

Module 6 Welfare Monitoring Survey (WMS)

1. INTRODUCTION

1.1 The objectives of the WMS

The objective of the WMS is to provide rapid information about the selected core indicators in the population, as well as monitoring changes over time when repeated on a regular basis. More specifically, the objectives of the WMS are:

- Elaborating main indicators for monitoring MDG's, MGDS indicators and other indicators on social welfare and basic needs of the population and various subgroups
- Monitoring changes over time in the MDG's, MGDS indicators and the other indicators used to monitor the development of living conditions and poverty in the population and various target groups
- Providing a database for social research.
- Elaborating on numerous sector programs aimed at improving the welfare of the population across the country. In order to prepare these programs, it is necessary to identify the problems to be addressed by the policies and to know to which extent the population is affected by these problems

In addition to the predominantly stable annual core content of the WMS, it is possible to extend this core on demand, for example from important users. For the 2005 WMS information needed by the National Aids Commission was included. For the WMS 2006 a small module on food security, and some questions about the fertilizer subsidy program was added. In WMS 2007, the food security module has been extended, questions on trust have been added, while information on the fertilizer subsidy program is collected from NACAL module 7.

2. DESCRIPTION OF THE SURVEY

2.1 Topics to be covered

The following topics are covered in the survey:

- Characteristics of the Household Members
- Health and Nutrition
- Education
- Employment
- Food security
- Housing Condition and Amenities
- Poverty Predictors
- Child health – Birth and anthropometric measures
- Child health – Malaria protection and Treatment
- Child health – Vaccination
- General trust and HIV/AIDS Knowledge

Each of topic is covered in a separate module, which will be described in detail later in this manual, to provide you with information on how to handle any problems that may crop up in administering the questions to the respondents.

Sample

The WMS is integrated in the NACAL. However, since the main focus of NACAL is on agriculture, the basis for the NACAL is the agricultural population, that is, those who own land and/or livestock. The WMS will be representative for the whole Malawian population, even those with no attachment to agriculture. Hence, extra households have been selected within each EA, among those that had no land and/or livestock, to give a representative sample of the Malawian population. Hence, for the WMS, **and the WMS only**, 20 households will be enumerated within each EA: The households that you are already very familiar with, and extra households selected by the Headquarter and given to you when you start fieldwork, to reach the number of 20 households per EA..

The questionnaire

Each questionnaire can accommodate households with up to 10 members, including 4 children under age 5. For households with more than 10 members, or more than 4 children under age 5, extra questionnaires must be used for the additional individuals.

Extra questionnaires are identified on the front page. The questionnaire number should be registered after the cluster, village and household number. The first questionnaire is number 1; extra questionnaires are numbered 2 through 9 as required.

□The reference number, the village number and the household number, the questionnaire number and the rest of the information pertaining to the interview are recorded in Section A of extra questionnaires. *Sections B through N, are filled as required for the additional members/children.*

A question number consists of the module name, always W,(indicating Module 6 in the NACAL), section letter and the sequence number. For example: WB2 refers to the second question in Section B and also shows that we are collecting data on Module 6 of the NACAL questionnaires.

Section WA. Interview information

Purpose of section WA

This section provides information to identify the household being interviewed. In Module 6, additional households will be sampled for each cluster, such that a total of 20 households should be selected for each cluster. The household numbers for those additional households will be given to you by the field supervisor. It is important for the success of the survey that the actual household being interviewed is the one selected and appears in this sample list. Part of the identification information will be completed prior to the interview, part of it will be completed as the interview begins, and the rest will be completed at the end of the interview.

Cluster code (Enumeration Area)

Every household is located in a cluster (EA), which in turn is located in a district. However, the Cluster code in conjunction with the household number will be sufficient to uniquely and completely identify every household in the sample.

The selected EAs have been numbered sequentially from 0001 to the end. The number will be given on the household sample list and should be written in the questionnaire prior to the interview.

Village number

Each village within the cluster is given a village number. You should already have all the Village numbers for your enumeration areas.

Household number

The NACAL households are numbered from 01 and onwards, up to 15 in most rural areas. For Module 6, additional households are selected, such that the total number of households selected for each module should be 20. The additional households should be numbered from the last NACAL household numbered and up to 20. If 15 households were selected for NACAL, the first additional household will be numbered 16. That The household number as contained on the sample list will be filled in here. Note that to find out where the sample household is located in the EA you will need to use its structure number from the NACAL Listing Form, and also given in the sample list.

Questionnaire number

Extra questionnaires are needed if the household has more than 10 members. The first questionnaire is number 1; extra questionnaires are numbered 2 through 9 as required. The Reference Number (see below), the household number, the questionnaire number and the rest of the information in Section A are recorded in the extra questionnaires. The demographic characteristics section is filled as required for the additional members.

Reference number

This questionnaire is assigned a unique 11-digit identification number. This number will be a combination of the:

1. **Cluster code**
2. **Village number**
3. **Household number**
4. **Questionnaire number.**
5. **Module number**

Remember that this number will be written in the boxes located in the upper right-hand corner of **ALL PAGES** of the questionnaire, and done immediately for all pages of the questionnaire, not when you start a new page, but all pages at the same time, otherwise it is easy to forget. The module number has been recorded for you.

A.1 Interviewer's number/name

Each enumerator will be assigned a unique identification (ID) number, which he or she will use throughout the duration of the survey. This number must be entered in A1 for all the questionnaires the enumerator fills in. The numbers will range from 001 up to 600. The enumerator will write his or her name in CAPITAL LETTERS in the box provided. This can be done prior to the interview.

A.2 Name of Head of household

The name of the head of the household will be given on the household sample list and will assist the enumerator to properly identify the selected household. The enumerator will confirm the name of the head. The head of the household is the person who makes most decisions at the household and who is acknowledged as head by all members of the household.

A.3 District code/name

This is the name of the district in which the selected household is located. It will be given on the household sample list and can be written prior to interview, along with the district code, also on the sample list

A.4 TA/STA/Area

Write down the name of the TA or STA and the area in which the selected household is located. Area can be village or township and indeed the popular name well known in the locality. This will also be given on the household sample list and can be written prior to interview.

A.5 Date

This is the date the interview is conducted. Months are converted to numbers; for example, June is '06', July is '07', August is '08', September is '09', etc. The year is recorded by using only the last two digits; for example, 2007 would be recorded as '07'.

A.6 Respondent Member Number

Each member of the household is assigned a number by the enumerator according to the household roster. This is done at the time of listing household members' names at the top of the *demographic section*. If the head of household is the respondent to the interview, then the number entered in A6 will be '01'. If the respondent is someone other than the head of the household, A6 cannot be filled until after the listing of all household members is done in the *demographic section*. Then the number of the relevant person can be transferred to A6.

Remember that the respondent should be the head of household, spouse or a member that is grown up and has clear knowledge of the household issues.

A9. Did household participate in NACAL

The sample for this module has been extended to comprise 20 households. We want to identify whether the selected household is a household selected for the NACAL or not. Mark yes if the household is a NACAL household, otherwise mark no.

Non-response and refusals

You should NOT replace households that are on your list, but cannot be found. However, some of the selected households may refuse to be interviewed, or they may be too ill. In these cases the enumerators should fill in the information in section WA, leave section WB through WN blank, and fill in section WM. Households who refuse to be interviewed should also NOT be replaced

Section WB. Characteristics of the Household members

Purpose of section B

The purpose of this section is to establish who are household members, and their sex, age and relationship to household head. Another purpose is to identify any orphans 20 years and below living in the household. A household member is any member who has spent at least three months

in the household. Children who are at a boarding school should be regarded as members of the household.

Definition of household

You should use the same definition of household as you used in Module 1.

The head of household You should use the same definition of head of household as you used for Module 1

Household roster

Names of household members

For the NACAL households you already have a household roster filled in from Module 1. Check whether there are any changes in the household composition, compared with what you already have registered. If one or more persons who were listed as household member(s) in Module 1 have moved out of the household permanently, you should leave the column for that person/those persons blank in this questionnaire. If one or more persons have permanently moved into the household since you last registered, the person(s) should be listed at the end of the household roster.

For example, if household member number 3 no longer resides with the household (a daughter got married and moved out) column 3 should be left blank throughout the questionnaire. If a baby has been borne, the baby will be listed as the last household member in that household.

For the non-NACAL household, you will follow the procedure outlined for Module 1.

After the listing of all members is complete you proceed to ask questions WB1 through WB4 for the first person listed, and then continue with the rest of the household members..

Note that WB5 should only be asked of persons 12 years and above. Thus you will ask questions WB1-WB4 for all household members before proceeding to WB5. Questions WB6-WB9 will only be asked about those that are under 20.

Head of household

You use the same definition of head of household as you used for Module 1

Polygamous families should be treated in the same way as in Module 1

List the children after their mother.

Remember, however, that for NACAL households, this may not be possible because of changes in the household composition that may have occurred. A baby borne after the completion of Module 1 for this household will be listed as the last person, regardless of where the mother is listed.

WB.1 Relationship to household head

Use the same rule as for Module 1, but remember that if the head of household is different from the head identified in Module 1, the first column will be left blank, and the head be recorded at the end of the household roster

WB.2 How many of the last 12 months did the household head reside in the household?

The head of household will always be regarded as a usual member of the household, whether present in the household or not at the time of the interview. This means that the household head can be absent for quite some time. Hence we want to find out how many months the household head actually resided in the household during the past 12 months. Record the number of months absent in the appropriate boxes. If the head has been absent less than one month, you should record 00, if he/she has not been absent at all, record 12.

WB.3 Sex of household member

As for Module 1

WB.4 Age at last birthday

As for Module 1

☐ **WB.5 Marital status**

The marital status may be: never married, married, divorced, separated, or widowed. Enter the code corresponding to the marital status of the individual. Note that this question should be asked of only those that are aged 12 years or older. Others go to WB6.

WB.6– WB.9 Father/Mother alive and living in the household

Remember that questions WB.6 to WB.9 are to be asked only to members who are aged 20 years and below, and aims to find out whether the household includes orphans or not. Three types of orphans are to be identified:

Father is dead: WB6=No

Mother is dead: WB8=No

Both parents are dead: WB6 and WB8=No

Ask if the household member's biological (natural) father is alive and live in the household and record the responses in WB.6 and WB.7 respectively.

