



GOVERNMENT OF MALAWI

NATIONAL STATISTICS OFFICE

THIRD INTEGRATED HOUSEHOLD SURVEY, 2010/11

ENUMERATOR MANUAL

FOR THE

HOUSEHOLD QUESTIONNAIRE

TABLE OF CONTENTS

1. INTRODUCTION	4
2. DESCRIPTION OF THE SURVEY	5
(a) The Four IHS3 Questionnaires	5
(b) Rationale for the IHS3.....	6
3. SURVEY ORGANIZATION	7
4. THE SURVEY SAMPLE	9
(a) Inclusion in the Survey	9
(b) Exclusion from the Survey	9
(c) Coverage Rules	10
5. PRE-ENUMERATION LISTING AND HOUSEHOLD SELECTION.....	11
(a) Pre-Enumeration Listing	11
(b) Household Selection	12
6. COMPLETION OF THE HOUSEHOLD QUESTIONNAIRE.....	12
(a) Questionnaire Translation.....	13
(b) Questionnaire Formatting.....	13
(c) How to Administer the Questionnaire	16
(d) Your Interactions with the Community.....	17
(e) Your Interactions with the Respondents.....	18
(f) General Instructions for Completing the Questionnaire.....	20
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	32
Module C: Education.....	36
Module D: Health.....	38
Module E: Time Use & Labour.....	41

Module F: Housing	49
Module G: Consumption of Food Over Past One Week	53
Module H: Food Security	56
Module I: Non-Food Expenditures – Past One week & One Month	56
Module J: Non-Food Expenditures – Past Three Months	57
Module K: Non-Food Expenditures - Past Twelve Months.....	57
Module L: Durable Goods	58
Module M: Farm/Fishery Implements, Structures And Machinery	59
Module N: Household Enterprises.....	59
Module O: Children Living Elsewhere	64
Module P: Other Income	65
Module Q: Gifts Given Out by Household	66
Module R: Social Safety Nets.....	66
Module S: Credit	67
Module T: Subjective Assessment of Well-Being	68
Module U: Shocks & Coping Strategies	69
Module V: Child Anthropometry	70
Module W: Deaths in Household	75
8. FIELD DUTIES AFTER COMPLETING THE QUESTIONNAIRE	76
9. ANNEX: DISTRICT CODES AND COUNTRY CODES.....	78
10. ANNEX: TRANSLATION OF KEY TERMS FOR THE IHS3 QUESTIONNAIRES.....	79
11. ANNEX: WORK AND INCOME EARNING ACTIVITIES IN THE IHS3.....	81
12. ANNEX: OCCUPATION CODES	83
13. ANNEX: INDUSTRY CODES	88
14. ANNEX: Food-Unit Combinations Covered in the IHS3 Photo Aid for Food Consumption Information Collection	92
15. ANNEX: NATIONAL CALENDAR OF EVENTS.....	94

1. INTRODUCTION

You have been selected as one of the interviewers for the implementation of the **Malawi Third Integrated Household Survey (IHS3)**. The National Statistical Office (NSO) carries out the IHS approximately every five to six years. While the IHS1 was conducted between November 1997 and October 1998, the IHS2 was implemented between March 2004 and April 2005.

The principal foci of the IHS3 are the welfare level of Malawian households and smallholder agricultural productivity. Hence, the IHS3 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 IHS3 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 IHS3 data is expected to be rich.

The enumeration of the IHS3 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 IHS3 and 16 households will be interviewed in a given enumeration area for a total sample of 12,288 households. Roughly 1/4th of the IHS3 households will be labelled as “panel” households who will be visited twice throughout the IHS3 field work, and will be tracked and revisited in 2013. The rest of the IHS3 sample will be composed of “cross-sectional” households who 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 IHS3 field staff will be composed of 16 mobile teams, each of which will include a field supervisor, 4 enumerators, 1 data entry operator and 1 driver. This implies that data entry will be implemented concurrently with field operations, using laptop computers. The data entry operator will be responsible for entering the completed questionnaires from a given EA, run a batch of consistency checks and produce an automated report of errors for the enumerators to fix before the team departs for the next EA. Prior to deployment, the teams will be given clear, monthly schedules to execute. It is important to note that the IHS3 is being conducted under the Statistics Act of 1967 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 Four IHS3 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">• Household Membership/roster• Education• Health and Nutrition• Time Use and Labour• Housing• Food Consumption• Food Security• Non-Food Consumption• Ownership of Durable Goods• Ownership of Farm Assets• Household Enterprises	<ul style="list-style-type: none">• Children Living Elsewhere• Other Income• Gifts Given Out• Social Safety Nets• Credit• Subjective Assessment of Welfare• Shocks and Coping Strategies• Child Anthropometry• Deaths in Household• Agricultural Household Identification
--	--

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 IHS3 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 IHS3 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. **Note that the Manual for the Agriculture and Fishery Questionnaires is separate.**

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 768 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.

(b) Rationale for the IHS3

The IHS3 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 a portion of the IHS3 sample will be designated as “panel” and revisited in 2013, the IHS3 will provide the baseline 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 IHS3 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 IHS3 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 IHS3 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 IHS3 is based on 31 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 31 strata are made up of all districts in Malawi (with the exception of Likoma) as well as the four urban centres, namely Lilongwe, Blantyre, Mzuzu, and Zomba. The regional distribution of the IHS3 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
	Dedza	Phalombe
	Ntcheu	Chikwawa
	Lilongwe, Non-City	Nsanje
	Lilongwe City	Balaka
		Neno
		Zomba, Non-City
		Zomba City
		Blantyre, Non-City
		Blantyre City

In each of the strata, 384 households will be interviewed, with the exception of Lilongwe City and Lilongwe Non-City, in each of which 584 households will be visited. The total sample size will be 12,288 households, 3,264 of which will be designated as panel, visited twice during the IHS3 and revisited in 2013. The panel portion of the IHS3 sample is designed as to give regional, as opposed to district-level, estimates. The rest of the IHS3 sample (9,024 households) will be cross-sectional households, to be visited only once during the IHS3. The total number of EAs selected for the IHS3 stands at 768, and 16 households will be interviewed in a given EA ($768 \times 16 = 12,288$). The fieldwork of the entire 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. This number will range from 64 to 98.

