 98 on Anna's Form T-2 that she moved with Peter.
4. You do not need to complete Form T-2 for Peter because he is under the age of 12.
5. You do not need to complete Form T-2 for Elizabeth because she is a live-in servant.
6. Contact and complete Form T-0 (probably with James).
7. Interview James' household while the team is still in the EA

#### **EXAMPLE 9**

IHPS Household was: Said (ID 01), Aisha (ID 02, wife), Musa (ID 03, son age 28), Aziz (ID 04, son age 11). In 2012, Said and Aisha moved to another town. Musa moved in with his uncle but still resides in or near the EA. Martin moved in with his grandfather but still resides in or near the EA.

1. Complete Form T-2 for Musa.
2. Complete Form T-2 for Said.
3. Complete Form T-2 for Aisha. Record in question 98 of Aisha's form T-2 that she moved with Aziz.
4. You do not need to complete a form T-2 for Aziz because he is less than 12 years old.
5. Contact and complete Form T-0 (probably with Musa).
6. Interview Musa's household while the team is still in the EA. Musa's uncle will now be the head of Musa's current household.

**Case 5: No household members are found in the original dwelling. Not all members are still living together. No member 12+ years of age resides in a new location that is still within reach of the EA. At least one household member under 12 resides in a new location that is still within the reach of EA.**

1. Complete T-1 for the location where most of the household members now live. If all live separately, complete Form T-2 for each household member. Record in question 98 on Form T-2 if any household members moved together to a new location. Use the child's new household or other well-informed source to supply the information.
2. Complete Form T-0 with the child's household.
3. Do not administer the household questionnaire to the child's household. Only those households with at least one 12+ year old member are eligible for local tracking.

#### **EXAMPLE 10**

IHPS Household was Emmanuel (ID 01), Grace (ID 02, wife), Agnes (ID 03, daughter age 8). In 2012, Emmanuel and Grace have gone to Blantyre City to look for better jobs. Agnes remains with her grandmother in the village and attends school.

1. Complete Form T-1 for Emmanuel and Grace.

2. You do not need to complete a Form T-2 for Agnes because she is less than 12 years old.
3. Complete Form T-0 with Agnes. Do not administer the household questionnaire to Agnes' new household.

#### EXAMPLE 11

IHPS Household was: Godfrey (ID 01), Zuhura (ID 02, wife), William (ID 03, son age 2). In 2012, Godfrey and Zuhura have both died, and the baby has gone to live with a grandmother in another household in the EA.

1. Even though he is the last remaining member of the original household, you do not need to complete a form T-2 for William because he is less than 12 years old.
2. Complete T-0 with the village headman, grandmother, or other best informed respondent. **Do not complete the household questionnaire with the new household of the child.**

Case 6: No household members are found in the original dwelling. Not all members are still living together. No member 12+ years of age resides in a new location that is still within reach of the EA.

1. Complete T-0 using the best informed source in the village.
2. Complete T-2 forms for all household members.

#### EXAMPLE 12

IHPS Household was: Hassan (ID 01), Fatuma (ID 02, wife), Baraka (ID 03, son age 25), Ismali (ID 04, son age 24). In 2012, Hassan has died, Fatuma has returned to her home village to live with one of her daughters, Baraka has gotten married and moved to another region, and Ismali has won a scholarship to study in England.

1. Complete T-0 for the household using the village headman.
2. Complete T-2 for Fatuma.
3. Complete T-2 for Baraka.
4. Complete T-2 for Ismali.

#### Case 7: All members are deceased.

This is a rare case that occurs mainly with elderly respondents living alone. Be very wary of informants that tell you entire families have died. In one case during piloting, the interviewer was told all three members had died, when in fact they were living in another part of the village. Investigate thoroughly with multiple neighbours and other family members living outside the household before coming to the conclusion that all members have died.

1. Complete T-0 with the village headman or other informant best able to give information.

## **TRACKING PROTOCOL FOR CAPI**

Each team will receive an Excel workbook containing all assigned panel households and the members in each. It will reflect all information on the T-0 (name, relationship, age, etc.). This will allow the teams to keep careful records of the status of each tracking target.

- After recording data in T-0 form, if at least one respondent still resides in the SAME DWELLING UNIT as 2013,
  - ✓ Complete the T-0 (and T-2s, if necessary)
  - ✓ Proceed with using the **sample mode Visit 1 Panel Questionnaire**.
  - ✓ Keep a careful record within your team of this status
  
- STEPS TO TAKE if at least one respondent still resides in the SAME EA OR NEARBY VILLAGE but NOT THE SAME DWELLING UNIT. This means that you plan to conduct the interview that same day or before leaving the EA.
  - ✓ Fill the appropriate tracking forms reflecting the movement (T1 vs. T2),
  - ✓ Contact the Tracking Manager (Lameck Million) immediately to let him know that your team has filled out a T1/T2 that you will send to HQ,
  - ✓ But also let him know that you will be interviewing this local tracking case so he does not need to assign to anyone
  - ✓ Proceed with the local tracking interview using the **census mode Visit 1 Panel Questionnaire**.
  - ✓ Keep a careful record within your team of this status
  
- STEPS TO TAKE if no one from the original household still resides in the SAME, DWELLING, SAME EA OR NEARBY VILLAGE.
  - ✓ Fill the appropriate tracking forms reflecting the movement (T1 vs. T2),
  - ✓ Make sure you sync your tablet as soon as possible so that HQ can have your T-1/T-2 and reassign to the appropriate team immediately
  - ✓ Keep a careful record within your team that this household and/or individuals all shifted
  
- STEPS TO TAKE if entire household died, or moved out of the country.
  - ✓ Find adequate proof (i.e. make sure this is not a neighbor trying to get rid of you)
  - ✓ Enumerator report to supervisor immediately.
  - ✓ Supervisor confirm information with informant.
  - ✓ Supervisor needs to inform tracking manager that he/she confirmed the status.
  - ✓ Record on T-1 the country that the tracking target(s) moved to.
  - ✓ Do NOT need to record additional information if they died outside of the T-0 form.
  - ✓ Keep a careful record within your team of this status
  
- STEPS TO TAKE if individual died, or moved out of the country.
  - ✓ Find adequate proof
  - ✓ Enumerator report to supervisor immediately.
  - ✓ Supervisor confirm information with informant.
  - ✓ Supervisor needs to inform tracking manager that he/she confirmed the status.

- ✓ Record on T-1 or T-2 the country that the tracking target(s) moved to.
  - ✓ Do NOT need to record additional information if they died outside of the T-0 form.
  - ✓ Keep a careful record within your team of this status
- STEPS TO TAKE if you receive a distance tracking case from another team
    - ✓ Review tracking form & confirm the information makes sense
    - ✓ Contact Tracking Manager and Team that sent form if need more information
    - ✓ Consider the location of the target in relation to your fieldwork schedule and determine when you will be close to the new location and can track/interview the household. Inform the tracking manager when you will track/interview the household.
    - ✓ Keep a careful record within your team that this is part of your outstanding workload and you are now responsible for the case
    - ✓ **WHEN** you find the household or individual, complete the census mode Visit 1 Panel Questionnaire

## 9. FIELD DUTIES AFTER COMPLETING THE QUESTIONNAIRE

### Completion of the Interview

Following the completion of all of the questionnaires of interest, you **MUST** quickly go through the questionnaires, including Household Questionnaire, and if applicable, Agriculture and Fishery Questionnaires, for obvious errors.

This exercise **SHOULD NOT** last more than 10-15 minutes as you have been with the respondents for some hours. You **MUST** then provide them with a copy of the official letter of thanks from the Commissioner of Statistics.