Ask if the person's biological (natural) mother is alive and lives in the household in WB.8 and WB.9

WB.9 –WB.10 Deaths in the household last 12 months

WB.9: Ask if any member of the household passed away during the past 12 months before the survey. If the answer to WB9 is no, no one died in that period, move on to section WC Health. If the answer to WB9 is yes, register the number of persons who passed away in WB10, and record the number in 2 digits. Write 02 if 2 household members passed away. Note that we ask about the household, not the family of the respondent. If the father of the respondent passed away, but was not a household member, he should not be registered in WB9.

NOTE: At the completion of section WB:

Once Section WB has been completed for all household members, the enumerator must identify all household members (male and female) who are age 5 and older, and circle their member number at the top of Section WD (Education) and Section WE (Employment). Section WC (Health) should be answered for all household members.

The Child modules, Sections WI, WJ, WK, should preferably be answered by the mother (or guardian) of the children under the age of 5 years. Explain this to the respondent at this point, so the mother will know that we need to talk to her, and does not leave until after the child modules have been completed. It is essential that the enumerator copies the correct member line numbers of the child and its mother from the household roster in Section WB on to the appropriate boxes on top of Section WI.

At this point the enumerator will know if there are children below age of five in the household. If there are, ask the respondent if she/he has a vaccination card for each of these children. If she/he

says ‘Yes’ ask to see it and explain that it will be used in section K. (Child Health – Vaccination).

This is also the time for explaining to the respondent why we need to select a random person in the household to answer Section L, and to select the person to be interviewed. We need a sample that is representative for the Malawian population 15 years and above. If we were to interview only the household heads about this, the sample would be biased, because household head are more often male than female, and on average older than non-heads.

To select a random person in the household, look at the first name of the household members who are 15 and above. Arrange the first names in alphabetical order, and select the one whose first name starts with the letter earliest in the alphabet. For example, if the first names of the over fifteens are Madalitso, Medson and Victoria, Madalitso is the person to be asked the questions in section L. Enter the member number of the selected person on top of Section L.

Section WC. Health

Questions in this section are asked of all household members. The enumerator will collect all information on health for each person through the Section by moving vertically down each column. In this way, all the health questions will be completed for one person prior to asking about the next person.

Purpose of Section WC

The purpose of this section is to assess the health situation of the population, as well as use of various health providers and health institutions available in the country.

WC.1 Sickness or injury during past 2 weeks

This question is meant to capture those persons who are, or were, sick or injured, in the 2 weeks prior to the time of enumeration. If the injury/illness was so minor that it did not prevent the person from performing his/her daily activities like going to work, going to school or doing the normal household chores, the response to the question should be ‘no’, and question WC2 and WC3 should be skipped.

The 2 weeks period should be clearly defined to the person enumerated. For example, if the interview is on the 15 August 2007, then the 2-week period prior to the survey would be between 1 August 2007 and 15 August 2007.

Injuries/illnesses that were cured before this period should not be included. However, if the injury/illness started before the 2 weeks period and continued into the 2 weeks period, the response will be ‘yes’. Also, even if the illness/injury started within the 2 weeks period, and was not yet cured by the end of the 2 weeks, the response will also be ‘yes’.

WC.2 Kind of sickness or injury suffered

This question is a follow-up to WC.1, and is to be asked only for those persons who are/were unable to perform their normal activities due to sickness or injury within the reference period. Some common sicknesses or injuries are listed in the questionnaire. If a person suffered from more than one sickness or injury, the enumerator should mark all categories that apply. For

example, if a person have suffered both from malaria and had diarrhea, you would mark the boxes for both malaria and diarrhea for this person. If the illness/injury is not listed, the box for 'other' should be marked.

WC.3 Number of days in the past 2 weeks unable to perform normal activities because of sickness or injury

Record the number of days the person in question was unable to carry out his/her normal daily duties due to injury/illness during the reference period (last 2 weeks before the enumeration). If the person has had more than one bout of illness/injury during the reference period, all bouts should be included, and all the days the person was unable to perform his daily duties should be added up, for all the bouts of illnesses.

WC.4 Consulted any health provider or traditional healer for any reason during last 2 weeks

Note that this question should be asked for all household members, regardless of the response given in question WC1. A health provider includes all health professionals, such as a doctor, medical officer, midwife, nurse, pharmacist or traditional healer.

A "Yes" response is recorded for anyone who saw a health provider for any medical reason during the reference period, for instance if a person went to see a doctor for a check-up of his/her blood pressure, or if a pregnant woman went for a routine check-up.

Note that if a mother took her sick child to the doctor, the affirmative response will be recorded for the child, not the mother. If, however the mother took her sick son to the health centre and she too had her blood pressure checked during the same visit, you would record "yes" both for the mother and for the son, despite the fact that the primary reason for visiting the health centre was to seek treatment for the sick child.

For persons who did not consult a health provider, the enumerator will skip to question WC.6.

WC.5 Type of health provider or traditional healer consulted

This question is only for those persons who sought advice or treatment from a health provider during the last two weeks, and the intention is to record where the consultation took place. For example if a person had diarrhea sometime during the past two weeks and had bought medication from a store, you will record "pharmacy, shop" for this person. The enumerator will need to determine from the respondent in what type of health facility the provider was located. For example, if the person consulted a health provider in a hospital, the enumerator will need to determine whether it was a private hospital, a mission hospital or a government hospital.

More than one health facility may have been consulted, and the enumerator must record all facilities/providers consulted. If the facility consulted is not listed, mark 'other'. For those who have consulted any health provider, the enumerator will skip to Section D

WC.6 Reason for not using medical care

This question is only asked for persons who did not consult a health provider any time within the last two weeks. If they simply had no need to consult a health provider, the enumerator will mark 'no need'. If the person did not seek advice for some other reason than not having a need, the enumerator should mark the appropriate box or boxes.

Note that if a mother took her sick child to a doctor, but sought no medical attention for herself during the previous 2 weeks, this question should only be asked of the mother, but not of the child.

Section WD. Education

Section WD Education shall be completed for all household members aged 5 years and above. The enumerator will identify all the members aged 5 years and older and circle their member line number at the top of the relevant pages. As in Section WC, the enumerator will collect all information on education for each person through the Section by moving vertically down each column. In this way, all the education questions will be completed for one person prior to asking about the next person.

Purpose of Section WD

The main purpose of this section is to provide some important educational indicators, such as net and gross enrolment rates, drop-out rates, repetition rates as well as literacy rates.

Additional educational indicators include the highest level completed, and the type of school attended (private or public). The education questions will provide data on the human resource base in the country, the efficiency of the school system, access to and satisfaction with the system

WD.1 Ability to read and write

*WD1 is intended to capture 'literacy', a person's ability to read and write a simple sentence in **any** language, not just the main or official language, provided it is commonly used even in a written form.*

This is not necessarily the same as a person's ability to speak and/or understand a particular language. If a person can read but cannot write, he/she is considered illiterate and the proper response to WD1 is 'No'. The WMS does not include rigorous testing of literacy; enumerators will have to use the information from the respondent to assess each person's literacy status. Literacy can be in any language, not just the main or official language, provided it is commonly used in a written form.

WD.2 Ever attended school

We would like to know if the member in question attended school at any time during his/her life. If a person attended school but did not complete a term or school year, he/she should still be considered as having attended school. For example, a person who dropped out of school in Standard one after going to school for only two weeks will be considered as having attended school and a response of 'Yes' should be recorded.

The term 'school' means formal schooling, which includes primary, secondary, and postsecondary schooling, and any other intermediate levels of schooling in the formal school system. This definition of school does not include Bible school or Koranic school or short courses like typing or sewing. However, it does include technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work.

Respondents who answered 'No' skip to WD12, *or, if they are older than 25 years, to Section WE.*

WD.3 Highest level of education completed

Only for persons who have ever attended school. For this question, record the code corresponding to the level or class that the respondent successfully completed. For example, someone who attended Standard 6 but never finished that year would be recorded as having

completed Standard 5, or 05. If he/she is repeating Standard 6, you should record Standard 6 (06) in the boxes. Someone currently attending Form 3 would be recorded as having completed Form 2 (10). A code double zero '00' indicates that a person's highest level completed is nursery school, or that he or she has started Standard 1 but did not complete the year. Note that a person who never attended school in his/her life will not answer questions WD.3 to WD.11. Only after sufficient probing will an enumerator accept a response of "Don't Know", which will be recorded by writing a code of "99" in the boxes for "DK". For convenience, the codes are also given at the end of this manual.

00	Nursery/pre-school, not completed any education
	Primary school
01	Standard 1
02	Standard 2
03	Standard 3
04	Standard 4
05	Standard 5
06	Standard 6
07	Standard 7
08	Standard 8
	Secondary school
09	Form 1
10	Form 2
11	Form 3
12	Form 4
13	Form 5
14	Form 6
	University
15	University 1
16	University 2
17	University 3
18	University 4
19	University 5 and above
	Training college
20	Training college, year 1
21	Training college, year 2
22	Training college, year 3
23	Training college, year 4

WD4 Highest educational qualification acquired (only for those who ever attended)

If a person sat an examination for an educational qualification, but did not pass, you should report the lower qualification he or she actually achieved. The codes are as follows:

1. None
2. PSLC (Primary school leaving certificate)
3. JCE (Junior certificate of education)
4. MSCE (Malawi school certificate of education)
5. Non-university diploma

6. University diploma, degree
7. Post-graduate degree

WD.5 School attendance last school year

Mark 'yes' if the person attended school in the last academic (school) year 2006, not the current school year (i.e. 2007) If a person attended school last academic year, but did not complete the year, he/she should be considered as having attended school and the response 'Yes' should be recorded. If "No" is marked, skip to WD7.

WD.6 What level was attended last school year

Register the level the person attended in the 2005 academic (school) year. To register the level, use the same codes as in question WD.3 above.

WD.7 Currently attending school

Currently attending school means being enrolled and actually going to class at the time of the survey. If a person is on holiday or is serving a suspension but will return to school after the break, he/she should be regarded as currently attending school. If the response is 'No', the enumerator will skip to question WD.12 for this person.

WD.8 Current level of education attended

Response codes for this question are the same as those used for question WD.3.

WD.9 Who runs the school (NAME) is attending

Schools are broadly classified as Government, Religious Institutions or Private. Government schools are those schools that are fully funded by government. Schools that are run by the Malawi Army or Malawi Police are also regarded as government schools. Examples of government schools include Bwaila Primary school in Zomba, Likangala Secondary School, etc.