You are one of the 4 enumerators assigned to each of the 16 mobile teams, which will also include a field supervisor, a data entry operator and a driver. Hence, there will be 64 enumerators, 16 field supervisors, 16 data entry operators and 16 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 EA. Following the completion of all relevant questionnaires for a given household, the enumerators will hand in the completed questionnaires to the field supervisor who after checking will in turn hand in to data entry operators, who will enter the data in the field, concurrently with other field work operations. Following the data entry, the data entry operator will produce an automated report of possible missing or inconsistent questionnaire responses. The enumerators are then expected to follow up on this report, revisit the households to correct possible mistakes on the paper questionnaires, and notify the data entry operator on how the previously entered values should be corrected. Following this interaction, the enumerator will present the final, completed household questionnaire to his/her field supervisor, who will then perform another round of error and consistency checks.

The teams will not leave a given EA until all questionnaires are entered and checked for consistency by the data entry application as well as the field supervisor. On a weekly basis, the field supervisors will electronically send the data entered in the field to an email account specifically designated for this purpose. On a regular basis, your team will be visited by the senior supervisors from the NSO headquarters, who will also collect the completed questionnaires from your field supervisors.

The IHS3 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 EAs allocated to your team throughout the 12-month survey period. Your immediate supervisor is the ***IHS3 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 IHS3 sample household members to assess your work. As the IHS3 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 aged between 6 and 59 months that will be recorded in Module W. 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 W 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 IHS3; 768 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 IHS3 management team will operate under the direct oversight of the Commissioner of Statistics. Administratively, the IHS3 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 IHS3 Survey Coordinator will be responsible for the day-to-day activities related to the survey. He will be assisted by 4 other IHS3 Managers. The data entry will take place concurrently in the field and the analysis of the data that you collect will be the responsibility of the IHS3 management team.

4. THE SURVEY SAMPLE

(a) Inclusion in the Survey

Our ability to use the IHS3 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 EAs selected for the IHS3 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.

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 IHS3 survey management staff from a listing of all EAs in a district or urban centre using a randomised selection procedure. 16 households will be randomly selected from a listing of all eligible households in an EA.

As part of the IHS3 exercise, the NSO will have EA household listing teams go to all of the EAs selected for the IHS3 several week 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 IHS3 EA to compile a list of all eligible households in the EA. The average number of households in the EAs selected for the IHS3 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 dwelling or, vice versa, for several households to be resident in a single dwelling.

(b) Household Selection

The IHS3 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.

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. After 4 days in the EA, you must complete 4 household interviews.

You must also schedule with your households appointments for the anthropometric measurements of all children between 6 and 59 months of age. 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.

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.

(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 IHS3 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 IHS3 management team.

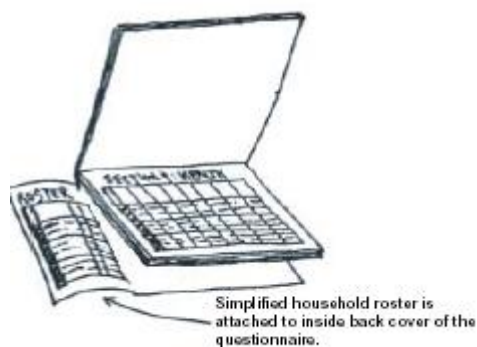
(b) Questionnaire Formatting

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 types (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 typeface. Arial and Courier are names of typefaces. The examples in the table below are in the typeface 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 programs.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.	GLASS.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

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. Keep in mind that each enumerator is to interview 4 households no more than 4 days 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 IHS3 management team in Zomba should come with you when you interview. If an IHS3 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 IHS3 staff member. In most cases, the IHS3 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 IHS3 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 honor 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 to 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 IHS3 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, write all of the details down on the questionnaire and Obtain as much information as possible to enable you to complete the questionnaire efficiently when you leave the household. There is plenty of space on the page above each page of the questionnaire to do so. 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

Enumeration areas are relatively small, consisting of about 250 households on average. 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 IHS3 is being conducted under the 1967 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 statement on page 3 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 IHS3 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 IHS3, 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 IHS3 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.

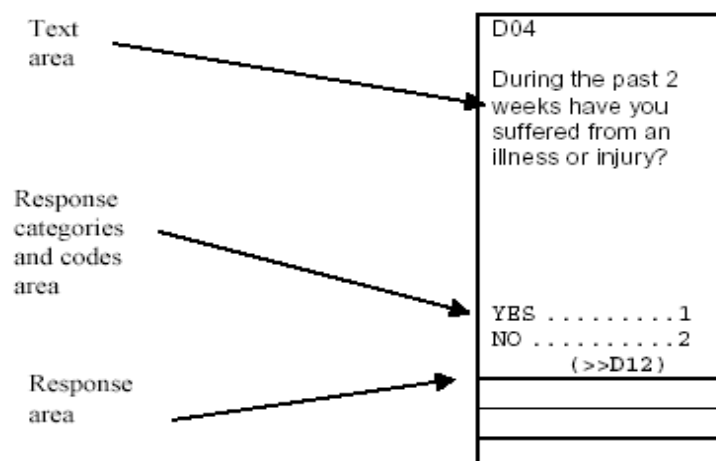
Response categories and codes area

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?
	PERMANENT .. 1	
	SEMI- PERMANENT .. 2	
	TRADITIONAL 3	
SINGLE HOUSE.1		GRASS. . . . 1
SEVERAL SEPARATE STRUCTURES...2	(SEMI- PERMANENT IS MIX OF TRADITIONAL (GRASS, MUD) & MODERN MATERIALS (IRON SHEET, CEMENT)	MUD (YOMATA) 2
FLAT.....3		COMPACTED EARTH (YAMDINO). . 3
ROOM IN LARGER DWELLING.....4		MUD BRICK (UNFIRED). . 4
IMPROVISED HOUSING.....5		BURNT BRICKS 5
OTHER.....6		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 UNION2 (>>B25)	
SEPARATED3	
DIVORCED4	
WIDOW OR WIDOWER5	
NEVER MARRIED6	

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	
sandy1	
between sand & clay .2	
clay3	

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	3 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 lease or rent on this plot in [LAST COMPLETED CROPPING SEASON]?