## ANNEX 1: DISTRICT CODES AND COUNTRY CODES

### DISTRICT CODES:

Chitipa.....	101	Mangochi.....	301
Karonga.....	102	Machinga.....	302
Nkhatabay.....	103	Zomba Non-City.....	303
Rumphi.....	104	Chiradzulu.....	304
Mzimba.....	105	Blanytyre Non-City...	305
Mzuzu City.....	107	Mwanza.....	306
Kasungu.....	201	Thyolo.....	307
Nkhotakota.....	202	Mulanje.....	308
Ntchisi.....	203	Phalombe.....	309
Dowa.....	204	Chikwawa.....	310
Salima.....	205	Nsanje.....	311
Lilongwe Non-City..	206	Balaka.....	312
Mchinji.....	207	Neno.....	313
Dedza.....	208	Zomba City.....	314
Ntcheu.....	209	Blantyre City.....	315
Lilongwe City.....	210		

### COUNTRY CODES:

Angola.....	501	South Africa.....	510
Australia.....	502	Swaziland.....	511
Botswana.....	503	Tanzania.....	512
Canada.....	504	United Kingdom (UK)..	513
China.....	505	United States of America (USA).....	514
Lesotho.....	506	Zambia.....	515
Mozambique.....	507	Zimbabwe.....	516
Namibia.....	508	Other Country (Specify).....	517
New Zealand.....	509		

## ANNEX 2: TRANSLATION OF KEY TERMS FOR THE IHS5 QUESTIONNAIRES

It is not easy to come up with exact translations of these terms in the vernacular languages of Malawi. The translations here are to provide enumerators with some initial guidance on how the terms should be translated. However, during the training of enumerators and in the initial weeks of fieldwork, consistent translations of these key terms in each language will be determined. These translations should then always be used by the IHS5 field staff in administering the questionnaires.

English	Chichewa	Chiyao	Chitumbuka
Activity	zichitochito; ntchito	itendo	Vakuchitikachitika
Adequate	Zokwanira	yakwanira	Kukwanira
Animal Waste	Ndowe		
Assets	katundu; zipangizo	katundu jwa kamulichisya masengo	Katundu
Business	Malonda	malonda	Bizinesi
Caterpillar	Mphalabungu		
Community	gulu; dera	likuga lya wandu	Chikaya
Consumption	kugwiritsa ntchito; zodibwa	yakulya; yakonasika	Kalyelo
Economic Activity	zochitachita zobweretsa chuma	itendo yakuichisya mbiya	kasangiro ka ndarama
Exchange Labour	Chipeleganyu		
Expenditure	ndalama zimene mwagwiritsa ntchito	mbiya sya konanga	Kanangiro
Head of Household	mkulu wolamulira mnyumba kapena pa banja	mtwee waliwasa; jwakulamulila pewasa	uyo wali namazaza
Household	panyumba; banja	nyumba/liwasa	Banja
Household Enterprise	zobweretsa chuma mnyumba; pabanja	malonda gamwiwasa; malonda ga mnyumba	kantchito; pabanja

<b>English</b>	<b>Chichewa</b>	<b>Chiyao</b>	<b>Chitumbuka</b>
In-Kind	kupereka kapena kulandira katundu ngati mphatso kapena malipiro	indu yakupedwa mmalo mwa mbiya	Uvwiri
Occupation	mtundu wa ntchito	mtundu wa masengo	Chakuchitika
Plot (agricultural)	chigawo chamunda	mgunda; malo ga mgunda	kamunda; puloto
Pond	Dziwe		
Poverty	Umphawi	kulaga; usauchi; yakunonopa	Ukavu
Production	Zopangidwa	yakupanganya	Vuna
Respondent	Oyankha	wakwanga iusyo	Wakuzgora
Shocks	Zotutumutsa	isisimusyo	Zamabuchibuchi
Water Logging	Lowe		
Welfare	chikhalidwe; umoyo	chisamalilo	Ukhaliro

## ANNEX 3: WORK AND INCOME EARNING ACTIVITIES IN THE IHS5

Throughout the IHS5, work/income generating activities are asked about in the following four sections:

- Household Questionnaire - Module E: Time Use & Labour (Wage Employment, Unpaid Apprenticeship, Ganyu Labour, and Exchange/Free Labour)
- Household Questionnaire - Module N: Household Enterprises (Own-Account Self-Employment or Business Ownership, **EXCLUDING** Those Related to Agriculture or Fishing/Fish Processing/Fish Trading)
- Agriculture Questionnaire (Farming & Livestock)
- Fishery Questionnaire (Fishing/Fish Processing/Fish Trading)

Here are some common scenarios and guidelines on where you should record information on each case of employment.

1. James has a chicken house with more than 1,000 chickens and he hires several workers to tend to them. He is a full-time statistician at the N.S.O.

<u>Work of James</u>	<u>Module</u>
Statistician at the NSO	Household Questionnaire: Module E
<hr/>	<hr/>
Chicken Farmer	Agriculture Questionnaire

2. Joanna is retired; she used to be a teacher but now takes care of her grandchildren. She also does ganyu labour. She lives with her son William, who sells charcoal that he gathers from the Zomba Plateau.

<u>Work of Joanna &amp; William</u>	<u>Module</u>
Joanna*: Ganyu Labour	Household Questionnaire: Module E
<hr/>	<hr/>
William: Charcoal Seller	Household Questionnaire: Module N

\* It is possible that Johanna retired in the last 12 months in which case, she would be asked about the details in Module E.

3. Elizabeth is a primary school teacher at the Zomba Primary school. She also tutors students for extra income on evenings and weekends. Her husband Frank drives a taxi that he owns. Their son James drives for a wage a taxi that is owned by a non-household member.

<u>Work of Elizabeth, Frank &amp; James</u>	<u>Module</u>
Elizabeth: Primary School Teacher (Wage Employment)	Household Questionnaire: Module E
<hr/>	<hr/>
Elizabeth: Tutor (Own-Account/Self-Employment)	Household Questionnaire: Module N
<hr/>	<hr/>
Frank: Taxi Driver (Own- Account/Self-Employment)	Household Questionnaire: Module N
<hr/>	<hr/>
James: Taxi Driver (Wage Employment)	Household Questionnaire: Module E

4. Evans is a bricklayer for a Thyolo tea estate. He also grows maize and groundnuts on 3 acres of land that he owns.

<u>Work of Evans</u>	<u>Module</u>
Bricklayer (Wage Employment)	Household Questionnaire: Module E

Farmer  
(Own-Account/Self-Employment)

Agriculture Questionnaire

5. Charles and his wife own a small rest house near Mangochi. He also does bricklaying work for different people and shops near his home.

Work of Charles  
Rest house Owner  
(Self-Employment)

Module  
Household  
Questionnaire: Module N

Bricklayer  
(Own-Account/Self-Employment)

Household  
Questionnaire: Module N

6. Josiah has a small clothing trading business he started with 3 friends with funding from MARDEF. Josiah is also selling TNM top-up cards for Mr. Panda.

Work of Josiah  
Clothing Trader  
(Self-Employment)

Module  
Household  
Questionnaire: Module N

TNM top-up Seller  
(Wage-Employment)

Household  
Questionnaire: Module E

7. Mr. Panda hires a crew of people to sell TNM top-up cards around shopping centers/neighbourhoods in Blantyre. He rents 5 hectares and grows groundnuts on them.

Work of Mr. Panda  
TNM Top-Up Seller  
(Self-Employment)

Module  
Household  
Questionnaire: Module N

Farmer  
(Own-Account/Self-Employment)

Agriculture Questionnaire

8. Jane is a nurse at Zomba central hospital. She also owns a shop where she sells pharmaceutical products. Her husband is a fisherman and fish trader.