Schools that are government grant-aided but are run by religious bodies will be considered as Religious Institutions. Such schools include Zomba Catholic Secondary School, Malosa Secondary School, St Michael's Secondary School, etc. If a school is fully funded by a religious institution, such as Mary Mount Secondary School, or Malamulo Secondary School, the school will be considered as a Religious Institution despite the fact that the school enrolls its own students.

Private Schools are those that are run by private institutions (other than religious institutions) or private individuals. Examples of Private Schools include Kaphuka Secondary School, Phwezi, Zomba Baptist Primary School, etc. The enumerator is advised to educate himself/herself regarding the types of schools in the area, as some respondents may have difficulty reporting this information. The enumerator can then assist in properly coding the type of organization from the name of the school.

WD.10 Participation in school feeding program last 12 months

By school feeding programs we mean the provision of free or subsidized food for children of school age on a regular basis. If anybody in the household participated or benefited from school-feeding program during the last 12 months, you will mark the box corresponding to "Yes", otherwise mark the box corresponding to "No".

WD.11 Problems with the school

It is important to realize that only those problems related to school facilities, and experienced recently or in the current school year are of interest. All persons currently in school regardless of whether or not they have problems with the school facility will answer this question. If a person reports that he/she has no problem with the school, the response 'No problem (satisfied)' will be recorded, and there should be no more ticks. If a person reports that there are no books or school supplies, then the code 'Lack of books/supplies' will be recorded, etc. Note that as many responses as are applicable will be recorded, i.e. more than one response in this question can be recorded. For instance, a school might lack books and at the same time lacks teachers in which case the codes 'Lack of books/supplies' and 'Lack of teachers' will be recorded. If there are any problems with the school facilities not listed here the enumerator would code 'Other problem'.). Note that these problems do not include personal problems such as performances, health conditions, etc.

After asking this question for someone who is currently in school, the enumerator will go back to ask education questions for the next person (and not ask WD.12).

WD.12 Why not currently attending school

This question should only be asked of persons aged 25 years and below that are not currently attending school.

There are various reasons that may keep household members away from school. For example, a child may stop attending school because there is no food available in his/her household so that he/she cannot go to school because of hunger, because he or she has to help out with household chores or earning money or the school is too far away. Note that "completed school" means completed after obtaining an educational qualification, like in WD.4. For example a respondent that has attended Standard 8 but not received a PSLC, should not be registered as completed, but asked to give another reason why he or she is not currently attending school. Enumerators may record as many responses as are applicable. If a response is given which is not listed in the questionnaire, the enumerator is to code 'Other'.

Section WE. Employment

Employment questions are to be asked of all household members aged 5 years and above and you will have circled the member numbers of these persons at the top of the section after having completed the household roster in Section WB.

Purpose of Section WE

This section seeks to capture the labor force participation rate in the population, and hence also to measure the employment and unemployment rates. Further, the section intends to capture various characteristics of the employed persons, as well as reasons for not participating in the labor force for the economically inactive persons. The section will also include information on child labor as well as on various forms of activities households participate in in order to generate income to provide for food and other necessities.

WE.1 Done any type of work during the last 7 days

The reference period for this question is the last 7 days preceding the interview. The amount of time devoted to work, as defined below, is anything above 1 hour during the reference period.

In the definition of work we include both formal and informal work, both paid work (in cash, in kind, or barter), and unpaid work contributing to the livelihood of the household, including work on the agricultural holding, not only for the owner, but for family members helping out without pay.

Household chores for own household, like cooking, cleaning, collecting water or firewood, caring for the sick etc. are *not* defined as income generating activities and should not be recorded as work. However, it is often the case that even though household work is the main activity of a person, this person is also engaged in some income generating work in addition to the household work. Examples may be selling own produce along the roadside, making baskets for sale etc

Also in many families, children perform some kind of work, such as livestock tending, selling water or food, etc. for pay in cash, kind or barter. It is necessary to capture those children as having employment activities, either instead of, or in addition to, attending school.

It is very important that the enumerator makes the necessary probing on this question, in order to make sure to include as working all those household members carrying out activities like those mentioned above.

If the person did not do any work during the reference period, continue to ask WE2, otherwise skip to WE5.

WE.2 Absent from work last 7 days

If the person did not do any of the activities defined as work in E1 during the last 7 days, it might happen that he or she normally is engaged in these types of activities, but was temporarily absent from work during the last 7 days, or did not do his or her ordinary activities due to various reasons. Determine whether the person normally would have worked during the reference period, but did not do so due to illness, being on vacation, being subject to strike, lockouts, or any other condition that resulted in the temporary absence from work.

If the person was temporary absent, mark the response ‘yes’ and skip to WE5, otherwise continue with question WE3.

If the person is employed and was only temporarily absent from work, record ‘Yes’ and skip to WE.5. If the person did no work in the last 7 days and was not absent from any job record ‘No’ and continue with WE.3.

WE.3 Reason for not working the last 7 days

This question is asked for all persons neither currently working nor temporarily absent from work. Only one reason for not working will be recorded; if there is more than one reason, record the main one. Use the code ‘too young/old’ for people less than 15 and 60 and more years old. If the respondent gives an answer that is not on the list, mark the “other” box.

WE.4 Looking for work and ready for work the last 4 weeks

This question seeks to establish whether those who had reported ‘No’ in both WE.1 and WE.2 (neither currently working nor temporarily absent from work) actually wanted to participate in the labor market, by both actually having looked for work and being ready to work within a 4 weeks period before the enumeration. If those two conditions are fulfilled, mark ‘yes’. If a person is sick or engaged in some social activity that would preclude him/her from working, even if work had been available then he/she would not be considered as ready for work and a ‘No’ response should be marked. If a person was capable of taking on work but was not looking for work, a ‘No’ response would also be marked.

WE.5 Number of jobs in the last 7 days.

This question deals with persons who were employed during the last 7 days before the survey, whether they actually worked, or were temporarily absent from work. In either case, the person is regarded as employed.

In the number of jobs include all jobs the person had during the last 7 days, whether formal or informal, main or secondary. Job is defined as employment relationships. For instance, if a person worked as a bricklayer, and he made 3 fences during the last 7 days, but for the same employer, or as self-employed, the number of jobs would be 1. However, if he had worked for 2 different employers, the number of jobs would have been 2.

In the number of jobs is included jobs from which the person may have been temporarily absent and also jobs whether formal or informal, paid or unpaid.

Main job: The main job is defined as the job or activity that takes most of his/her time. For example if a person has got two economic activities, teaching and selling second-hand cloths: If he/she spends most of his time in teaching, hence the main job is Teaching although the person gets a lot of income from selling Kaunjika.

WE.6 For whom did (NAME) work in the main job

Determine in what sector of the economy the person is working. Employment sector refers to whether the employment is public (governmental) or private (non-governmental). The private sector is further categorized into private business or private individual or household. Parastatal refers to semi-public companies. Mission or NGO's refer to religious or civil organizations, whether national or international. Self employed means that the person works for him/herself, with or without employees. Mlimi means that the person works in subsistence farming. Estate means that the person works on an estate as a tenant.

For example: Someone working as a clerk in the National Statistical Office will be classified as working for the government. Someone working as a cleaner at Government Press will also be classified as working for the government. Someone who works as a cleaner at a privately owned company will be classified as working for a private business. A maid or a garden boy in a private home will be classified as working for a private individual/household. A priest in the Roman Catholic church will be classified as working for a mission, while the receptionist at Save the Children's office will be classified as working for an NGO. The owner of a private company will be classified as self-employed, while anybody engaged in subsistence farming will be classified as mlimi, whether he/she owns the holding or not.

WE.7 Main activity at the place of work

By asking the main activity at the place of each person's job, you will be obtaining the industry in which the person works. Note that this is not concerned with what function the person performs at his/her workplace, rather with the type of activity the workplace is engaged in, normally related to the goods and services produced at the workplace. For example, if a person is a doctor, but works in a mining company, the activity to be marked is 'Mining and quarrying'. Likewise, if a cook works in the canteen of a big construction company, the activity to be marked is 'Construction'.

A more detailed list of activities is included at the end of this manual. This list should be consulted if the enumerator is uncertain of where a certain activity should be included.

WE.8 How was (NAME) paid in the main job

This question captures the way the employed person is paid in his/her main job. A person can be paid in one of the following ways: If he/she has no permanent payment arrangement, you will tick the type of payment most often received.

A '*Mlimi-not paid*' (subsistence farmer) is a person whose sole or principal work is in the household garden. It might be a wife or father or both. This is usually the case in rural areas where the household depends on agriculture as a means of living. Note that a person who would otherwise qualify as '*mlimi*' but had a paid job the last 7 days, then he or she would be categorized according to type of payment received

A person paid with *wages/salary* is someone who is regularly paid a salary in money on a weekly or monthly basis.

Payment in kind refers to being paid not with money, but with goods and services, equal in value to the money that would otherwise have been received.

A *casual worker* is someone who is paid money by the hour or by the day (*Ganyu*).

An *unpaid family business worker* is someone who works without pay in an economic activity owned by a relative on more or less full time basis as his/her main job

A *self-employed* person is someone who operates his or her own economic activity, or engages independently in a profession or trade and does not hire any employees (but may be assisted by family members).

A *tenant* is a person working on an estate under a contract.

WE.9 Did (NAME) participate in any of the following activities during the last 12 months?

This question intends to capture child labour, and should only be asked for persons 18 years and below. Note that the reference period is the last 12 months. For each of the activities listed, ask whether the persons have participated in the activity or not, and mark each of the activities the person has participated in.

WE.10 During the past 12 months which of the following activities did the household use to Generate income to provide for food and other necessities?

Questions WE.1 to WE.8 will capture the employment situation of each household member, but limited to the last 7 days. However, over a period of 12 months, there is a variety of options a household have to generate income to provide for food and other necessities.. This question seeks to explore which activities households are engaged in to provide a livelihood, whether from income generating activities, loans and remittances. For each of the income generating activities listed, ask whether it has been used by the household, and mark all relevant boxes.

Section WF. Food Security

Purpose of section WF

The purpose of this section is to collect information on food security for households at a point in time when some of the staple food from the last agricultural season may have started to run out. Also, it is important to capture information on food security that is representative for the whole

population, not only for agricultural households. The majority of questions are identical to those asked in Module 1 and Module 4.

WF.1 Did your household grow any staple food crops this season? (2006/2007)

This question will capture those household who grew staple food. The definition of staple food is the same as for the NACAL modules. If nothing was grown, you will skip to WF.10, otherwise proceed to ask WF2.