ESTIMATE VALUE OF ANY IN-KIND PAYMENTS

MX

10,000

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	
WRITTEN DESCRIPTION	IND. CODE
LEATHER SHOE FACTORY	

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.
- Remember to take 2 questionnaires to every interview, in case the household is larger than 12 members and you need 2 questionnaires for the interview. (Remember in such cases to write '1 of 2' and '2 of 2' on the front of the questionnaires).
- 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 4 households assigned to them within the first day in the EA. They can also write on Form 1 to note 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.

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 IHS3 staff members processed the questionnaire at various stages of the data collection and entry.

“Questionnaire Number” box at upper right is for the use of the data entry staff. Simply leave this box blank.

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. Remember to indicate yes, if the EA is a panel and no if it is not. Panel and cross-sectional EAs will have different coloured questionnaires to help you make this identification much easier. Your supervisor will supply you with this information.

A05. Write down the name of the village or urban location in which the survey household resides.

Multiple questionnaires. Each questionnaire contains sufficient space to enumerate a household of 12 members. If the survey household has more than 12 members, you will need to use an additional Household questionnaire.

- The box on page 1 at lower right is only to be used if you need to use more than one questionnaire for the household.

A05 & A07. In the future, NSO plans to conduct additional interviews with selected survey households from the IHS3. 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. A09 should consist of a description that will uniquely identify the dwelling unit of the household, allowing one to readily find the dwelling within the EA.

A10. Record the GPS coordinates of the dwelling after allowing adequate time for the GPS unit to acquire signal.

A11 to A13. These provide information on whether the originally selected household for the IHS3 was actually interviewed. In most cases, you will be able to interview the household originally selected. If an originally selected household is replaced, you **MUST** record the appropriate code for the reasoning. Replacement should be undertaken **ONLY IF** you are unable to find the household after several attempts or if the household refuses to participate in the survey. You should only use a replacement household after consulting with your field supervisor and only with the supervisor's authorization.

A14.B. 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.

A15, A16, A17. Identify household members that may have access to telephones (landlines or cell phones), and record their household roster ID code, after filling Module B.

- 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.
- (INSTRUCTIONS CONTINUE ON THE NEXT PAGE)

- 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 tracing the household in the future, if need be.

You **MUST** solicit contact information in **A14 through A20** as comprehensive as possible to ensure the success of future efforts that will be tracking a sub-sample of the IHS3 households.

A21-A29. You must fill out A21 to A29. Disciplinary action will be taken if you consistently submit questionnaires that do not have your own details noted here.

A23. The date that you write in should be the date that you **first began** interviewing members of the survey household.

A30-A35. A30 through A35 are to record the other individuals who will be involved in processing the questionnaire through data entry and cleaning.

Sketch of dwelling location. Please sketch the location of the household in a simple map on page 4. You should identify the dwelling of the household with reference to one or two prominent landmarks in its vicinity.

Page 5. You should read and comprehensively explain to the head of the survey household all of the contents of the paragraphs in the box, making sure to answer any questions that he or she might have.

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** 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 5. 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 A07 on the first page of the questionnaire.**

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.

B05 & B06. In B05 and B06 both age and month & year of birth are asked. B06 is **ESSENTIAL** for **children**.

- 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.

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.

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 third period of half a month, the total cumulative absence was 2.75 months. Reported as 3 months. (See the next point on rounding.)
(INSTRUCTIONS CONTINUE ON THE NEXT PAGE)

- 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 four wives residing in the household, you should make a bold notation of this fact at the top of **Page 8**, 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 successfully 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 who 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 well being 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** 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 & D39. These are filled in by the interviewer without asking the respondent.

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

D40 –D43. These **MUST ONLY** be asked of women aged 12 to 49 years, i.e. women in their childbearing years. The recall period is **24 months**.

D43. 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.

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 **E05 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 IHS3” for examples of work/income activities, and where they would be captured in the IHS3.

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 <u>MUST NOT</u> be listed in E18-E45:
<ul style="list-style-type: none"> • 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 <i>many different</i> firms and the government for different projects <p>→ These jobs <u>MUST</u> be recorded in Module N, <u>NOT</u> in Module E.</p>
<ul style="list-style-type: none"> • Rents land to grow tobacco • Grows local maize and banana on land he owns • Keeps goats <p>→ These jobs <u>MUST</u> be recorded in the Agriculture Questionnaire, <u>NOT</u> in Module E.</p>
<ul style="list-style-type: none"> • 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 <p>→ These jobs <u>MUST</u> be recorded in the Agriculture Questionnaire, <u>NOT</u> in Module E.</p>

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

E05 – 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.

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:

Response	Suggested Probing Questions
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."

Examples	E19/E33/E47: Occupation Written Description	Code to be Entered After Interview	E20/E34/E48: Industry Written Description	Code to be Entered After Interview
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

Examples	E19: Occupation Written Description	Code (to be entered after interview)	E20: Industry Written Description	Code (to be entered after interview)
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 NOT 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).

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 dwelling 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 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.

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 IHS3 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. 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. 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 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.

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 IHS3 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.
(INSTRUCTIONS CONTINUE ON THE NEXT PAGE)

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.

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 P 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 IHS3” for examples of work/income activities, and where they would be captured in the IHS3.

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 includes 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 a 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 O: 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*.

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** inquires 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.

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.

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.

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 a 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. 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.

U01. A list of 16 types of shocks is provided. Go through the **ENTIRE LIST** in U01 before continuing with the rest of the module.