Work of Jane & Her Husband  
Jane: Nurse  
(Wage-Employment)

Module  
Household  
Questionnaire: Module E

Jane: Shop Owner  
(Self-Employment)

Household  
Questionnaire: Module N

Husband: Fisherman & Fish Trader  
(Own-Account/Self-Employment)

Fishery Questionnaire

## ANNEX 4: OCCUPATION CODES

MAJOR GROUP 0/1: PROFESSIONAL, TECHNICAL, & RELATED WORKERS	
01	<b>Physical Scientists and related technicians.</b> Chemists, Physicists
02	<b>Architects, Surveyors and related workers.</b> Architects, Planners, Surveyors, Draughtsmen and related workers
03	<b>Engineers and related workers.</b> Civil, Mechanical, Electrical, Mining and Other Engineers; Mining Technicians
04	<b>Aircraft's and ships' officers.</b> Pilots, Navigators, deck officers, flight and ships' officers
05	<b>Life scientists and related technicians.</b> Agronomists, biologists, zoologists.
06	<b>Medical, dental and related workers.</b> Doctors, Dentists, Medical and Dental Assistants, Nurses, X-ray and other medical technicians. ( <b>Excluding traditional healers (which are group 59)</b> )
07	<b>Veterinary and related workers.</b> Veterinarians and related workers not elsewhere classified
08	<b>Statisticians, mathematicians, systems analysts.</b> Statisticians, actuaries, systems analysts and related technicians
09	<b>Economists</b>
11	<b>Accountants,</b> (private or government); (for book-keepers see 33)
12	<b>Jurists.</b> Lawyers, Judges
13	<b>Teachers.</b> University Lectures and teachers.
14	<b>Workers in Religion.</b> Priests, nuns lay brothers etc, and related workers in religion not elsewhere classified
15	<b>Writers.</b> Authors, journalists, critics and related writers.
16	<b>Artists.</b> Sculptors, painters of pictures, photographers and cameramen.
17	<b>Composers and Performing artists.</b> Composers, musicians, singers, dancers, actors, producers, performing artists.
18	<b>Athletics, sportsmen and related workers.</b> Athletes, etc.
19	<b>Professional and technical workers not elsewhere classified.</b> Librarians, archivists, curators, sociologists, social workers and occupational specialists, translators, interpreters and other professional and technical workers not elsewhere classified.

<b>MAJOR GROUP 2: ADMINISTRATION AND MANAGERIAL WORKERS</b>	
<b>20</b>	<b>Legislative Officials and government senior administrators.</b> Legislative officials.
<b>21</b>	<b>Managers.</b> General Managers, production managers (except farm managers) and managers not elsewhere classified.
<b>22</b>	<b>Traditional Leaders.</b> Village Headmen, Group Village Headmen, Sub-Traditional Authorities, Traditional Authorities, Senior Traditional Authorities/Chiefs, Paramount Chiefs.
<b>MAJOR GROUP 3: CLERICAL AND RELATED WORKER 30</b>	
	<b>Clerical supervisors</b>
<b>31</b>	<b>Government administrative/secretarial officials</b>
<b>32</b>	<b>Stenographers and related workers.</b> Stenographers, typists, card and tape punching machine operators.
<b>33</b>	<b>Book-keepers, cashiers and related workers.</b> Book-keepers and cashiers.
<b>34</b>	<b>Computing and machine operators of book-keeping machines, calculators and automatic data processing machines (computers).</b>
<b>35</b>	<b>Transport and communication supervisors.</b> Railway Stations Masters, postmasters, communication supervisors not elsewhere classified stated.
<b>36</b>	<b>Transport conductors.</b> Bus conductors
<b>37</b>	<b>Mail distribution clerks.</b> Registry clerks
<b>38</b>	<b>Telephone and telegram operators Including switchboard (PBX) operators.</b>
<b>39</b>	<b>Clerical and related workers not elsewhere classified.</b> Stock Clerk Correspondence clerks, receptionists, and travel agency clerks, Library and filling clerks and other clerks and not elsewhere classified.
<b>MAJOR GROUP 4: SALES WORKERS</b>	
<b>40</b>	<b>Managers (wholesale &amp; retail trade)</b>
<b>41</b>	<b>Working proprietors (wholesale and retail trade)</b>
<b>42</b>	<b>Sales supervisors and buyers</b>
<b>43</b>	<b>Technical salesmen, commercial travellers, manufactures agency</b>
<b>44</b>	<b>Auctioneers and salesmen of insurance, real estate, securities, and business services.</b>
<b>45</b>	<b>Salesmen and shop assistants, and related workers (demonstrators, street vendors, canvassers, news vendors).</b>
<b>49</b>	<b>Sales workers not elsewhere classified.</b>

<b>MAJOR GROUP 5: SERVICE WORKERS</b>	
50	<b>Managers (catering &amp; lodging services)</b>
51	<b>Working proprietors (catering &amp; lodging services)</b>
52	<b>Housekeeping and related service supervisors (Excluding housewives)</b>
53	<b>Cooks, waiters, bartenders and related workers</b>
54	<b>Maids and related housekeeping service workers not elsewhere classified, house girls, houseboys, garden boys</b>
55	<b>Buildings caretakers, watch guards, char workers, cleaners and related workers.</b>
56	<b>Launderers, dry-cleaners and pressers.</b>
57	<b>Hairdressers, barbers, beauticians and related workers.</b>
58	<b>Protective service workers.</b> Fire fighters, policemen and detectives, protective workers not elsewhere classified.
59	<b>Service workers not elsewhere classified.</b> Traditional healers, guides, undertakers and embalmers, other service workers.
<b>MAJOR GROUP 6: AGRICULTURAL, ANIMAL HUSBANDRY AND FORESTRY WORKERS, FISHERMEN AND HUNTERS</b>	
60	<b>Farm managers and supervisors</b>
61	<b>Farmers (general farm owner/operators and specialised farmers)</b>
62	<b>Agricultural and animal husbandry workers.</b> General farm workers and labourers, dairy farm workers and gardeners, farm machine operators, agricultural and animal husbandry workers not elsewhere classified. (Not ganyu farm labourers-ganyu work covered in separate questions)
63	<b>Forestry workers.</b> Loggers and other forestry workers not elsewhere classified.
64	<b>Fishermen, hunters and related workers.</b>
<b>MAJOR GROUP 7/8/9: PRODUCTION AND RELATED WORKERS, TRANSPORT EQUIPMENT OPERATORS AND LABOURERS NOT ELSEWHERE CLASSIFIED</b>	
70	<b>General foreman and production supervisors.</b>
71	<b>Miners, Quarrymen, well drillers</b> including mineral and stone treaters, well borers and related workers.
72	<b>Metal processors,</b> Including melters and reheaters, casters, moulders and coremakers. Annealers, platers and coaters.
<b>MAJOR GROUP 7/8/9 (CONT'D)</b>	
73	<b>Wood preparation and workers and paper makers.</b> Wood treaters, sawyers, makers and related wood processing and related workers, paper pulp prepares