WF.2 What was the main staple food you grew this season?

Note that we ask about the **main** staple food grown, so that only one answer category should be marked. Main staple food is the food the household most often consume.

In questions WF.3-WF.9 we only want information on this same **main** staple food

WF.3 Do you still have some of this main staple food left?

Record the answer provided in the appropriate box

WF.4 Did you sell any of this main staple food this season?

Find out whether the household has sold any of their main staple food. If the answer is no, skip to question WF.7, otherwise proceed to ask question WF.5.

WF.5 What price/ kg did you get when making the latest sale of your main staple food this season?

Record the price per kg in Kwacha. Note that if the household has sold this staple food at more than one point in time, record the price obtained for the last sale.

WF.6 What was the main reason for selling?

Note that we ask for **the main** reason for selling. Find out what the main reason was and record the answer in the appropriate box.

WF.7 Have you bought any of this main staple food during the last two weeks for home consumption?

Note that the reference period is the **last 2 weeks**. Note also that we only want information on purchases for home consumption. If the household has bought this staple food only in order to sell it at a more appropriate time, the recorded answer should be 'no'. If the answer is no, you should skip to question WF.10, otherwise proceed to ask question WF.8.

WF.8 Where did you buy this main staple food?

If **more** than one purchase has been made, record the information for the last purchase. Find out where this purchase was made and record the answer in the appropriate box

WF.9 What price did you pay per kg when buying this staple food during the last two weeks?

Record the price in the boxes provided. Remember that if more than one purchase have been made, record the price paid at the latest purchase.

Note that questions WF10 to WF18 are identical to questions asked in Module 1 and Module 4 on Food security

WF.10 During the last 7 days how many main meals did the household take per day?.

A meal is defined as consisting of a staple food (maize, cassava, rice, potatoes, bread or any other staple). The three meals are generally, breakfast, lunch and supper. Any other meals are not main meals.

WF11 What staple food did your household mainly eat in these meals

First meal may be tea with bread or potatoes, and the second may be nsima from cassava etc. please indicate the main solid food that the household takes.

WF12 Eaten some selected food items

Read through the list of items in the question, and for each item ask if the household consumed any of the items over the past 7 days. It does not matter whether the food was purchased, from own production or received as gift. If eaten more than 3 times, put almost daily. .

WF13 Main sources of food

In this case only main sources should be asked, and take note that the question is a multiple response. Put from own produce if the food comes from his/her production and not bought. Free food is food gotten free from friends, relatives or organizations.

WF14 Main income sources used to provide food

Remittances is from income from pension, money from sons/daughters/relatives, etc. If the household got money through sale of fish that you buy, or sale fish caught from the river or lake indicate business, while if you sale fish from your own pond/dam indicate Sale of own fish. If you sold tobacco, cotton, etc, indicate sale of cash crop, but if you buy and sell these cash crops, indicate business.

WF15 Family could not afford to eat what they normally eat

This may be all the household members or only a few failing to take the usual meal due to not having enough food. Tick yes even if it is only for just a few days in the past 7 days. If No go to Section WG, otherwise proceed to ask question F16

WF16 How often the household could not afford to eat

Please indicate the number of times during these 7 days that the household could not eat the normal food.

WF17 Coping mechanism

This can have more than one answers [multiple response]. Cheaper food includes Gaga [Madeya], or just drank tea without starch food, etc

WF18 Members who failed to eat.

Find out which of the household members who failed to eat. Note that this is a multiple response question, such that you should record all household members that failed to eat.

Section WG. Housing conditions and amenities**Purpose of section WG**

In this section we want to assess the housing conditions such as number of rooms, possession of selected durable goods, and the type of materials predominantly used in roof, floor and outer walls of the dwelling. We also ask about source of fuel for cooking and lighting, source of drinking water and type of toilet facilities, as well as access to some important facilities. Finally, we want to know how many households took part in any work programs and how many benefited from the fertilizer subsidy program.

WG.1 Does the household or a household member own the dwelling unit

Ask the respondent if the dwelling unit they are living in is owned by the household or any household member, is being rented or is being used freely without paying rent, or if there is any other arrangement for using the dwelling unit. Just mark the appropriate response box.

WG.2 Number of rooms occupied by household

Establish from the respondent the number of separate rooms the members of the household occupy in the dwelling unit. Do not count bathrooms, toilets, store rooms, or garage. Write number of rooms in the box provided in two digits. For example four rooms should be recorded as 04.

WG.3 Ownership of durable goods

Ask the respondent if the household or any member in the household owns any of the listed items which are in working condition. The responses are YES or NO, and the household should be asked about each item on the list. If there is one or more working radios in the household, then ask WG.4.

WG.4 Number of radios

If in G.3 the response for radio is YES, then in G.4, try to establish the number of radios the household has. Record the response in two digits in the box provided. For example two radios should be recorded as 02.

WG.5 Main source of fuel for cooking

Ask the respondent the main source of fuel the household normally uses for cooking. The main source is the one most frequently used. Mark the appropriate response box.

WG.6 Main source of fuel for lighting

Ask the respondent the main source of fuel the household uses for lighting. Again main source means the one being used most often. So mark the corresponding response as reported by the respondent.

WG.7 Main source of drinking water

The purpose of this question is to obtain a measure of sanitation level of the household, since water supply and toilet facilities are important for disease control and health improvement. The other aim of this question is to distinguish between safe and unsafe sources of drinking water. Safe water sources includes piped and other protected sources , while unsafe sources include open or unprotected sources like rivers, lakes, dams, etc. If more than one source of drinking water is used, only the main one will be recorded. The main one in this case is the one that is most often used.

WG.8 Toilet facilities

The type of toilet facility used is an important indicator of the household's hygienic condition. A flush toilet is one in which water carries the waste down pipes, whether the water is piped into the toilet or poured in by buckets. A pit latrine refers to a pit dug into the earth. A ventilated improved pit latrine is one that has been improved by the addition of some kind of construction (usually a pipe) that provides a route for fumes to escape through, other than the hole itself. A traditional pit latrine (covered or uncovered) is not ventilated. If the respondent answers that they use the bush, the fields or a clear corner of the compound, the enumerator will record "NONE". The enumerator should mark the responses given by the respondent in the appropriate boxes.

WG.9 – WG.11 Material predominantly used for roof, floor and outer walls

If two or more types of materials are used for roof, floor or outer walls, report the material that was used in the majority. Then mark the appropriate response box.

WG.12 Time to walk to the nearest facility

Request the respondent to estimate in minutes the time it takes to walk from the household to the nearest facility as listed in the questionnaire. Note that the time to be recorded is the time needed to reach the nearest facility, whether that is the facility normally used by the household or not, or whether the household is in need of using the facility or not, e.g. primary school in households with no children of primary school age. The facilities are; supply of drinking water, food market, public transport, “all season” road, primary school, secondary school, health clinic or hospital. An all season road is defined as a road that is motorable (possible to drive on) all year round by the prevailing means of rural transport (often a pick-up truck or a truck that does not have 4 wheel drive.)

Note that the minutes are recorded in ranges; 0-14, 15-29, 30-44, 45-59, 60+. So mark in the correct range as estimated by the respondent.

For example;

If the respondent says it takes about 12 minutes to walk to the nearest FOOD MARKET, then this should be marked in the range 0-14 because that is where 12 minutes falls etc.

WG.13 Participation in work programs etc during last 12 months

Read out the programs listed in the questionnaire, and register all programs participated in by any household member during the last 12 months preceding the survey.

WG.14 Did any household member participate in any of the following types of projects, paid or not paid, during the last 12 months

Read out the projects listed, and register all projects participated in by any household member during the last 12 months preceding the survey. For each of the projects participated in, record whether the project work was paid or not paid.

WG15 Are you or anybody in your household a member of the following groups or clubs?

Read out the groups and clubs listed, and for each club/group, whether any household member is a member.

Section WH. Poverty predictors

Purpose

The questions in Section H, who are mainly about purchases of selected consumer goods, have proved to be strongly related to whether or not a household is poor. These questions, together with some others spread throughout the questionnaire are going to be used to predict poverty, based on information from IHS2. It is therefore extremely important that these questions are phrased exactly the way they are written, and that the meaning conveyed by them is understood in a similar way by all enumerators and in all languages.

WH.1 Does someone in the household own cell phone

It is important that the cell phone must be in operating condition. Be alert to ownership of cell phones by household members other than the head of the household.

WH. 2 Changes of clothes owned by head of household

This question is about the head of household, even if the respondent is not the head. The question has been shown to be an important indicator of the welfare level of the households in other studies. Remember to only record number of trousers for men, and dresses plus skirts for women.

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 and dresses owned. As with some previous questions, the recording in the box should start with a leading zero if the number is less than 10.

WH.3 What does household head sleep under in the cold season

Ask the respondent what the head of the household sleeps under in the cold season, of the items listed in the questionnaire.

WWH.4-WH.5 Purchase of items past three months Read through all the items in the questions and ask if the household head or anybody in the household purchased any of the specified items over the past three months.

WH.6-WH.7 Purchase of items past one month

Just as in WH.4 and WH.5, read through all the items in the questions and ask the respondent if the household head or anybody in the household purchased any of the specified items over the past one month.

In WH.7 if the household did not purchase any bar soap record “No” and proceed to ask WH.9

WH.8 Cost of bar soap

Record the cost of the bar soap to the nearest *Kwacha*, and in four digits in the boxes provided. For example if the cost of the bar soap is K182.30, you would record as 0182. Remember to include the leading zero if the rounded up cost is less than four digits.

WH.9 Payment for public transport past 7 days

In this question you will ask if at all the respondent or anyone in the household purchased or paid for a bus fare, minibus fare or taxi fare over the past 7 days

WH.10 Consumption of selected foods over the past 7 days

Read through the list of items in the question, and for each item ask if the household or anybody in the household consumed any of the items over the past **7 days**. Include both food items eaten communally in the household and that eaten separately by individual household members, whether the food was purchased, from own production or received as gift.

WH.11-WH.12 Cost of cooking oil and sugar (past 7 days)

Record the cost of Cooking oil and sugar to the nearest *Kwacha* over the past 7 days (follow the same procedures as in H.8).