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 6 to 59 months.

Direct informants: Mother/guardian of children aged 6 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 aged 6 to 59 months.

*No children 5 years of age and above will be measured. No children below 6 months of age will be measured. **ONLY** children between 6 and 59 Months of age will be measured.*

For example, if the field supervisor and you carry out the measurement of children on 23 March 2010, you should not measure any children whose date of birth was before 23 March 2005 or after 23 September 2009.

The mother or guardian of the child **SHOULD** assist throughout anthropometric measurements. The two 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.

- IHS3 will use a hanging scale (Salter-type scale) to weigh children between 6 and 59 months of age. 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).

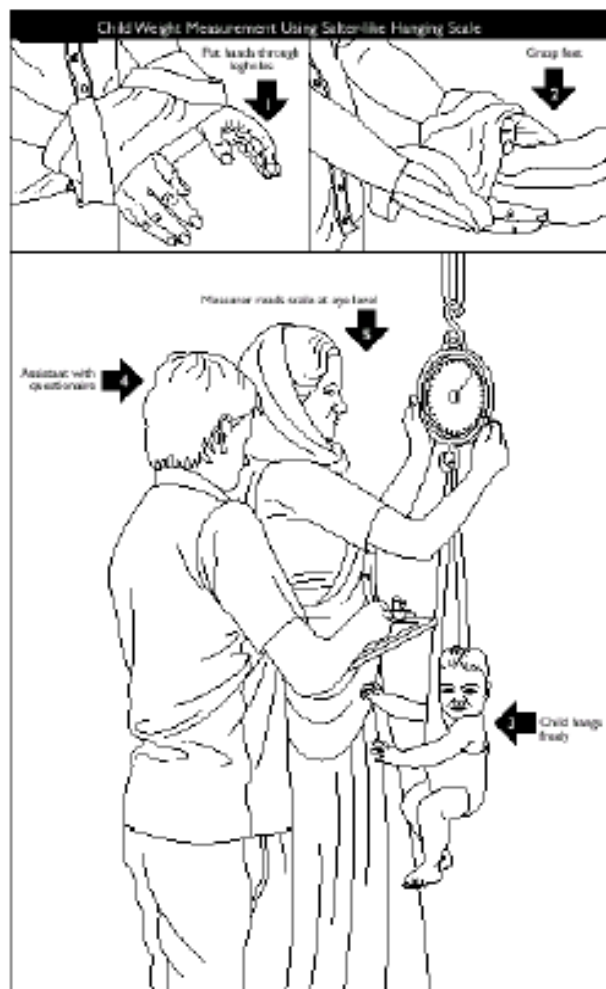
- You **MUST** zero the scale before weighing the child is important.

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).

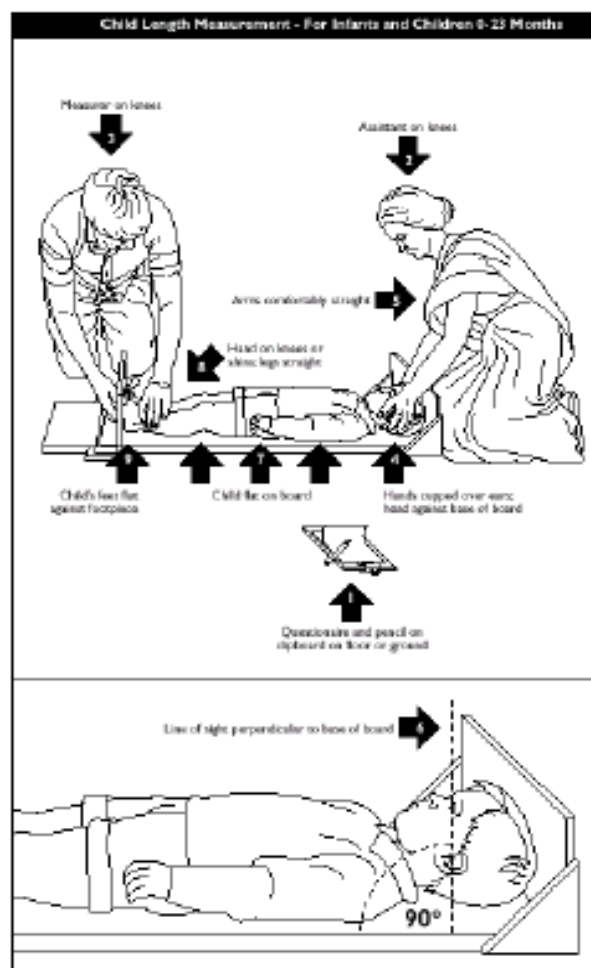
1. Hang the scale from a secure place like a ceiling beam or a solid branch on a tree. You may need a piece of rope to hang the scale at eye level. Ask the mother/guardian to undress the child as much as possible.
2. Attach a pair of the empty weighing pants to the hook of the scale and adjust the scale 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, 1996.

Measuring the length of children aged 6 to 23 months.