	and paper makers related workers.
74	<b>Chemical processors and related workers.</b> Crushers, grinders, mixers, heat treaters, filter and separator operators, still operators, chemical processors and related workers not elsewhere classified.
75	<b>Spinners, weavers, dyers, fibre preparers.</b> Spinners, Weaving and Knitting, Machine setters and operators bleachers dyers and textile product finishers; related workers not elsewhere classified.
76	<b>Tanners, skin preparers and pelt dressers.</b>
77	<b>Food and beverage processors.</b> Grain millers, sugar processors and refiners, butchers and daily product processors, bakers tea and coffee prepares, brewers, beverages makers and other food and beverage processors.
78	<b>Tobacco preparers and product makers.</b> Tobacco preparers, cigarette makers and tobacco preparers and tobacco product workers not elsewhere classified.
79	<b>Tailors, dressmakers, sewers, upholsters.</b> Tailors dressmakers for tailors, hat makers, cutters, sewers, upholsters and related workers not elsewhere classified.
80	<b>Shoemakers and leather goods makers.</b> Shoemaker repairers, shoe cutters, lasters, sewers and related workers; leather goods makers.
81	<b>Cabinet makers and related wood workers.</b> Cabinet makers, wood-working machine operators not elsewhere classified.
82	<b>Stone cutters and carvers.</b>
83	<b>Blacksmith, toolmakers &amp; machine tool operators.</b> Blacksmith, operators, forge-press operators, toolmakers, machine tool setters & operators, metal grinders, polishers, sharpeners.
84	<b>Machinery fitters, machine assemblers.</b> Machinery fitters and assemblers, clock makers, motor and precision instrument makers, vehicle machine and aircraft engine mechanics (except electrical)
85	<b>Electrical fitters and related electrical workers.</b> Electrical fitters wiremen and linesmen, electrical and electronics workers, electronic equipment assemblers, radio repairmen telephone and telegram installers and related workers not elsewhere classified.
86	<b>Broadcasting station operators and cinema projectionists.</b>
87	<b>Plumbers, welders, sheet metal workers.</b> Plumbers and pipe fitters, and frame cutters, sheet structural metal prepares, metal workers, structural metal prepares and erectors.
88	<b>Jewellery and precious metal workers.</b>
89	<b>Potters, glass formers and related workers.</b> Potters, glass formers and cutters ceramic kinsmen, grass engravers ceramic and glass painters and decorators and related workers not elsewhere classified
90	<b>Rubber and plastic product makers.</b> Rubber and plastic product makers not elsewhere classified (not footwear), tyre makers, vulcanisers and retreaders.
<b>MAJOR GROUP 7/8/9 (CONT'D)</b>	
91	<b>Paper and paper-board product makers.</b>
92	<b>Printers and related workers.</b> Compositors, typesetters, printing pressmen, printing and photo engravers book binders, photographic darkroom operators and related workers not elsewhere classified.

93	<b>Painters.</b> House painters and the like (not artists).
94	<b>Production and related workers.</b> Musical instrument makers and tuners, basketry weavers not elsewhere classified and brush makers, other production related workers.
95	<b>Bricklayers, carpenters and other bricklayers.</b> stonemasons, tile setters, reinforced construction workers concetors, roofers, carpenters and joiners, plaster, glaziers and construction workers not elsewhere classified. (Not ganyu labourers - ganyu work covered in separate questions.)
96	<b>Operators of stationery engines and power generating machines.</b> Operators and operators of related equipment other stationery engines (i.e. not vehicles tractors etc.) and related equipment not elsewhere classified.
97	<b>Material handling and related equipment operators.</b> Dockers and handlers, riggers, crane and hoist operators, Dockers and freight handlers/operators, earth moving and related machinery operators and material-handling equipment operators not elsewhere classified.
98	<b>Transport equipment operators.</b> Vehicles drivers, railway engine drivers and firemen, ships rating crew, railway breakmen shunters, signalmen and transport equipment operators not elsewhere classified.
99	<b>Labourers not elsewhere classified.</b> Workers not reporting occupation, or occupation not adequately describe or not classified. (Not ganyu labourers-ganyu work covered in separate questions.)

## ANNEX 5: INDUSTRY CODES

<b>AGRICULTURE, HUNTING, FORESTRY &amp; FISHING</b>	
1	Growing of non-perennial crops (cereals, rice, vegetables, sugar cane, tobacco) Growing of perennial crops (grapes, citrus fruits, other fruits, beverage crops, spices) Plant propagation Animal Production (cattle, horses, camels, sheep, goats, swine/pigs, poultry) Mixed farming Support activities to agriculture & post-harvest crop activities (activities for crop production & animal production, seed processing for propagation).
02	Forestry and logging (silviculture, gathering of non-wood forest products)
03	Fishing and aquaculture (marine and freshwater fishing and aquaculture)
<b>MINING AND QUARRYING</b>	
05	Mining of coal and lignite
06	Extraction of crude petroleum and natural gas
07	Mining of metal ores (iron, non-ferrous metal ores, uranium, thorium)
8	Other mining and quarrying (stone, sand, clay, chemical and fertilizer minerals, extraction of peat, salt)
9	Mining support service activities (for petroleum, natural gas extraction, other mining and quarrying support activities)
<b>MANUFACTURING</b>	
10	Processing and preserving of meat Processing and preserving of fish, crustaceans and molluscs Processing and preserving of fruit and vegetables Manufacture of vegetable and animal oils and fats Manufacture of dairy products Manufacture of grain mill products, starches and starch products Manufacture of grain mill products Manufacture of bakery products Manufacture of sugar Manufacture of cocoa, chocolate and sugar confectionery Manufacture of macaroni, noodles, couscous and similar farinaceous products Manufacture of prepared meals and dishes Manufacture of other food products n.e.c. Manufacture of prepared animal feeds
11	Distilling, rectifying and blending of spirits Manufacture of wines

	Manufacture of malt liquors and malt Manufacture of soft drinks; production of mineral waters and other bottled Waters
12	Manufacture of tobacco products
13	Preparation and spinning of textile fibres Weaving of textiles Finishing of textiles Manufacture of knitted and crocheted fabrics Manufacture of made-up textile articles, except apparel Manufacture of carpets and rugs Manufacture of cordage, rope, twine and netting Manufacture of other textiles n.e.c.

<b>MANUFACTURING (CONT'D)</b>	
14	Manufacture of wearing apparel, except fur apparel Manufacture of articles of fur Manufacture of knitted and crocheted apparel
15	Tanning and dressing of leather; dressing and dyeing of fur Manufacture of luggage, handbags and the like, saddlery and harness Manufacture of footwear
16	Manufacture of wood and of products of wood and cork, except furniture; manufacture of articles of straw and plaiting materials
17	Manufacture of paper and paper products
18	Printing Service activities related to printing Reproduction of recorded media
19	Manufacture of coke and refined petroleum products
20	Manufacture of basic chemicals, fertilizers and nitrogen compounds, plastics and synthetic rubber in primary forms, Manufacture of other chemical products (pesticides, paints, varnishes, printing ink, soap and detergents, man-made fibres
21	Manufacture of pharmaceuticals, medicinal chemical and botanical products
22	Manufacture of rubber and plastics products
23	Manufacture of glass and glass products, Manufacture of refractory products Manufacture of clay building materials Manufacture of other porcelain and ceramic products Manufacture of cement, lime and plaster Manufacture of articles of concrete, cement and plaster Cutting, shaping and finishing of stone
24	Manufacture of basic iron and steel Manufacture of basic precious and other non-ferrous metals Casting of iron and steel Casting of non-ferrous metals

25	Manufacture of fabricated metal products, metalworking service activities
26	Manufacture of electronic components and boards Manufacture of computers and peripheral equipment Manufacture of communication equipment Manufacture of consumer electronics Manufacture of measuring, testing, navigating and control equipment Manufacture of watches and clocks Manufacture of optical instruments and photographic equipment Manufacture of magnetic and optical media
27	Manufacture of electric motors, generators, transformers and electricity distribution and control apparatus Manufacture of batteries and accumulators Manufacture of fibre optic cables Manufacture of other electronic and electric wires and cables Manufacture of wiring devices Manufacture of electric lighting equipment Manufacture of domestic appliances Manufacture of other electrical equipment
28	Manufacture of engines and turbines, except aircraft, vehicle and cycle engines Manufacture of fluid power equipment Manufacture of other pumps, compressors, taps and valves Manufacture of bearings, gears, gearing and driving elements Manufacture of ovens, furnaces and furnace burners Manufacture of lifting and handling equipment Manufacture of office machinery and equipment (except computers and peripheral equipment) Manufacture of power-driven hand tools Manufacture of other general-purpose machinery Manufacture of agricultural and forestry machinery Manufacture of metal-forming machinery and machine tools Manufacture of machinery for metallurgy Manufacture of machinery for mining, quarrying and construction Manufacture of machinery for food, beverage and tobacco processing Manufacture of machinery for textile, apparel and leather production Manufacture of other special-purpose machinery
29	Manufacture of motor vehicles Manufacture of bodies (coachwork) for motor vehicles; manufacture of trailers and semi-trailers Manufacture of parts and accessories for motor vehicles
30	Building of ships and floating structures Building of pleasure and sporting boats Manufacture of air and spacecraft and related machinery Manufacture of military fighting vehicles Manufacture of motorcycles Manufacture of bicycles and invalid carriages Manufacture of other transport equipment n.e.c.
31	Manufacture of furniture