Some respondents, especially in the urban areas, may buy cooking oil and sugar in large quantities. If that is the case, try to get an estimate of the cost of the oil they used during the last 7 days. This way we avoid to put zeros in WH11 and WH12 if the household has used cooking oil and sugar in the 7 days before the survey, but not bought any.

Section WI. Child module – Birth and Anthropometric measures

Child sections

Questions in sections WI, WJ and WK are about children under five years, and should be asked of their mother, or mothers, if more than one female member of the household have children

aged under five years. If the household has under-five children without the presence of the mother in the household (record 00 for the member number of the mother), another knowledgeable person in the household can be asked those questions on behalf of the child. The questionnaire can take information for a maximum of four under-5 children. In case there are more than four under-5 children in the household, ask all of them but use another questionnaire as continuation. If there are no under-5 children in the household, skip to Section L.

Purpose of sections

Section WI asks about all children presently living in the household, about date of birth and circumstances during the delivery and about the weight and height of the children. This information permits the evaluation of nutritional status of children between the age of 6 months and 60 months, and the identification of subgroups of children that are at increased risk of growth problems and sickness incidence.

Three standard indices of physical growth that describe the nutritional status of children can be calculated from these anthropometric data: height-for-age, weight-for height, and weight-for-age. Height-for-age is a measure of growth and a child who is considered short for his/her age is stunted, a condition reflecting chronic malnutrition. Weight-for-height assesses a child's current nutritional status. A child who is considered too thin for his/her height is wasted, a condition reflecting an acute or recent nutritional deficit. Weight-for-age does not distinguish between wasting or stunting and is an overall indicator of nutritional health.

Section WJ asks about malaria treatment and prevention for children under five. Malaria is a principal cause of death among under-5 children. The purpose of this Section is to collect information on how households protect their children against mosquito bites. These questions are asked only for under-5 children who are usual members of the household.

Section WK asks about which vaccinations the under five children have received.

WI.1 Child's and mother's member number

For each child under five years register their member number from the household list in section B, and make sure that you register the mother's member number for each child. Extra care must be taken to connect the child with its own mother if more than one female in the household has children under five. If there are more than four children under five in the household, continue on an extra questionnaire.

WI.2 Child's date of birth

Write the day, month and year of each child's date of birth. Check the documents collected at the beginning of the interview, such as the birth certificate or immunization record, to see whether a date of birth was recorded. Before entering a date from these documents, check with the respondent to determine whether she believes the date is accurate. If there is no birth certificate or other document for the child, see whether the respondent knows a firm birth date for any other child in the household and relate it to that. If the mother gives you a year of birth but does not know the month of birth, probe to try to estimate the month and day. For example, if she says her daughter was born in 2002, but she doesn't know which month, ask her whether she gave birth in the dry or wet season, whether she remembers if she was pregnant at Christmas or Easter time, during the month of Ramadan, or during some other significant event/season of the year to try to determine the month of birth, then probe for the day of the month. Convert days and months to numbers. If the respondent cannot recall the year when the birth occurred,

you need to probe carefully. You must enter a day, month and year for all children, even if it is just your best estimate.

WI.3 Where was child delivered

The intent of this question is to identify where births took place. Register the answer by marking the relevant box. If the woman gave birth in a health facility, ask whether the place is a hospital/ maternity clinic, a health clinic, health centre or health post, then mark the corresponding box provided. The difference between a health centre and a health post is that a health center is permanently staffed, while a health post is only visited, for instance once a week, by health personnel.

WI.4 Who assisted in the delivery of the child

Although a number of persons may have been in attendance at birth, this question is aimed at determining who was the most qualified person in attendance. We want to know who assisted with the delivery itself, not who helped in other ways such as boiling water or wrapping the baby in a blanket.

A doctor, clinical officer, nurse, or midwife would have received formal training at a medical institution. A TBA (traditional birth attendant) is someone who acquired training in the community from traditional sources. If a respondent reports that a doctor assisted at the delivery of the child, you should probe further since some respondents will report that they were attended by a doctor when in fact they were attended by a nurse. If these health workers or family members or friends were the only persons attending the birth, the enumerator will record 'Other'. If the mother did not receive any assistance, the enumerator will record 'Self'.

WI.5 Weight and height of the child

For each child between six months and five years, the enumerator will follow the weighing procedures outlined in the Annex 1. It is absolutely important that these measurements are as accurate as possible. Weight will be recorded in kilograms with one decimal point. Weights of less than 10 kilograms will be recorded with leading zeros; for example, 8.5 kilograms will be recorded as '008.5'. The enumerator will preferably request the mother, the "housemaid" or another parent to provide assistance in the measuring procedure.

The height of each child will also be measured, following the procedures outlined in the Annex. Children over 2 years of age (or younger children who are able to stand) will be measured standing up. Children under 2 years of age will be measured lying down. Height (or length, if lying down) will be measured in centimeters to one decimal place.

WI.6 Why not weighed and measured

If any of the children recorded as usual members of the household was not measured or weighed, record the reason why by marking the appropriate box

WI.7 Participated in nutrition program the last 12 months

For each child register whether or not they have participated in a nutrition program during the last 12 months. A nutrition program 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.

Section WJ. Child health - Malaria protection and treatment

WJ.1 Usually sleep under bed net

Ask the respondent if the child *usually* sleeps under a bed net to be protected against mosquito bites. By '*usually*' we mean 'most often'. If the child sleeps under a bed net only when it is necessary, this would not qualify to be 'usual'. If the child usually uses a bed net as protection against mosquito bites, mark the answer 'yes' and proceed to WJ2, otherwise skip to WJ5.

WJ.2 Slept under bed net last night

If the child slept under a bed net the night prior to the interview, mark 'yes' and proceed to WJ3, otherwise skip to WJ5

WJ. 3 Was bed net acquired during last 12 months

The treatment of a mosquito net with chemicals to avoid the mosquitos normally lasts for about 12 months, hence it is necessary to know whether the net still is effective as a protection against mosquitoes, that is whether it was acquired during the last 12 months or not. If it was acquired during the last 12 months, skip to J5, otherwise proceed to WJ4.

WJ. 4 Chemical treatment of bed net during last 12 months

Since the chemical treatment lasts for about 12 months, this question registers whether older bed nets are treated with chemicals or not within the last 12 months, to find out if they still give effective protection against mosquito bites. Mark the relevant box.

WJ. 5 Sick with fever/malaria during last 4 weeks

Some respondents may not be able to distinguish fever from malaria. You therefore need to ask the respondent if the child was sick with malaria *or* fever at any time during the 4-week period prior to the survey. If the answer is no, skip to Section WK, otherwise proceed to J6. Mark for the relevant answer

WJ. 6 Given drugs in response to the last fever/malaria

This question is a filter question to find out whether the child was given any drugs in response to the fever/malaria. If the child was not given any drugs, skip to Section WK, otherwise proceed to WJ7

WJ. 7 Which drugs were given

Various drugs can be used for the treatment of fever/malaria. Record all the drugs that the child was given by marking the relevant boxes. Record all the drugs received; the first will be entered in the first box, the second, in the second box, etc. Note that this is a multiple response question. This means there is room for up to seven drugs that a child might have received.

Section WK. Child health – vaccination

K.W1 Does the child have a vaccination card

You should have obtained documentation (birth certificates and vaccination cards) at the beginning of the interview. If you did not already obtain a vaccination card for a particular child, now is the time to ask for it again.

In some cases, the respondent may not be willing to take time to look for the health card, thinking that you are in a hurry. Encourage the respondent to look for the health cards of all the children aged below the age of 5 years. It is critical to obtain written documentation of the

child's immunization history; therefore, be patient if the respondent needs to search for the card. When reading the card, be very careful so that you transfer the correct information. Mark 'yes' if a card is provided, otherwise mark 'no'. If the respondent says that she has a health card for the child, and you have seen it, draw a cross in the box corresponding to "Yes", otherwise draw a cross in the box corresponding to "No" and go question WK.2.

WK.2 Types of vaccinations received

If the respondent shows you the health card, fill in the responses to WK.2, by marking off all the vaccinations the child has received. Again, be very careful such that the transfer of information is correct.

Sometimes, a child receives a vaccine but no record is made on the health card. After copying information from the card, and some vaccinations have not been found on the card, ask the respondent whether the child has received any of the vaccinations listed in the questionnaire, but not listed in the vaccination card. This includes vaccination given in national immunization campaigns. Register the vaccinations not already on the card by marking in the relevant boxes.

For children without a vaccination card, you must read out the vaccines listed in the questionnaire, explain when they are supposed to be given, and how and where they are administered:

- Measles – an injection to prevent measles, given at or soon after reaching 9 months
- BCG – a vaccination against tuberculosis, that is an injection in the arm or shoulder that usually causes a scar. Should be given at birth or first clinic contact
- DPT vaccination, that is, an injection in the thigh or buttocks, sometimes at the same time as the polio drops
- DPT1, at approximately 6 weeks of age
- DPT2, at approximately 10 weeks of age
- DPT3, at approximately 14 weeks of age
- Polio vaccines, that is, drops in the mouth.
- Polio 0 should be given at birth
- Polio 1, at approximately 6 weeks of age
- Polio 2, at approximately 10 weeks of age
- Polio 3, at approximately 14 weeks of age

Section WL. Social trust and HIV/AIDS Knowledge

Purpose of section

The purpose of this section is to find out about to which extent persons trust institutions as well as people they most often are in contact with. People tend to have different levels of trust in different people, hence we ask for trust in different groups of people. Also, we want to find out about various aspects related to HIV/AIDS testing and counseling. Only one randomly selected person 15 years and above should be enumerated.

Selection of respondent

To select a random person in the household, look at the first name of the household members who are 15 and above. Arrange the first names in alphabetical order, and select the one whose first name starts with the letter earliest in the alphabet. If the first names of the over fifteens are Madalitso, Martha and Victoria, Madalitso is the person to be asked the questions in section L.

Since some of these questions are sensitive, you will have to be tactful when asking them, as some respondents may feel offended. It is also important that the respondent is interviewed in privacy; i.e. other persons are not in attendance.

WL1: People tend to have different level of trust in specific institutions and leaders of the society. The respondent shall indicate how many of the listed institutions/leaders they trust, from all to none.

WL2: People tend to trust different people differently. Ask how many he/she trusts in the groups listed, and record the answer in the appropriate box.

WL.3 Availability of confidential HIV/AIDS test in community

This question seeks to establish whether it is possible to get a confidential HIV/AIDS test in the community where the respondent lives. Confidential means that only the person tested will know the result from the test.