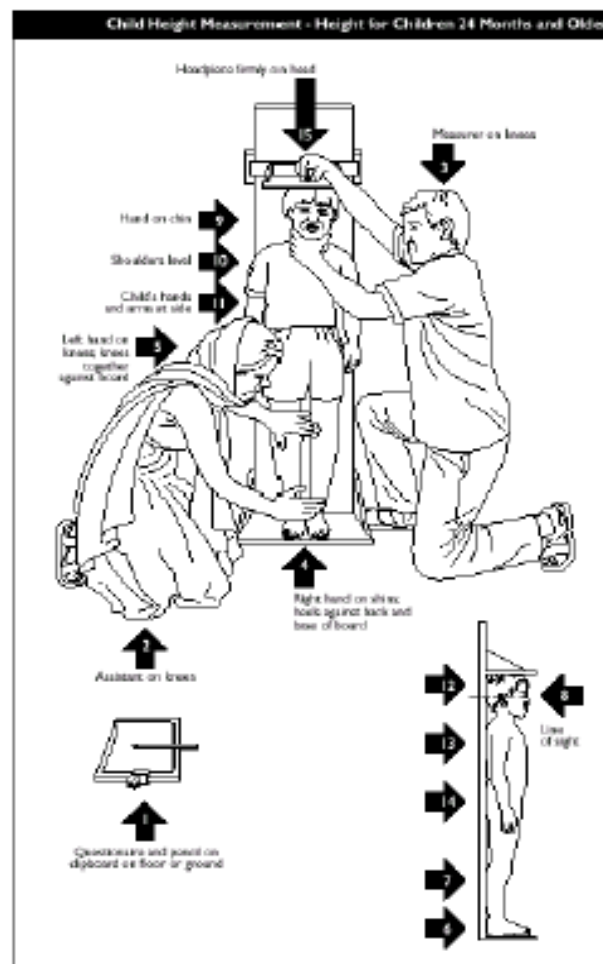
1. Place the measuring board on a hard, flat section of the ground or floor.
2. The assistant should kneel with both knees behind the base of the board (Arrow 2).
3. You should kneel on the right side of the child so that you can hold the foot piece with your right hand (Arrow 3).
4. With the mother's 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 unbraid 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.



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. 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.

Submission of the Questionnaire to the Field Supervisor

After reviewing the questionnaires for obvious errors, you **MUST** submit the completed questionnaires to your field supervisor for an initial round of review.

The field supervisor **MUST** review the questionnaires for completeness, consistency, and accuracy, and fix the obvious mistakes. He/she **MUST** also code the responses to the questions on occupation and industry (E19, E20, E33, E34, E47, E48 and N09) in the Household Questionnaire.

Submission of the Questionnaire by the Field Supervisor to the Data Entry Clerk

Following the correction of obvious mistakes, the **field supervisor** (or you, if specifically assigned to this task by the field supervisor) will submit the questionnaires to the **data entry operator** on a **rolling basis** (as the questionnaires are being completed) and **NOT** wait until all questionnaires in the EA are finalized.

For each batch of questionnaires that is given to him/her, the **data entry operator** will key in the information and run a computer program that checks for out-of-range entries, missing values, inconsistent and/or potentially miscoded entries. This program generates an error report pertaining to the questionnaires keyed in for each household. The report includes both data entry errors as well as errors that originate from *incorrect administration* of the questionnaires.

Without printing, the data entry operator will review the report for each household's questionnaires, identify his/her own data entry errors and fix them in the file.

Correction of Errors Based on the Data Entry Application

After all questionnaires are keyed-in and checked for data-entry-specific errors, **the data entry operator will PRINT the error report for the ENTIRE EA.**

The **field supervisor MUST** then distribute all portions of the **EA error report** among the enumerators, according to the households assigned to the enumerators.

Each **enumerator MUST** then review the report, and account for all errors by visiting his/her respective households to record the correct values on the questionnaires.

Each **enumerator MUST** keep a track of changes on the error report, and review the record of proposed changes with the field supervisor.

The **team leader MUST** then oversee the process of final round of paper questionnaire revisions by the **enumerators**, and submit the corrected questionnaires to the data entry operator, clearly identifying the areas that were revised.

The **data entry operator** will key in the correct questionnaire entries, before the team departs from the EA, and save the updated data file for the EA.

Transmission of Data and Questionnaires from the Field

The team leader **MUST** electronically send in data from the field to an account designated for receiving IHS3 data. The instructions on how to do so have been provided to the team leaders. The completed questionnaires will be periodically picked up from the field through the IHS3 Management supervision visits.

9. ANNEX: 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	

10. ANNEX: TRANSLATION OF KEY TERMS FOR THE IHS3 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 IHS3 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

English	Chichewa	Chiyao	Chitumbuka
In-Kind	kupereka kapena kulandira katundu ngati mphanso 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

11. ANNEX: WORK AND INCOME EARNING ACTIVITIES IN THE IHS3

Throughout the IHS3, 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
<u>Chicken Farmer</u>	<u>Agriculture Questionnaire</u>

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 & William</u>	<u>Module</u>
Joanna*: Ganyu Labour	Household
	Questionnaire: Module E
<u>William: Charcoal Seller</u>	<u>Household</u>
	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 & James</u>	<u>Module</u>
Elizabeth: Primary School Teacher (Wage Employment)	Household
	Questionnaire: Module E
<u>Elizabeth: Tutor (Own-Account/Self-Employment)</u>	<u>Household</u>
	Questionnaire: Module N
<u>Frank: Taxi Driver (Own-Account/Self-Employment)</u>	<u>Household</u>
	Questionnaire: Module N
<u>James: Taxi Driver (Wage Employment)</u>	<u>Household</u>
	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	Household
(Wage Employment)	Questionnaire: Module E
Farmer	Agriculture Questionnaire
(Own-Account/Self-Employment)	

5. Charles and his wife own a small resthouse near Mangochi. He also does bricklaying work for different people and shops near his home.

<u>Work of Charles</u>	<u>Module</u>
Resthouse Owner	Household
(Self-Employment)	Questionnaire: Module N
Bricklayer	Household
(Own-Account/Self-Employment)	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.

<u>Work of Josiah</u>	<u>Module</u>
Clothing Trader	Household
(Self-Employment)	Questionnaire: Module N
TNM top-up Seller	Household
(Wage-Employment)	Questionnaire: Module E

7. Mr. Panda hires a crew of people to sell TNM top-up cards around shopping centers/neighborhoods in Blantyre. He rents 5 hectares and grows groundnuts on them.

<u>Work of Mr. Panda</u>	<u>Module</u>
TNM Top-Up Seller	Household
(Self-Employment)	Questionnaire: Module N
Farmer	Agriculture Questionnaire
(Own-Account/Self-Employment)	

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.