32	Manufacture of jewellery and related articles Manufacture of imitation jewellery and related articles Manufacture of musical instruments Manufacture of sports goods Manufacture of games and toys Manufacture of medical and dental instruments and supplies
33	Repair of fabricated metal products Repair of machinery Repair of electronic and optical equipment Repair of electrical equipment Repair of transport equipment, except motor vehicles Repair of other equipment Installation of industrial machinery and equipment
<b>ELECTRICITY, GAS AND WATER</b>	
35	Electricity, gas, steam and air conditioning supply
36	Water collection, treatment and supply
37	Sewerage
38	Waste collection, treatment and disposal activities; materials recovery
39	Remediation activities and other waste management services
<b>CONSTRUCTION</b>	
41	Construction of buildings
42	Civil engineering
43	Specialized construction activities (Demolition, Site preparation, Electrical, plumbing and other construction installation activities)

<b>WHOLESALE AND RETAIL TRADE AND REPAIR OF MOTOR VEHICLES AND MOTORCYCLES</b>	
45	Wholesale and retail trade and repair of motor vehicles and motorcycles
46	Wholesale on a fee or contract basis Wholesale of agricultural raw materials and live animals Wholesale of food, beverages and tobacco Wholesale of household goods Wholesale of machinery, equipment and supplies Wholesale of solid, liquid and gaseous fuels and related products Wholesale of metals and metal ores Wholesale of construction materials, hardware, plumbing and heating equipment and supplies Wholesale of waste and scrap and other products n.e.c.
47	Retail trade, except of motor vehicles and motorcycles
<b>TRANSPORTATION AND STORAGE</b>	
49	Land transport and transport via pipelines
50	Water transport
51	Air transport

52	Warehousing, storage and support activities for transportation
53	Postal and courier activities
<b>ACCOMMODATION AND FOOD SERVICE ACTIVITIES</b>	
55	Accommodation
56	Food and beverage service activities
<b>INFORMATION AND COMMUNICATION</b>	
58	Publishing activities
59	Motion picture, video and television programme production, sound recording and music publishing activities
60	Programming and broadcasting activities
61	Telecommunications
62	Computer programming, consultancy and related activities
63	Information service activities
<b>FINANCIAL AND INSURANCE ACTIVITIES</b>	
64	Financial service activities, except insurance and pension funding
65	Insurance, reinsurance and pension funding, except compulsory social security
66	Activities auxiliary to financial service and insurance activities
<b>REAL ESTATE ACTIVITIES</b>	
68	Real estate activities with own or leased property Real estate activities on a fee or contract basis
<b>PROFESSIONAL, SCIENTIFIC AND TECHNICAL ACTIVITIES</b>	
69	Legal and accounting activities
70	Activities of head offices; management consultancy activities
71	Architectural and engineering activities; technical testing and analysis
72	Scientific research and development
73	Advertising and market research
74	Other professional, scientific and technical activities
75	Veterinary activities
<b>ADMINISTRATIVE AND SUPPORT SERVICE ACTIVITIES</b>	
77	Rental and leasing activities
78	Employment activities
79	Travel agency, tour operator, reservation service and related activities
80	Security and investigation activities
81	Services to buildings and landscape activities
82	Office administrative, office support and other business support activities

<b>PUBLIC ADMINISTRATION AND DEFENCE; COMPULSORY SOCIAL SECURITY</b>	
84	Administration of the State and the economic and social policy of the community Provision of services to the community as a whole
<b>EDUCATION</b>	
85	Pre-primary and primary education Secondary education Higher education Other education (Sports and recreation education, Cultural education) Educational support activities
<b>HUMAN HEALTH AND SOCIAL WORK ACTIVITIES</b>	
86	Human health activities
87	Residential care activities
88	Social work activities without accommodation
<b>ARTS, ENTERTAINMENT AND RECREATION</b>	
90	Creative, arts and entertainment activities
91	Libraries, archives, museums and other cultural activities
92	Gambling and betting activities
93	Sports activities and amusement and recreation activities
<b>OTHER SERVICE ACTIVITIES</b>	
94	Activities of membership organizations
95	Repair of computers and personal and household goods
96	Other personal service activities (Washing and (dry-) cleaning of textile and fur products, Hairdressing and other beauty treatment, Funeral and related activities)
<b>ACTIVITIES OF HOUSEHOLDS AS EMPLOYERS; UNDIFFERENTIATED GOODS- AND SERVICES-PRODUCING ACTIVITIES OF HOUSEHOLDS FOR OWN USE</b>	
97	Activities of households as employers of domestic personnel
98	Undifferentiated goods- and services-producing activities of private households for own use
<b>ACTIVITIES OF EXTRATERRITORIAL ORGANIZATIONS AND BODIES</b>	
99	Activities of extraterritorial organizations and bodies
00	ACTIVITIES NOT ADEQUATELY DEFINED

<b>COMMUNITY, SOCIAL &amp; PERSONNEL SERVICES</b>	
91	Public administration and defence
92	Sanitary and similar services
93	Educational, commercial and driving schools Private schools Government schools

	Research and scientific institutes Medical, dental and other services Animal care centres Non-governmental organisations Agricultural cooperatives Welfare institutions Business professional and labour associates Religious organisations Political organisations
94	Motion picture distribution and projection Radio broadcasting Concert artists Libraries and museums Amusement and recreational services including clubs
95	Electrical repair shops Repairs of motor vehicles, and motor cycles Watch, clock repairs Bicycles, type writer, camera etc. repairs Laundries Barber and beauty Photographic studios Security services Funeral services
96	Private households with employed persons
00	ACTIVITIES NOT ADEQUATELY DEFINED