Mark the relevant box according to the answer given

WL.4 Have you ever had an HIV test

Ask the respondent if he/she ever had an HIV test. This question is different from L.5, since there is no time limit. Persons who had HIV test more than 12 months ago will not be captured in WL.5. If the answer is yes, proceed to L 5, others skip to WL8.

WL.5 HIV test last 12 months

This question will register whether the respondent had an HIV test during the last 12 months. Mark the relevant box according to the answer given. If the answer is yes, proceed to WL6, others skip to WL8.

WL.6 Where tested

The respondent is asked to specify where he/she had the test. The enumerator will mark the appropriate box according to where the test was taken.

Abbreviations:

MACRO = Malawi Aids Counseling Resource Organization

MSF = Medecines Sans Frontieres

WL.7 Counseling

This question is asked to find if the respondent had counseling when he/she went for the test. Record the response as given by the respondent. When WL7 is asked, end the interview

WL.8 Main reason for not having an HIV test

This question seeks to establish the main reason why the respondent did not have an HIV test during the last 12 months period prior to the survey.

Section WM. Interview completion information

WM.1 Result

Section M is located at the end of the questionnaire and provides concluding information. The result code indicates whether the selected household was successfully interviewed or not, the

result of the interview should be recorded in one of the listed categories: completed with selected household, incomplete, refusal, not found or too ill.

WM.2 Comments

This part of the questionnaire is where any comments from any part of the questionnaire can be written down. Please, remember to specify clearly what part of the questionnaire that you are commenting on.

ANNEX 1. MEASURING HEIGHT AND WEIGHT

I. PROCEDURES AND PRECAUTIONS BEFORE MEASURING

A. Layout of the Procedures

Each step of the measurement procedures is directed at specific participants, who are named in bold letters at the beginning of each step, e.g., “**Measurer**,” “**Assistant**,” etc.

B. Two Trained People Required

Two trained people are required to measure a child’s height and length. When measuring a child, the measurer holds the child and takes the measurements. The assistant helps hold the child and records the measurements on the questionnaire. If there is an untrained assistant such as the mother, then the trained measurer should also record the measurements on the questionnaire. One person alone can take the weight of a child and record the results if an assistant is not available.

C. Scale and Measuring Board Placement

Be selective about where you place the measuring board and scale. It is best to measure outdoors during daylight hours. If it is cold, raining, or too many people congregate and interfere with the measurements, it may be more comfortable to weigh and measure indoors. Make sure there is adequate light.

D. Age Assessment

Before you measure a child, determine his/her age. If the child is less than two years old, measure length. If the child is two years of age or older, measure height. If accurate age is not possible to obtain, measure length if the child is less than 85 cm. Measure height if the child is equal to or greater than 85 cm.

E. When to Weigh and Measure

Weigh and measure after the individual interview has been completed. This will allow you to become familiar with the members of the household. DO NOT weigh and measure at the beginning of the interview, i.e., as soon as you enter a household, which would be more of an upsetting intrusion.

F. Weigh and Measure One Child at a Time

If there is more than one eligible child in a household, complete the weighing and measuring of one child at a time. Then proceed with the next eligible child. DO NOT weigh and measure all the children together. Return measuring equipment to their storage bags immediately after you complete the measurements for each household.

G. Control the Child

When you weigh and measure, you must control the child. The strength and mobility of even very young children should not be underestimated. Be firm yet gentle with children. Your own sense of calm and self-confidence will be felt by the mother and the child.

When a child has contact with any measuring equipment, i.e., on a measuring board you must hold and control the child so the child will not trip or fall. Never leave a child alone with a piece of equipment.

H. Coping with Stress

Since weighing and measuring requires touching and handling children, normal stress levels for this type of survey work are higher than for surveys where only verbal information is collected.

Explain the weighing and measuring procedures to the mother and, to a limited extent, the child to help minimize possible resistance, fears, or discomfort they may feel. You must determine whether the child or mother is under so much stress that the weighing and measuring must stop. Remember, young children are often uncooperative; they tend to cry, scream, kick, and sometimes bite. If a child is under severe stress and is crying excessively, try to calm the child or return the child to the mother before proceeding with the measuring.

Do not weigh or measure a child if

- a. The mother refuses.
- b. The child is too sick or distressed.
- c. The child has a physical deformity that will interfere with or give an incorrect measurement. To be kind, you may want to measure such a child and make a note of the deformity on the questionnaire.

I. Recording Measurements and Being Careful

Keep objects out of your hands and pens out of your mouth, hair, or breast pocket when you weigh and measure so that neither the child nor you will get hurt due to carelessness. When you are not using a pen, place it in your equipment pack or on the questionnaire. Make sure you do not have long fingernails. Remove interfering rings and watches before you weigh and measure.

J. Strive for Improvement

You can be an expert measurer if you strive for improvement and follow every step of every procedure the same way every time. The quality and speed of your measurements will improve with practice. You will be required to weigh and measure many children. Do not take these procedures for granted even though they may seem simple and repetitious. It is easy to make errors when you are not careful. Do not omit any steps. Concentrate on what you are doing.

II. PROCEDURES FOR WEIGHING CHILDREN USING THE UNICEF ELECTRONIC SCALE (UNISCALE)

A. Equipment:

1. The **UNICEF Electronic Scale or Uniscale** is a scale for weighing both children and adults. The scale looks like a bathroom scale with a digital display. The scale has a 150 kilogram capacity and is accurate to 0.1 kg (0.2 lb). The scale allows the measurer to directly read the weight of the child when held by the mother without requiring any calculations.

The Uniscale has solar cells; therefore, there are no batteries to be changed.

2. **Wooden support board** to place under the scale (to be carried with the scale). If you do not have a wooden board, you may have to use the top section from the height measuring board unless you can place the scale on a completely flat and horizontal floor.

Bag to store the scale and wooden board.

B. Measurer: Explaining the Weighing Procedure to the Respondent/Mother

1. Show the scale to the mother and explain to her that you are going to weigh her and her children on the scale. Tell her that infants and young children who will not stand on the scale alone will be weighed while being held by the mother. Also explain that you will record the respondent's/mother's weight as well. Older children may be weighed by standing by themselves on the scale.

2. Ask the mother to wear just light indoor clothing (e.g., a dress or a blouse and skirt) when she is weighed. She should not wear thick clothing or anything heavy.
3. Ask the mother to undress the child(ren) completely. The only exception is that the children may wear a small pair of underpants if desired by the mother. Children should not wear diapers. If she is concerned that it is cold, tell her that she may cover the child(ren) with a cloth or a blanket until the scale is ready.
4. Ask the mother to let someone else hold the baby so she can be ready to step onto the scale (or hold the baby yourself if no one else is there).
5. Tell the mother that after weighing her, you will first weigh the youngest child, then the second youngest, etc.

C. Measurer: Preparing the Scale

1. It is important to remember that the scale will not function correctly if it becomes too warm. It is best to use the scale in the shade or indoors as long as there is enough light for the solar cells.

Place the wooden support board flat on the ground, making sure that it is on a smooth surface and that it will not move at all even if someone stands on it.

2. Then place the scale on the board and make sure that it is flat (horizontal).
3. If the scale is not flat (horizontal) or if the scale and board are not steady, move the board into a different position or place something under the board until the problem is corrected.
4. Check again to make sure that the board is flat (horizontal) and stable and that it cannot move at all. It is important that the scale is placed on a hard, level surface; soft or uneven surfaces may cause errors in weighing.
5. Have the questionnaire and pen ready in your hand.

D. Measurer: Weighing Older Children Who Can Stand on the Scale by Themselves

1. Turn the scale ON by covering the solar cells for less than one second (the scale will not turn on if the solar cells are covered too long). The display should show '188.8' first, and then '0.0.' The '0.0' reading indicates that the scale is ready.
2. Ask the child to step onto the center of the scale and stand quietly. Soon, numbers (.1,1.) will appear on the display. Wait until the numbers on the display no longer change. Make sure that the solar cells are not covered by a skirt or feet.
3. The child's weight will appear in the display within two seconds. Record the child's weight to the nearest 0.1 kg in the questionnaire in appropriate column (Make sure that you are able to see the whole display area so that you can read all the numbers correctly).
4. If you are going to weigh the woman's young child, tell the mother to keep standing still on the scale, since you are getting ready to hand her the child.

E. Measurer: Weighing Younger Children

NOTE: If it is cold and the mother wants the child to be covered during the weighing, give her a blanket or cloth for covering the baby **after** you have recorded her own weight in the questionnaire (that is, after Step D.3) but **before** you go to the next step (E.1).

1. If you are NOT giving the mother a blanket or cloth: While the mother is standing still on the scale, make sure that the numbers are not changing, then (while the woman is standing quietly on the scale) cover the solar cells for less than one second. The scale will read '0.0.' There will be a small picture of a mother holding a baby which means that the scale has adjusted itself to ignore the woman's weight (this is called taring) and prepared itself to show you only the baby's weight. The scale is ready to weigh the baby in the mother's arms.

If you ARE giving the mother a blanket or cloth for covering the baby: Ask the mother to step off the scale after you have recorded her weight. Then give her the blanket or cloth and ask her to step back onto the scale. (It is necessary for the woman to step off the scale because blankets and cloths usually weigh less than 2 kilograms; see H.2 below). While the woman is standing still on the scale, make sure that the numbers are not changing, then (while the woman is standing quietly on the scale and holding the blanket) cover the solar cells for less than one second. The scale will read '0.0.' There will be a small picture of a mother holding a baby, which means that the scale has adjusted itself to ignore the woman's weight (this is called taring) and prepared itself to show you only the baby's weight. The scale is ready to weigh the baby in the mother's arms.

2. Give the mother the youngest child to hold. Wait until the numbers on the display no longer change.
3. Record the weight of the child to the nearest 0.1 kg in the questionnaire in the column with the child's name. (The scale has now shown you the weight of the child alone even though he/she was held by the mother).

F. Measurer: Weighing More Than One Child per Respondent

Repeat the steps above (under E.) for each child, giving the mother the second to the youngest child to hold, then the third youngest, etc.

1. Make sure that you cover the solar cells for less than one second while the mother stands quietly alone on the scale **before** each child is weighed. The scale will read '0.0,' and the small picture of a mother holding a baby will appear, telling you that the scale is ready to weigh the child in the mother's arms. (For the best results, follow this procedure of taring the scale before each child).
2. Give the child to the mother to hold. Wait for a few seconds until the numbers on the display no longer change.
3. Record the weight to the nearest 0.1 kg in the questionnaire in the column with the child's name.