<u>Work of Jane & Her Husband</u>	<u>Module</u>
Jane: Nurse	Household
(Wage-Employment)	Questionnaire: Module E
Jane: Shop Owner	Household
(Self-Employment)	Questionnaire: Module N
Husband: Fisherman & Fish Trader	Fishery Questionnaire
(Own-Account/Self-Employment)	

12. ANNEX: OCCUPATION CODES

MAJOR GROUP 0/1: PROFESSIONAL, TECHNICAL, & RELATED WORKERS	
01	Physical Scientists and related technicians. Chemists, Physicists
02	Architects, Surveyors and related workers. Architects, Planners, Surveyors, Draughtsmen and related workers
03	Engineers and related workers. Civil, Mechanical, Electrical, Mining and Other Engineers; Mining Technicians
04	Aircraft's and ships' officers. Pilots, Navigators, deck officers, flight and ships' officers
05	Life scientists and related technicians. Agronomists, biologists, zoologists.
06	Medical, dental and related workers. Doctors, Dentists, Medical and Dental Assistants, Nurses, X-ray and other medical technicians. (Excluding traditional healers (which are group 59))
07	Veterinary and related workers. Veterinarians and related workers not elsewhere classified
08	Statisticians, mathematicians, systems analysts. Statisticians, actuaries, systems analysts and related technicians
09	Economists
11	Accountants, (private or government); (for book-keepers see 33)
12	Jurists. Lawyers, Judges
13	Teachers. University Lectures and teachers.
14	Workers in Religion. Priests, nuns lay brothers etc, and related workers in religion not elsewhere classified
15	Writers. Authors, journalists, critics and related writers.
16	Artists. Sculptors, painters of pictures, photographers and cameramen.
17	Composers and Performing artists. Composers, musicians, singers, dancers, actors, producers, performing artists.
18	Athletics, sportsmen and related workers. Athletes, etc.
19	Professional and technical workers not elsewhere classified. Librarians, archivists, curators, sociologists, social workers and occupational specialists, translators, interpreters and other professional and technical workers not elsewhere classified.

MAJOR GROUP 2: ADMINISTRATION AND MANAGERIAL WORKERS	
20	Legislative Officials and government senior administrators. Legislative officials.
21	Managers. General Managers, production managers (except farm managers) and managers not elsewhere classified.
22	Traditional Leaders. Village Headmen, Group Village Headmen, Sub-Traditional Authorities, Traditional Authorities, Senior Traditional Authorities/Chiefs, Paramount Chiefs.
MAJOR GROUP 3: CLERICAL AND RELATED WORKER	
30	Clerical supervisors
31	Government administrative/secretarial officials
32	Stenographers and related workers. Stenographers, typists, card and tape punching machine operators.
33	Book-keepers, cashiers and related workers. Book-keepers and cashiers.
34	Computing and machine operators of book-keeping machines, calculators and automatic data processing machines (computers).
35	Transport and communication supervisors. Railway Stations Masters, postmasters, communication supervisors not elsewhere classified stated.
36	Transport conductors. Bus conductors
37	Mail distribution clerks. Registry clerks
38	Telephone and telegram operators Including switchboard (PBX) operators.
39	Clerical and related workers not elsewhere classified. Stock Clerk Correspondence clerks, receptionists, and travel agency clerks, Library and filling clerks and other clerks and not elsewhere classified.
MAJOR GROUP 4: SALES WORKERS	
40	Managers (wholesale & retail trade)
41	Working proprietors (wholesale and retail trade)
42	Sales supervisors and buyers
43	Technical salesmen, commercial travellers, manufactures agency
44	Auctioneers and salesmen of insurance, real estate, securities, and business services.
45	Salesmen and shop assistants, and related workers (demonstrators, street vendors, canvassers, news vendors).
49	Sales workers not elsewhere classified.

MAJOR GROUP 5: SERVICE WORKERS	
50	Managers (catering & lodging services)
51	Working proprietors (catering & lodging services)
52	Housekeeping and related service supervisors (Excluding housewives)
53	Cooks, waiters, bartenders and related workers
54	Maids and related housekeeping service workers not elsewhere classified, house girls, houseboys, garden boys
55	Buildings caretakers, watch guards, charworkers, cleaners and related workers.
56	Launderers, dry-cleaners and pressers.
57	Hairdressers, barbers, beauticians and related workers.
58	Protective service workers. Fire fighters, policemen and detectives, protective workers not elsewhere classified.
59	Service workers not elsewhere classified. Traditional healers, guides, undertakers and embalmers, other service workers.
MAJOR GROUP 6: AGRICULTURAL, ANIMAL HUSBANDRY AND FORESTRY WORKERS, FISHERMEN AND HUNTERS	
60	Farm managers and supervisors
61	Farmers (general farm owner/operators and specialised farmers)
62	Agricultural and animal husbandry workers. 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	Forestry workers. Loggers and other forestry workers not elsewhere classified.
64	Fishermen, hunters and related workers.
MAJOR GROUP 7/8/9: PRODUCTION AND RELATED WORKERS, TRANSPORT EQUIPMENT OPERATORS AND LABOURERS NOT ELSEWHERE CLASSIFIED	
70	General foreman and production supervisors.
71	Miners, Quarrymen, well drillers including mineral and stone treaters, well borers and related workers.
72	Metal processors, Including melters and reheaters, casters, moulders and coremakers. Annealers, platers and coaters.