## ANNEX 6: Food-Unit Combinations Covered for IHS5 Non-Standard Units

<i>Item Name</i> [Module G]	<i>Item Code</i> [Module G]	<i>Unit in Photo Aid</i>	<i>Size</i>	<i>Unit Code in Module G</i>	<i>Item Name</i> [Module G]	<i>Item Code</i> [Module G]	<i>Unit in Photo Aid</i>	<i>Size</i>	<i>Unit Code in Module G</i>
<b>Cereals, Grains &amp; Cereal Products:</b>					<b>Vegetables:</b>				
Maize ufa	101	PAIL	SMALL	4A	Onion	401	PIECE	SMALL	9A
mgaiwa	101	PAIL	MEDIUM	4B		401	PIECE	MEDIUM	9B
(normal flour)	101	PAIL	LARGE	4C		401	PIECE	LARGE	9C
	101	No. 10 PLATE		6		401	HEAP	SMALL	10A
	101	No. 12 PLATE		7		401	HEAP	MEDIUM	10B
	101	TINA LARGE		23F		401	HEAP	LARGE	10C
Maize ufa refined (fine flour)	102	PAIL	SMALL	4A	Cabbage	402	PIECE	SMALL	9A
	102	PAIL	MEDIUM	4B		402	PIECE	MEDIUM	9B
	102	PAIL	LARGE	4C		402	PIECE	LARGE	9C
	102	No. 10 PLATE		6	Tanaposi/Rape	403	HEAP	SMALL	10A
	102	No. 12 PLATE		7		403	HEAP	MEDIUM	10B
	102	TINA LARGE		23F		403	HEAP	LARGE	10C
Maize ufa madeya (bran flour)	103	PAIL	SMALL	4A	<b>Vegetables (Continued):</b>				
	103	PAIL	MEDIUM	4B	Nkhwani	404	HEAP	SMALL	10A
	103	PAIL	LARGE	4C		404	HEAP	MEDIUM	10B
	103	No. 10 PLATE		6		404	HEAP	LARGE	10C
	103	No.12 PLATE		7	Chinese cabbage	405	HEAP	SMALL	10A
	103	TINA LARGE		23F		405	HEAP	MEDIUM	10B
						405	HEAP	LARGE	10C
Maize grain (not as ufa)	104	PAIL	SMALL	4A	Other cultivated green leafy vegetables	406	HEAP	SMALL	10A
	104	PAIL	MEDIUM	4B		406	HEAP	MEDIUM	10B
	104	PAIL	LARGE	4C		406	HEAP	LARGE	10C
	104	No. 10 PLATE		6	Gathered wild green leaves	407	HEAP	SMALL	10A
	104	No. 12 PLATE		7		407	HEAP	MEDIUM	10B
		5 LITRE BUCKET				407	HEAP	LARGE	10C
	105	(Chigoba)		4D	Tomato	408	PIECE	SMALL	9A
	105	BASIN	SMALL	4E		408	PIECE	MEDIUM	9B
Green maize	105	PIECE	SMALL	9A		408	PIECE	LARGE	9C
	105	PIECE	MEDIUM	9B		408	HEAP	SMALL	10A
	105	PIECE	LARGE	9C		408	HEAP	MEDIUM	10B
						408	HEAP	LARGE	10C
<b>Standard units like KGs, GRAMs and/or Litres are acceptable appropriate items e.g. 101 to 105</b>									

<i>Item Name</i> [Module G]	<i>Item Code</i> [Module G]	<i>Unit in Photo Aid</i>	<i>Size</i>	<i>Unit Code in Module G</i>	<i>Item Name</i> [Module G]	<i>Item Code</i> [Module G]	<i>Unit in Photo Aid</i>	<i>Size</i>	<i>Unit Code in Module G</i>
Rice	106	PAIL	SMALL	4A	Cucumber	409	PIECE		9
	106	PAIL	LARGE	4C		409	HEAP	SMALL	10A
	106	No. 10 PLATE		6		409	HEAP	MEDIUM	10B
	106	No. 12 PLATE		7		409	HEAP	LARGE	10C
	106	5 LITRE BUCKET (Chigoba)		4D					
	106	TINA LARGE		23F					
Finger millet (mawere)	107	No. 10 PLATE		6	Pumpkin	410	PIECE	SMALL	9A
	107	No. 12 PLATE		7		410	PIECE	MEDIUM	9B
	107	BASIN	SMALL	4E		410	PIECE	LARGE	9C
	107	TINA LARGE		23F					
Sorghum (mapira)	108	PAIL	SMALL	4A	Okra / Therere	411	HEAP	SMALL	10A
	108	PAIL	LARGE	4C		411	HEAP	MEDIUM	10B
	108	No. 10 PLATE		6		411	HEAP	LARGE	10C
	108	No. 12 PLATE		7	Mushroom	413	HEAP		10
	108	TINA LARGE		23F	<b>Meat, Fish, and Animal Products</b>				
	108	BASIN	SMALL	4E	Eggs	501	PIECE		9
	108	5 LITRE BUCKET (Chigoba)		4D					
Pearl millet (mchewere)	109	PAIL	SMALL	4A	Sun-Dried fish (Large Variety)	502	PIECE	SMALL	9A
	109	PAIL	LARGE	4C		502	PIECE	MEDIUM	9B
	109	BASIN	SMALL	4E		502	PIECE	LARGE	9C
	109	TINA LARGE		23F	Sun-Dried fish (Medium Variety)	502	PIECE	SMALL	9G
Bread	111	LOAF (300G)		25A		502	PIECE	MEDIUM	9H
	111	LOAF (600G)		25B		502	PIECE	LARGE	9I
	111	LOAF (700G)		9		502	HEAP	SMALL	10G
	111	PIECE		9		502	HEAP	MEDIUM	10H
Buns, scones	112	PIECE		9		502	HEAP	LARGE	10I
Biscuits	113	PACKET (150 GRAMS)		26B	Sun-Dried fish (Small Variety)	502	HEAP	SMALL	10D
Spaghetti, macaroni, pasta	114	PACKET 250G		26C		502	HEAP	MEDIUM	10E
	114	PACKET 400G		26D		502	HEAP	LARGE	10F
	114	PACKET 500G		26E		502	HEAP		
	114	PACKET 1KG		26F					

KGs, GRAMs and/or Litres are acceptable for appropriate items e.g 106 to 114, 504 to 509, 803

<i>Item Name</i> [Module G]	<i>Item Code</i> [Module G]	<i>Unit in Photo Aid</i>	<i>Size</i>	<i>Unit Code in Module G</i>	<i>Item Name</i> [Module G]	<i>Item Code</i> [Module G]	<i>Unit in Photo Aid</i>	<i>Size</i>	<i>Unit Code in Module G</i>
<b>Roots, Tuber &amp; Plantains:</b>					Fresh fish	503	PIECE	SMALL	9A
Cassava tubers	201	PAIL	SMALL	4A	(Large Variety)	503	PIECE	MEDIUM	9B
	201	PAIL	LARGE	4C		503	PIECE	LARGE	9C
	201	PIECE	SMALL	9A		Fresh fish	503	HEAP	SMALL
	201	PIECE	MEDIUM	9B	(Medium Variety)	503	HEAP	MEDIUM	10H
	201	PIECE	LARGE	9C	503	HEAP	LARGE	10I	
Cassava flour	202	PAIL	SMALL	4A	503	PIECE	SMALL	9G	
	202	PAIL	MEDIUM	4B	503	PIECE	MEDIUM	9H	
	202	PAIL	LARGE	4C	503	PIECE	LARGE	9I	
	202	No. 10 PLATE		6	Fresh fish	503	HEAP	SMALL	10A
	202	No. 12 PLATE		7	(Small Variety)	503	HEAP	MEDIUM	10B
	202	TINA LARGE		23F	503	HEAP	LARGE	10C	
White sweet potato	203	PIECE	SMALL	9A	Beef	504	PIECE		9
	203	PIECE	MEDIUM	9B	Goat	505	PIECE		9
	203	PIECE	LARGE	9C	Pork	506	PIECE		9
	203	HEAP	SMALL	10A	Mutton	507	PIECE		9
	203	HEAP	MEDIUM	10B	Chicken - Whole	508A	PIECE		9
	203	HEAP	LARGE	10C	Chicken - Pieces	508B	PIECE		9
Orange sweet potato	204	PIECE	SMALL	9A	Other poultry - guinea fowl, doves, etc. **	509	PIECE		9
	204	PIECE	MEDIUM	9B	Small animal - rabbit, mice, etc. **	510	PIECE		9
	204	PIECE	LARGE	9C	Termites, other	511	No. 10 PLATE		6
	204	HEAP	SMALL	10A	insects (eg Ngumbi,	511	No. 12 PLATE		7
	204	HEAP	MEDIUM	10B	caterpillar) **	511	TINA LARGE		23F
	204	HEAP	LARGE	10C		511	HEAP		10
	Irish potato	205	PAIL	SMALL	4A	Smoked fish	502	PIECE	SMALL
205		PAIL	MEDIUM	4B	(Large Variety)	502	PIECE	MEDIUM	9B
205		PAIL	LARGE	4C		502	PIECE	LARGE	9C
205		HEAP	SMALL	10A	Smoked fish	502	PIECE	SMALL	9G
205		HEAP	MEDIUM	10B	(Medium Variety)	502	PIECE	MEDIUM	9H
205		HEAP	LARGE	10C		502	PIECE	LARGE	9I
			5 LITRE BUCKET						
205		(Chigoba)		4D		502	HEAP	SMALL	10G