G. Measurer: Thank the Respondent

Thank the respondent, and tell her something nice about her child(ren).
(The scale will turn itself off after a short while).

H. Additional Notes on the Uniscale:

1. The Uniscale **switches itself off automatically two minutes after the last weighing.** If this happens, follow the instructions from the beginning to turn it on again.

2. There are **special instructions for weighing very small babies** (those who weigh less than about 2 kg). If you are not able to get a weight reading when trying to weigh a small baby, follow these instructions. To get a reading for such a small child, the scale should be tared by covering the solar cells for less than one second while the woman stands on the scale (as described above under E.1). The woman must then step off the scale (the display will then show '--.-'), take the small baby, and then step right back on the scale again. The display will show the weight of the small baby.
3. If there is **too much movement** on the scale during measurement, the display will switch between '1.' and '.1' until the load becomes stable.
4. Do not weigh loads with a **total weight** of more than 150 kg.
5. Possible **reasons for the scale not taring** (returning to '0.0' after covering the cells when the mother is standing on the scale) include the following:
 - a. There was no weight on the scale to tare.
 - b. The solar cell was not covered completely.
 - c. The solar cell was covered for more than one second; try covering it for less than one second.
 - d. It is too dark; put the scale in a brighter place.
 - e. The load weighs more than 120 kg; use a lighter load.
6. **What to do if the scale display shows one of the following:**

E01:

The scale has to readjust itself. Get off the scale and wait until E01 no longer appears.

E02 and switches off automatically:

Be sure there is no load on the scale and try to start the scale.

E03 and switches off automatically:

The scale is either too cold or too hot. Move it to a different place with the temperature between 0 degrees C and 45 degrees C. Wait 15 minutes for it to adjust to the temperature, then start the scale.

E04 after measuring:

The load is too heavy (more than 150 kg). Get off the scale and reduce the load.

E05 for a few seconds after trying to start the tare function:

The load is too heavy for taring (more than 120 kg). Get off the scale and reduce the load.

7. **Notes on using, cleaning, and storing the Uniscale:**

- a. The scale will not function correctly if it becomes too warm. It is best to use the scale in the shade or indoors as long as there is enough light for the solar cells. If the scale becomes too hot and does not work correctly, place it in a cooler area and wait 15 minutes before using it again.
- b. The scale must adjust to changes in temperature. If the scale is moved to a new site with a different temperature, wait for 15 minutes before using the scale again.
- c. Do not drop or bump the scale.
- d. Do not store the scale in direct sunlight or other hot places. For example, do not leave the scale in a parked vehicle on a sunny day.

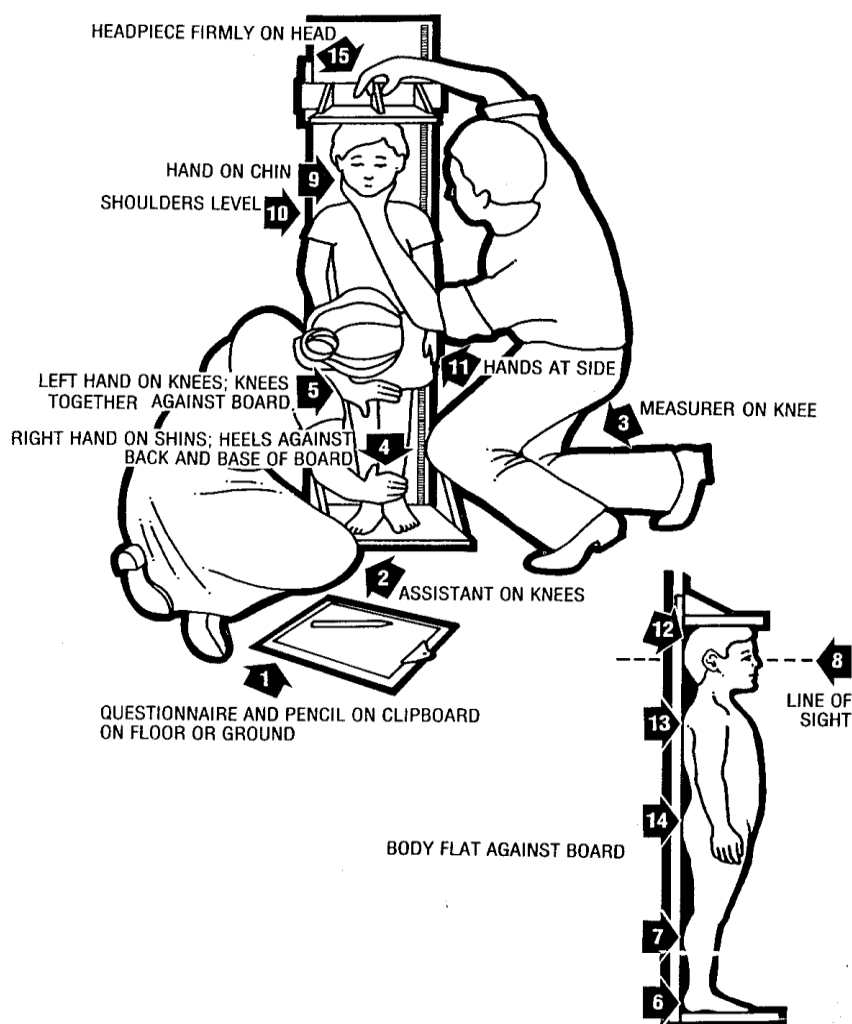
- e. Protect the scale against excess humidity and wetness.
- f. Do not use the scales at temperatures below 0 degrees C or above 45 degrees C.
- g. To clean the scale, wipe surfaces with a damp cloth. Never put the scale in water.

III. PROCEDURES FOR HEIGHT MEASUREMENT

A. CHILD'S HEIGHT (Illustration 1)

1. **Measurer or Assistant:** Place the measuring board on a hard flat surface against a wall, table, tree, staircase, etc. Make sure the board is stable.
2. **Measurer or Assistant:** Ask the mother to remove the child's shoes and upbraid 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 (if she is not the assistant).
3. **Assistant:** Place the questionnaire and pen on the ground (Arrow 1). Kneel with both knees on the right side of the child. (Arrow 2).
4. **Measurer:** For mobility, kneel on your right knee only, on the child's left side (Arrow 3).
5. **Assistant:** Place the child's feet flat and together in the center of and against the back and base of the board. Place your right hand just above the child's ankles on the shins (Arrow 4) and your left hand on the child's knees (Arrow 5) and push against the board. Make sure the child's legs are straight and the heels and calves are against the board (Arrows 6 and 7). Tell the measurer when you have completed positioning the feet and legs.
6. **Measurer:** Tell the child to look straight ahead at the mother if she is in front of the child. Make sure the child's line of sight is level with the ground (Arrow 8). Place your open left hand on 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); the child's feet are flat on the base of the board; and the head, shoulder blades, and buttocks are against the board (Arrows 12, 13, 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).
7. **Measurer and Assistant:** Check child's position (Arrows 1-15). Repeat any steps as necessary.
8. **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 cm. Remove the headpiece from the child's head and your left hand from the child's chin and support the child during the recording.
9. **Assistant:** Repeat the measurement called out by the measurer. Immediately record the measurement and show it to the measurer. Note: If the assistant is untrained, the measurer records the height.
10. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to correct any errors.

Illustration 1. Child Height Measurement

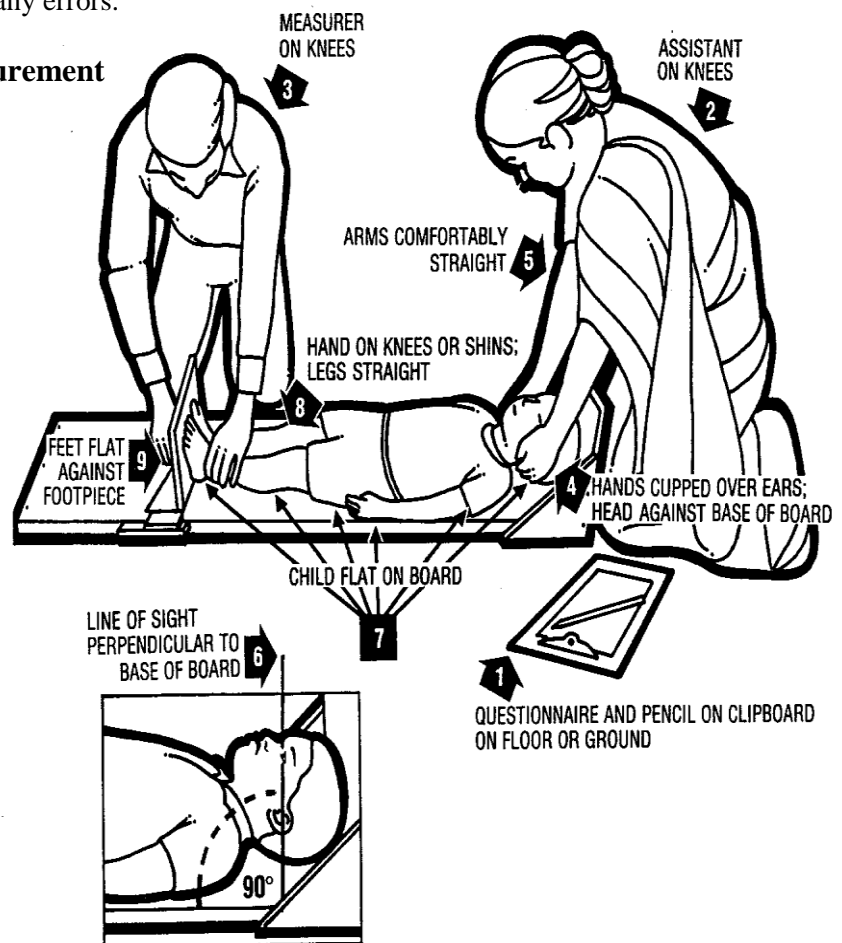


A. CHILD'S LENGTH (Illustration 2)

1. **Measurer or Assistant:** Place the measuring board on a hard flat surface, i.e. ground, floor, or Steady table.
2. **Assistant:** Place the questionnaire and pen on the ground, floor, or table (Arrow 1). Kneel with both knees behind the base of the board if it is on the ground or floor (Arrow 2).
3. **Measurer:** Kneel on the right side of the child so that you can hold the foot piece with your right hand (Arrow 3).
4. **Measurer and Assistant:** With the mother's help, lay the child on the board by doing the following:
Assistant: Support the back of the child's head with your hands and gradually lower the child onto the board.
Measurer: Support the child at the trunk of the body.
5. **Measurer or Assistant:** If she is not the assistant, ask the mother to kneel on the opposite side of the board facing the measurer to help keep the child calm.