MAJOR GROUP 7/8/9 (CONT'D)	
73	Wood preparation and workers and paper makers. Wood treaters, sawyers, makers and related wood processing and related workers, paper pulp prepares and paper makers related workers.
74	Chemical processors and related workers. Crushers, grinders, mixers, heat treaters, filter and separator operators, still operators, chemical processors and related workers not elsewhere classified.
75	Spinners, weavers, dyers, fibre preparers. Spinners, Weaving and Knitting, Machine setters and operators bleachers dyers and textile product finishers; related workers not elsewhere classified.
76	Tanners, skin preparers and pelt dressers.
77	Food and beverage processors. 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	Tobacco preparers and product makers. Tobacco preparers, cigarette makers and tobacco preparers and tobacco product workers not elsewhere classified.
79	Tailors, dressmakers, sewers, upholsters. Tailors dressmakers for tailors, hat makers, cutters, sewers, upholsters and related workers not elsewhere classified.
80	Shoemakers and leather goods makers. Shoemaker repairers, shoe cutters, lasters, sewers and related workers; leather goods makers.
81	Cabinet makers and related wood workers. Cabinet makers, wood-working machine operators not elsewhere classified.
82	Stone cutters and carvers.
83	Blacksmith, toolmakers & machine tool operators. Blacksmith, operators, forge-press operators, toolmakers, machine tool setters & operators, metal grinders, polishers, sharpeners.
84	Machinery fitters, machine assemblers. Machinery fitters and assemblers, clock makers, motor and precision instrument makers, vehicle machine and aircraft engine mechanics (except electrical)
85	Electrical fitters and related electrical workers. 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	Broadcasting station operators and cinema projectionists.
87	Plumbers, welders, sheet metal workers. Plumbers and pipe fitters, and frame cutters, sheet structural metal prepares, metal workers, structural metal prepares and erectors.
88	Jewellery and precious metal workers.
89	Potters, glass formers and related workers. Potters, glass formers and cutters ceramic kinsmen, grass engravers ceramic and glass painters and decorators and related workers not elsewhere classified
90	Rubber and plastic product makers. Rubber and plastic product makers not elsewhere classified (not footwear), tyre makers, vulcanisers and retreaders.

MAJOR GROUP 7/8/9 (CONT'D)	
91	Paper and paper-board product makers.
92	Printers and related workers. Compositors, typesetters, printing pressmen, printing and photo engravers book binders, photographic darkroom operators and related workers not elsewhere classified.
93	Painters. House painters and the like (not artists).
94	Production and related workers. Musical instrument makers and tuners, basketry weavers not elsewhere classified and brush makers, other production related workers.
95	Bricklayers, carpenters and other bricklayers. 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	Operators of stationery engines and power generating machines. Operators and operators of related equipment other stationery engines (i.e. not vehicles tractors etc) and related equipment not elsewhere classified.
97	Material handling and related equipment operators. 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	Transport equipment operators. Vehicles drivers, railway engine drivers and firemen, ships rating crew, railway breakmen shunters, signalmen and transport equipment operators not elsewhere classified.
99	Labourers not elsewhere classified. Workers not reporting occupation, or occupation not adequately describe or not classified. (Not ganyu labourers-ganyu work covered in separate questions.)

13. ANNEX: INDUSTRY CODES

AGRICULTURE, HUNTING, FORESTRY & FISHING	
11	Mixed farming, Tea growing, Tobacco growing, Sugar growing, Agricultural services, Animal husbandry.
12	Forestry and logging
13	Fishing in Inland waters
MINING AND QUARRYING	
29	Stone quarrying, Gypsum mining
MANUFACTURING	
31	Slaughtering, preparing and preserving meat Manufacture of dairy products (not dairy farming) Canning and preserving of fruit and vegetables Fish canning Grain milling Bakeries Sugar refining Confectionery making Coffee manufacture Tea manufacturing Distilling Beer manufacturing Soft drink manufacturing Tobacco manufacturing
32	Spinning, weaving and finishing textile Manufacture of made-up textiles; except clothing Knitting mills Cord, rope and twine industries Manufacture of wearing apparel; except footwear Manufacture of leather products; except footwear Manufacture of footwear
33	Sawmills, planning and other wood mills Manufacture of wooden and cane containers Handcrafts and curios Furniture and fixture; except primarily of metal
34	Paper and paperboard container Gummed paper, cards; envelopes and stationery Printing and publishing

MANUFACTURING (CONT'D)	
35	Basic industrial chemicals; excluding fertilizers Fertilizers and Pesticides Drugs and Medicines Soaps; perfumes and cosmetics Matches; Tyre and tube industries Rubber footwear industrial and mechanics Manufacture of plastic products not elsewhere classified
36	Bricks tile and pipe manufacturing Cement, lime and plaster manufacturing Concrete, gypsum and plaster products
37	Manufacture of primary iron products from foundries, etc
38	Fabricated metal products; except machinery and equipment Hand tools, cutlery and general hardware Furniture and fixtures primarily of metal Structural and metal products Fabricated metal products not elsewhere classified. Manufacturing, re-building and repair of engines and turbines Manufacturing and repair of agricultural machinery Manufacturing, renovation and repair of office mach. and equipment Radio manufacture Manufacturing of electrical appliances and housekeeping Battery manufacture Manufacturing, assembly and building of complete motor vehicle Manufacturing, assembly and repair of aircraft Manufacturing of animal drawn carts, wheelbarrows
39	Manufacturing of toys, signs, items not elsewhere classified
ELECTRICITY, GAS AND WATER	
41	Electricity generation and supply
42	Water works and supply
CONSTRUCTION	
50	Building Civil engineering

WHOLESALE AND RETAIL TRADE AND RESTAURANT & HOTELS	
61	Wholesale: fuels Wholesale: Agriculture products Wholesale: other
62	Retail: motor vehicles Retail: other (including street/ stall retail)
63	Bars and Restaurants Hotels, rooming houses and camps
TRANSPORT, STORAGE & COMMUNICATION	
71	Rail transport Bus transport Taxi operation; car hire with driver Freight transport by road Rental of automobiles and trucks without drivers Inland water transport Air transport carriers Operation of airports, flying control centres Forwarding, packing crafting; arrangement of transport Storage and warehousing
72	Communications
FINANCING, INSURANCE, REAL ESTATE AND BUSINESS SERVICES	
81	Banks having deposits transferable by cheque Savings banks, credit institutions other than banks, investment companies and trusts, micro-finance institutions
82	Insurance
83	Letting and operating real estate Legal services Accounting and bookkeeping services Engineering, architectural and technical services Advertising services Business services not elsewhere classified Machinery and equipment rental and leasing

COMMUNITY, SOCIAL & PERSONNEL SERVICES	
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