<i>Item Name</i> [Module G]	<i>Item Code</i> [Module G]	<i>Unit in Photo Aid</i>	<i>Size</i>	<i>Unit Code in Module G</i>	<i>Item Name</i> [Module G]	<i>Item Code</i> [Module G]	<i>Unit in Photo Aid</i>	<i>Size</i>	<i>Unit Code in Module G</i>
Potato	206	PACKET	25G	26A		502	HEAP	MEDIUM	10H
crisps	206	SATCHET/TUBE	25g	27A	Smoked fish (Medium Variety)	502	HEAP	LARGE	10I
	206	SATCHET/TUBE	50g	27B					
	206	SATCHET/TUBE	100g	27C					
Plantain, cooking banana	207	BUNCH	SMALL	8A	Smoked fish (Small Variety)	502	HEAP	SMALL	10D
	207	BUNCH	MEDIUM	8B		502	HEAP	MEDIUM	10E
	207	BUNCH	LARGE	8C		502	HEAP	LARGE	10F
	207	PIECE		9					
	207	CLUSTER	SMALL	8D					
	207	CLUSTER	MEDIUM	8E					
	207	CLUSTER	LARGE	8F					
Cocoyam (masimbi)	208	PIECE		9	<b>Fruits:</b>				
	208	HEAP		10	Mango	601	PAIL SMALL		4
<b>Nuts &amp; Pulses:</b>						601	PAIL LARGE		5
Bean, white	301	PAIL	SMALL	4A		601	PIECE	SMALL	9A
	301	No. 10 PLATE	FLAT	6A		601	PIECE	MEDIUM	9B
	301	No. 10 PLATE	HEAPED	6B		601	PIECE	LARGE	9C
	301	No. 12 PLATE	FLAT	7A		601	HEAP		10
	301	No. 12 PLATE	HEAPED	7B	Banana	602	CLUSTER	SMALL	28A
	301	TINA LARGE	FLAT	23C		602	CLUSTER	MEDIUM	28B
	301	TINA LARGE	HEAPED	23D		602	CLUSTER	LARGE	28C
	301	BASIN	SMALL	4E		602	PIECE	SMALL	9A
	301	HEAP		10		602	PIECE	MEDIUM	9B
						602	PIECE	LARGE	9C
Bean, brown	302	PAIL SMALL		4A	Citrus - naartje, orange, etc. **				
	302	No. 10 PLATE	FLAT	6A		603	PIECE		9
	302	No. 10 PLATE	HEAPED	6B	Pineapple				
	302	No. 12 PLATE	FLAT	7A		604	PIECE		9
	302	No. 12 PLATE	HEAPED	7B	Papaya				
	302	TINA LARGE	FLAT	23C		605	PIECE		9
	302	TINA LARGE	HEAPED	23D	Guava	606	PIECE	SMALL	9A
	302	BASIN	SMALL	4E		606	PIECE	MEDIUM	9B
	302	HEAP		10		606	PIECE	LARGE	9C
					Avocado				
					607	PIECE		9	

<i>Item Name</i> [Module G]	<i>Item Code</i> [Module G]	<i>Unit in Photo Aid</i>	<i>Size</i>	<i>Unit Code in</i> <i>Module G</i>	<i>Item Name</i> [Module G]	<i>Item Code</i> [Module G]	<i>Unit in Photo Aid</i>	<i>Size</i>	<i>Unit Code in</i> <i>Module G</i>
Pigeonpea (mandolo)	303	PAIL SMALL		4A	Wild fruit (masau, malambe, etc.)**	608	No. 10 PLATE		6
	303	No. 10 PLATE	FLAT	6A		608	No. 12 PLATE		7
	303	No. 10 PLATE	HEAPED	6B		608	TINA LARGE		23F
	303	No. 12 PLATE	FLAT	7A		608	PIECE		9
	303	No. 12 PLATE	HEAPED	7B		608	HEAP		10
	303	TINA LARGE	FLAT	23C		609	PIECE		9
	303	TINA LARGE	HEAPED	23D	<b>Milk and Milk Products</b>				
	303	BASIN	SMALL	4E	Powdered milk	702	SATCHET/TUBE		22
	303	HEAP		10	702	TABLE SPOON		20B	
Groundnut (Shelled)	304A	PAIL SMALL		4A	Margarine - Blue	703	PIECE		9
	304A	No. 10 PLATE	FLAT	6A	band	703	SATCHET/TUBE		22
	304A	No. 10 PLATE	HEAPED	6B	Chambiko - soured milk	705	SATCHET/TUBE		22
	304A	No. 12 PLATE	FLAT	7A	Yoghurt	706	PACKET		26
	304A	No. 12 PLATE	HEAPED	7B	Cheese	707	PIECE		9
	304A	TINA LARGE	FLAT	23C	<b>Sugar, Fats &amp; Oil:</b>				
	304A	HEAP		10	Sugar	801	No. 10 PLATE		6
Groundnut - Dried (UnShelled)	304B	PAIL SMALL		4A	801	PACKET		26	
	304B	No. 10 PLATE	HEAPED	6B	801	TEASPOON		20	
	304B	No. 12 PLATE	HEAPED	7B	801	SATCHET/TUBE		22	
	304B	TINA LARGE	HEAPED	23D	Sugar Cane	802	PIECE		9
	304B	BASIN -SMALL		4E	Cooking Oil	803	SATCHET/TUBE	SMALL	22A
	304B	BASIN - MEDIUM		4F	803	SATCHET/TUBE	MEDIUM	22B	
	304B	HEAP		10	803	SATCHET/TUBE	LARGE	22C	
Groundnut - Fresh (UnShelled)	304C	PAIL SMALL		4A	<b>Spices &amp; Miscellaneous:</b>				
	304C	PAIL LARGE		4C	Salt	810	No. 10 PLATE	FLAT	6A
	304C	No. 10 PLATE	HEAPED	6B	810	No. 10 PLATE	HEAPED	6B	
	304C	No. 12 PLATE	HEAPED	7B	810	No. 12 PLATE		7	
	304C	TINA LARGE	HEAPED	23D	810	TINA LARGE		23F	
	304C	HEAP		10	810	HEAP		10	
	304C	BASIN -SMALL		4E	810	TABLESPOON		20B	
	304C	BASIN - MEDIUM		4F	Spices	811	TEASPOON		20A
					Yeast, baking powder, bicarbonate of soda	812	TEASPOON		20A

<i>Item Name</i> [Module G]	<i>Item Code</i> [Module G]	<i>Unit in Photo Aid</i>	<i>Size</i>	<i>Unit Code in</i> <i>Module G</i>	<i>Item Name</i> [Module G]	<i>Item Code</i> [Module G]	<i>Unit in Photo Aid</i> <i>Size</i>	<i>Unit Code in</i> <i>Module G</i>
Groundnut flour	305	No. 10 PLATE	FLAT	6A	<b>Cooked Foods from Vendors:</b>			
	305	No. 10 PLATE	HEAPED	6B	Maize - boiled or roasted (vendor)	820	PIECE	9
	305	No. 12 PLATE	FLAT	7A	Chips (vendor)	821	No. 10 PLATE	6
	305	No. 12 PLATE	HEAPED	7B		821	No. 12 PLATE	7
	305	TINA SMALL	FLAT	23A	Cassava - boiled (vendor)	822	PIECE	9
	305	TINA SMALL	HEAPED	23B	Cassava - Roasted (vendor)		PIECE	9
	305	TINA LARGE	FLAT	23C	Eggs - boiled (vendor)	823	PIECE	9
	305	TINA LARGE	HEAPED	23D	Chicken (vendor)	824	PIECE	9
Soybean flour	306	PAIL SMALL		4A	Meat (vendor)	825	PIECE	9
	306	No. 10 PLATE		6	Fish (vendor)	826	PIECE	9
	306	No. 12 PLATE		7	Mandazi, doughnut (vendor)	827	PIECE	9
	306	TINA LARGE	FLAT	23C	Samosa (vendor)	828	PIECE	9
	306	TINA LARGE	HEAPED	23D	Boiled sweet potatoes	829	PIECE	9
	306	BASIN	LARGE	4G	Roasted sweet potatoes	830	PIECE	9
Ground bean (nzama)	307	No. 10 PLATE	FLAT	6A	Boiled groundnuts	831	No. 10 PLATE	6
	307	No. 10 PLATE	HEAPED	6B		831	No. 12 PLATE	7
	307	No. 12 PLATE	FLAT	7A		831	TINA SMALL	23E
	307	No. 12 PLATE	HEAPED	7B		831	TINA LARGE	23F
	307	TINA LARGE	HEAPED	23D	Roasted groundnuts	832	TABLESPOON	20B
Cowpea (khobwe)	308	No. 12 PLATE	FLAT	7A		832	TEASPOON	20A
	308	No. 12 PLATE	HEAPED	7B	Popcorn	833	PACKET	26
	308	TINA LARGE	FLAT	23C	Zikondamoyo / Nkate	834	PIECE	9
	308	TINA LARGE	HEAPED	23D	KALONGONDA	835	No. 10 PLATE	6
	308	BASIN	SMALL	4E	(Mucuna)	835	No. 12 PLATE	7
	308	HEAP		10				
Macademia nuts	309	PACKET SMALL		26G				
	309	PACKET LARGE		26I				

## ANNEX 7: NATIONAL CALENDAR OF EVENTS

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

<u>Age</u>	<u>Year</u>	<u>Event</u>
82	1928	Blantyre- Salisbury (Harare) Road via Tete opened.
81	1929	Labour census taken for the first time in Nyasaland (Malawi). Jeans Training Centre opened in Domasi with 23 teachers.
80	1930	Construction of the Blantyre-Balaka railway.
79	1931	Population census taken in the country. Zomba Mental Hospital opened. New hydroelectric power station commenced on the middle section of the Shire River.
78	1932	Locusts damaged crops throughout Nyasaland. Mchape (witchcraft cleansing) begins in Mulanje and spreads widely. Lilongwe to Salima tarmac road constructed.
77	1933	First silver coins from Southern Rhodesia. Establishment of the Native Authority (Traditional Courts). Chileka aerodrome opened.
74	1936	Liwonde pontoon ferry services installed pending bridge construction.
73	1937	Midima Hill- Mlomba - Phalombe road completed.
71	1939	Outbreak of the Second World War. Lakeshore - spread of leprosy. Fort Manning (Mchinji) - opening of sub-boma.
64	1946	Sinking of the "Viphya" passenger boat off of Chilumba/Livingstonia. Nyasaland Transport Company (NTC) formed to run buses.
61	1949	Drought and famine at the end of the year, especially in the Southern Region. First African members of the Legislative Council appointed. Launching of "Ilala" at Monkey Bay.
58	1952	African National Congress active in its campaign against Federation
57	1953	Beginning of the Federation of Rhodesia and Nyasaland. Coronation of Queen Elizabeth II. Chief Gomani deposed due to disobeying the Federal Rules. Anti-federation disturbances.
55	1955	Transferring of the Northern region headquarters from Mzimba to Mzuzu.
54	1956	Sir Robert Armitage becomes Governor. Colby School of Agriculture and Veterinary Science opened at Chitedze, near Lilongwe.
53	1957	Queen mother's visit to Nyasaland.
52	1958	Return of Dr. H. Kamuzu Banda to Nyasaland (Malawi). New airport started at Lilongwe.
51	1959	State of Emergency declared. Release of Dr. Banda from Gweru prison.
49	1961	First general elections.

<u>Age</u>	<u>Year</u>	<u>Event</u>
47	1963	Self-government granted. Federation of Rhodesia and Nyasaland dissolved.
46	1964	Malawi becomes a sovereign independent state – Independence from Britain.
45	1965	University of Malawi opened. Sinking of Liwonde ferry.
44	1966	Malawi becomes a Republic. Malawi population census held. Bunda Collage of Agriculture opened.
40	1970	Rail link to the Mozambique port of Nacala opened by Dr. Banda.
39	1971	New currency – Kwacha and Tambala –introduced to replace pounds and shillings.
38	1972	Construction of lakeshore road. Ministry of Works and Supplies headquarters moved from Zomba to Lilongwe. Plane crash in Botswana kills more than 70 Malawian miners.
37	1973	First outbreak of cholera in Malawi. Chilumba Jetty built and opened by Dr. Banda.
36	1974	Construction of Malawi - Canada rail line from Salima to Mchinji starts from Salima.
35	1975	Capital of Malawi moved from Zomba to Lilongwe. Lilongwe town declared a city.
34	1976	Dr. Banda opened bailey bridge over the Shire river at Mangochi.
33	1977	Malawi population census held. Construction of Chiweta to Kacheche road, northern lakeshore. Tarmac of Lilongwe to Kasungu road. Kamuzu Central Hospital started operating.
32	1978	Tarmac reached Mchinji boma. Lilongwe -Mchinji railway line construction work reaches Mchinji.
31	1979	Queen Elizabeth's visit to Malawi. Railway line from Salima to Lilongwe officially opened by Dr. Banda. Dwangwa Sugar Corporation opened, Nkhotakota district.
29	1981	Kamuzu Academy opened at Mtunthama, Kasungu.
28	1982	Ethanol plant came into operation. Road from Dwangwa to Nkhotakota completed.
27	1983	Dr. Banda opened Kamuzu International Airport in Lilongwe. Sir Glyn and Lady Jones make a private visit to Malawi.
26	1984	President Samora Machel of Moçambique visits Malawi.
25	1985	Silos built at Ipyana in Karonga. Electricity reached Nkhata Bay. Mzuzu Municipality declared a city.
24	1986	Prime Minister of Zimbabwe, Robert Mugabe, visits Malawi.
23	1987	Visit of Prince Charles. Malawi Population and Housing Census held.
21	1989	Bus-train accident at Chilimba in Blantyre kills 13 people. Dr. Banda ordered teachers teach in their respective regions.

<u>Age</u>	<u>Year</u>	<u>Event</u>
20	1990	MV Mtendere motorboat capsizes, killing 5 people at Kaporo. Iraqi forces invade Kuwait.
19	1991	Flash floods at Phalombe.
18	1992	Pastoral letter was released, marking the beginning of multi-party struggle in Malawi.
17	1993	National referendum, which resulted in the adoption of multi-party politics.
16	1994	Multi-party general election, which ushered the United Democratic Front into government, led by President Bakili Muluzi.
15	1995	Mchape at Liwonde in Machinga.
13	1997	Death of Dr. Banda, the first president of the Republic of Malawi.
11	1999	Second election of President Muluzi.
9	2001	September 11 <sup>th</sup> attacks on the United States of America.
6	2004	Multi-party general election, which ushered the Democratic Progressive Party into government, led by President Bingu wa Mutharika.
2	2008	Malawi Population and Housing Census held.
1	2009	Second election of President Bingu wa Mutharika.