14. ANNEX: Food-Unit Combinations Covered in the IHS3 Photo Aid for Food Consumption Information Collection									
<i>Item Name</i> [Module G]	<i>Item Code</i> [Module G]	<i>Unit in</i> <i>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</i> <i>Aid</i>	<i>Size</i> <i>Unit Code in</i> <i>Module G</i>
Maize <i>ufa mgaiwa</i> (normal flour)	101	Pail	Small Medium Large	4a 4b 4c		Orange sweet potato	204	Heap	Small Medium Large 10a 10b 10c
Maize <i>ufa</i> refined (fine flour)	102	Pail	Small Medium Large	4a 4b 4c		Bean, brown	302	No.10 Plate	Flat Heaped 6a 6b
Maize <i>ufa madeya</i> (bran flour)	103	Pail	Small Medium Large	4a 4b 4c		Pigeonpea (nandolo)	303	No.10 Plate	Flat Heaped 6a 6b
Maize grain (not as <i>ufa</i>)	104	Pail	Small Medium Large	4a 4b 4c		Groundnut	304	No.10 Plate	Flat Heaped 6a 6b
Green maize	105	Piece	Small Medium Large	9a 9b 9c		Groundnut flour	305	No.10 Plate	Flat Heaped 6a 6b
Cassava tuber	201	Piece	Small Medium Large	9a 9b 9c		Onion	401	Piece	Small Medium Large 9a 9b 9c
White sweet potato	203	Piece	Small Medium Large	9a 9b 9c		Onion	401	Bunch	Small Medium Large 8a 8b 8c
White sweet potato	203	Heap	Small Medium Large	10a 10b 10c		Cabbage	402	Piece	Small Medium Large 9a 9b 9c
Orange sweet potato	204	Piece	Small Medium Large	9a 9b 9c		<i>Tanaposi</i>	403	Bunch	Small Medium Large 8a 8b 8c

14.ANNEX: Food-Unit Combinations Covered in the IHS3 Photo Aid for Food Consumption Information Collection (CONT'D)										
<i>Item Name</i> <i>[Module G]</i>	<i>Item Code</i> <i>[Module G]</i>	<i>Unit in</i> <i>Photo Aid</i>	<i>Size</i>	<i>Unit Code in</i> <i>Module G</i>		<i>Item Name</i> <i>[Module G]</i>	<i>Item Code</i> <i>[Module G]</i>	<i>Unit in</i> <i>Photo Aid</i>	<i>Size</i>	<i>Unit Code in</i> <i>Module G</i>
Nkhwani	404	Heap	Small	10a		Fresh Fish (Large Variety)	503	Piece	Small	9a
			Medium	10b					Medium	9b
			Large	10c					Large	9c
Tomato	408	Piece	Small	9a		Fresh Fish (Small Variety)	503	Heap	Small	10a
			Medium	9b					Medium	10b
			Large	9c					Large	10c
Tomato	408	Heap	Small	10a		Fresh Fish (Large Variety)	503	Heap	Small	10d
			Medium	10b					Medium	10e
			Large	10c					Large	10f
Pumpkin	410	Piece	Small	9a		Mango	601	Piece	Small	9a
			Medium	9b					Medium	9b
			Large	9c					Large	9c
Okra	411	Piece	Small	9a		Banana	602	Piece	Small	9a
			Medium	9b					Medium	9b
			Large	9c					Large	9c
Okra	411	Heap	Small	10a		Banana	602	Bunch	Small	8a
			Medium	10b					Medium	8b
			Large	10c					Large	8c
Dried Fish (Large Variety)	502	Piece	Small	9a		Guava	606	Piece	Small	9a
			Medium	9b					Medium	9b
			Large	9c					Large	9c
Dried Fish (Large Variety)	502	Heap	Small	10a		Cooking oil	803	Satchet/Tube	Small	22a
			Medium	10b					Medium	22b
			Large	10c					Large	22c
Dried Fish (Small Variety)	502	Heap	Small	10d		Salt	810	No.10 Plate	Flat	6a
			Medium	10e					Heaped	6b
			Large	10f						

15. ANNEX: NATIONAL CALENDAR OF EVENTS

<u>Age</u>	<u>Year</u>	<u>Event</u>
110	1900	Northeastern Rhodesia separated from Nyasaland. Death of Queen Victoria. 1st Montfort Marist Mission opened – Limbe.
107	1903	Kings African Rifles defeated in Somaliland. Lake Nyasa and Shire River very low. Beginning of Limbe Township.
106	1904	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	1905	Dysentery caused death of many people throughout the country.
103	1907	First Legislative Council; First Governor; Name of protectorate changed from British Central Africa to Nyasaland. Completion of railway bridge at Chiromo
102	1908	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	1909	Industrial school for the Blind established under the Church of England in Nkhotakota.
100	1910	Post Office Savings Bank introduced. Central Angoniland divided into Lilongwe and Dedza districts.
99	1911	Country divided into 14 districts. First population census taken.
98	1912	Railway built between Port Herald (Nsanje) and the Zambezi river.
97	1913	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	1914	Outbreak of the First World War. Battle of Karonga. Disablement of German boat "Herman Von Wissmann".
95	1915	Chilembwe up-rising in Chiradzulu. Railway extended from Port Herald (Nsanje) to Chindio, Moçambique.
92	1918	End of the First World War.
88	1922	Railway opened from Beira to Chindio.
86	1924	Famine in Mzimba area, relief measures taken. Bridges built over Linthipe, Lingadzi, Lumbadzi and Diamphwe rivers in Lilongwe and Dedza districts.
84	1926	First flying boat lands on Lake Nyasa.
83	1927	Blantyre - Salisbury (Harare) Road via Tete commenced.
82	1928	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.
65	1945	End of Second World War.
64	1946	Sinking of the "Vipha" passenger boat off of Chilumba/Livingstonia. Nyasaland Transport Company (NTC) formed to run buses. Cyclone and floods in Zomba township (Napolo). Chiromo bridge destroyed.
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 th 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.