6. **Assistant:** Cup your hands over the child's ears (Arrow 4). With your arms comfortably straight (Arrow 5), 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). Your head should be straight over the child's head. Look directly into the child's eyes. Tell the measurer that the child is ready to be measured.
7. **Measurer:** Make sure the child is lying flat and in the center of the board (Arrow 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). For infants, quickly touch the soles of their feet with your thumb to make the child straighten his or her knees.
8. **Measurer and Assistant:** Check the child's position (Arrows 1-9). Repeat any steps as necessary.
9. **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 cm. Remove the foot piece, release your left hand from the child's shins or knees and support the child during the recording.
10. **Assistant:** Repeat the measurement called out by the measurer. Immediately release the child's head, record the measurement, and show it to the measurer. Help the child to get up or hand the child to the mother. Note: If the assistant is untrained, the measurer records the length on the questionnaire.
11. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to correct any errors.

Illustration 2. Child Length Measurement



ANNEX 2. CODE LIST FOR QUESTION C3, C6 AND C9, LEVEL OF EDUCATION

00	Nursery/pre-school, not completed any education
	Primary school
01	Standard 1
02	Standard 2
03	Standard 3
04	Standard 4
05	Standard 5
06	Standard 6
07	Standard 7
08	Standard 8
	Secondary school
09	Form 1
10	Form 2
11	Form 3
12	Form 4
13	Form 5
14	Form 6
	University
15	University 1
16	University 2
17	University 3
18	University 4
19	University 5 and above
	Training college
20	Training college, year 1
21	Training college, year 2
22	Training college, year 3
23	Training college, year 4

ANNEX 3. CODE LIST FOR QUESTION C4, HIGHEST EDUCATIONAL QUALIFICATION AQUIRED

- | |
|--|
| <ol style="list-style-type: none">1. None2. PSLC (Primary school leaving certificate)3. JCE (Junior certificate of education)4. MSCE (Malawi senior certificate of education)5. Non-university diploma6. University diploma, degree7. Post-graduate degree |
|--|

MODULE 7: Livestock Information

Introduction:

This is the seventh module of the National Census of Agriculture and Livestock (NACAL), the module will be administered only to the 15 households selected in each cluster for the census. The main aim of the module is to collect information on number of livestock/poultry owned or kept by the households and other information related to livestock. The information will assist government in assessing livestock situation in the country as it is a vital component in food security.

Cluster Number

This is the selected cluster for the census and it's a four-digit number.

Household Number

This is the number for the selected household and normally, there are 15 households. It is a two-digit number, 01, 02, 03, etc.

Module Number

The Livestock Questionnaire is module number 7 and is pre-printed on the form.

Reference Number

Is created by combining cluster number, household number and module number and is a seven-digit number.

PART A. Interview Information

A1. Interviewer's Number/name

Each enumerator has an ID number, it is this number that will be written as interviewer number including his/her name.

A2. Head of household

This is the name of household head appearing on the roster of module 1.

A3. District code/Name

District codes/names are provided in the enumerators' manual.

A4. TA/Town/Area

Write the name of the Traditional Authority or Town or Area in which the household being interviewed is located.

A5. Date

Write the date, Month and year the interview is being conducted.

A6. Respondent

Write the member line number from module 1 of the person being interviewed.

Livestock

D1. Does this household own or keep livestock/poultry?

Ask the respondent if the household owns or keep livestock/poultry. Mark the appropriate box accordingly, if code 1, proceed to D2 and if code 2, go to D11 which is the section for Winter crops. Here you should differentiate between owning and keeping. A household may own and keep livestock or may own and not keep livestock and vice versa.

D2. What is the number of livestock owned or kept and type of livestock keeping system does your household practice?

Ask the respondent to tell you the type of livestock owned or kept, mark in the appropriate box preceded by livestock category code. Continue asking the respondent the total number of livestock they are currently keeping, and out of this how many are owned by the household. A household may keep animals for other households and not owning them or a household may own livestock but not keep it. Record the numbers in the appropriate boxes which have space for four-digits. Under system code, ask what type of keeping system does the household practice in keeping/rearing the livestock. A code list for the keeping system is provided below;

- **Free range-** This is the system whereby livestock is left to find food for itself and moves freely. This is practised in many areas when crops have been harvested;
- **Tethering-** This is the practice whereby livestock is tied to a rope and put where there is pasture for the whole day. This is normally done when crops are not yet harvested.
- **Controlled-** This is a practice where animals are confined in restricted area, whether it is fenced or in cages; (**Fences:** can be artificial or live fences which can be used in rotational/shifting grazing) and cages are normally used in poultry;
- **Pigsty-** A controlled system of keeping pigs in kraal(Khola);
- **Herdin-** A system where animals are being looked after or controlled by a herd boy.
- **None-** means the household has no livestock but may have poultry and vice versa (this applies to D2 and D3)

D3. What is the number of poultry owned or kept and type of poultry keeping system does your household practice?

Ask the respondent to tell you the type of poultry owned or kept, mark in the appropriate box preceded by poultry category code. Continue asking the respondent the total number of poultry they are currently keeping, and out of this how many are owned by the household. A household may keep poultry for other households and not owning them or a household may own poultry but not keep it. Record the numbers in the appropriate boxes which have space for four-digits. Under system code, ask what type of keeping system does the household practice in keeping/rearing the poultry. The type of keeping system is the same as for livestock (see above).

D4. What is the number of own livestock sold and total amount of money received from sales and where was it sold? IN THE PAST 12 MONTHS.

Ask the respondent total number of livestock sold and total amount of money realised from sales in the past 12 months. Also ask for the latest place or market outlets where the animals were sold. Codes for the latest selling place are provided in the questionnaire. Note that 'None' means no animal in that category was sold or has no livestock as reported in D2. Remember to put leading zeros where appropriate. below.

D5. What is the number of own poultry sold and total amount of money received from sales and where was it sold? IN THE PAST 12 MONTHS.

Ask the respondent total number of poultry sold and total amount of money realised from sales in the past 12 months. Also ask for the latest place or market outlets where the poultry were sold. Codes for the latest selling place are provided in the questionnaire. Note that 'None' means no poultry in that category was sold or has no poultry as reported in D3. Remember to put leading zeros where appropriate.

D6. What kind of derived products were produced or sold? What was the value of the sales and where was the last sale? IN THE PAST 12 MONTHS.

This question captures information on products derived from livestock or poultry such as milk, eggs, manure and hides. There are other households that keep beehives and information on honey must be collected.

Mark the product produced in the appropriate box and record the quantity produced and sold in the boxes given. Amount realised from the sales and last selling point should also be recorded. Remember to write leading zeros wherever possible. Unit of measurement should be either a number or kgs/litres depending on the type of product. Remember you are collecting information for a period of twelve months so care must be taken in probing. If the product was not sold, record 'none' in the column for last selling place.

D7. What type of inputs did you purchase for your livestock and what was the amount paid IN THE PAST 12 MONTHS? MULTIPLE RESPONSES.

These inputs are in form of 'Feeds and Drugs' or housing equipment and feeding utensils purchased for the animals. Ask the respondent if he/she bought the inputs during the last 12 months for the animals and mark in the boxes given. Ask also the amount used to purchase the inputs and record in box under Amount (MK). If no input was purchased, mark in the 'None' box. The code list for input sources is given in the questionnaire, and is the same as was used in Module 1.

D8. What type of inputs did you purchase for your poultry and what was the amount paid IN THE PAST 12 MONTHS? MULTIPLE RESPONSES.

These inputs are in form of 'Feeds and Drugs' or housing equipment and feeding utensils purchased for the poultry. Ask the respondent if he/she bought the inputs during the last 12 months for the poultry and mark in the boxes given. Ask also the amount used to purchase the inputs and record in box under Amount (MK). If no input was purchased, mark in the 'None' box. Use the code list provided in the questionnaire

D9. Did you practice any of the following methods to protect your animals during the last 12 months? MULTIPLE RESPONSES.

There are several methods used to protect or safe keeping of animals, ask and mark accordingly in the boxes. It is a multi-response question. If during the reference period, the respondent has not practised any of the methods, mark 'No protection method at all' and continue to D10.

D10. Did you provide the following for your livestock or poultry in the last 12 months? MULTIPLE RESPONSES.

To achieve high livestock/poultry production, good animal husbandry must be followed through Disease treatment, Dipping, Vaccination etc. Ask the respondent to tell you if these are done. If 'Yes' mark the frequency (number of times this is done during the reference period- the last 12 months) and the type of Service provider. Codes for frequency and service providers are given in the questionnaire. This is a multiple response question.

WINTER CROPPING

Winter cropping means planting of crops after summer, either planting crops anew, or planting for the first time in case of flooding during the first cropping period.. For food security, this supplements summer harvest production, so that the household (and the country) should have adequate food throughout the year.

D11. Has your household done any winter cropping this agricultural season?

Ask the respondent whether the household has grown any winter crops, if the response is 'Yes' mark and proceed to D12. If 'No' mark and skip to D15 (section on Fertilizer subsidy).

D12. What type of winter cropping did you practice? MULTIPLE RESPONSE.

Ask the respondent to tell you the type of irrigation systems followed on the winter cropping. Mark in the appropriate response boxes, it is a multiple response question. There are seven irrigation categories given.

D13. What crops did you grow?

Here, find out from the respondent the type of crops which were grown and mark accordingly. We only want to find out about maize and rice (all varieties). All other crops grown should be classified as 'other'.

D14. What was the area planted and Production of the crops grown?

For maize and rice, estimate the total area planted, and record the area in hectares, using 2 decimal points. Production should also be the farmer's estimate. For crop harvested, you record the farmer's estimate on how much was produced. If the crop has not yet been harvested, record the farmer's estimate of how much will be produced. Record in the boxes provided

FERTILIZER SUBSIDY PROGRAM

1. Introduction

The fertilizer subsidy program is a program instituted by government to assist farmers to access cheap fertilizer in order to increase crop productivity and enhance food security as it is high on the government agenda. The information collected would assist government to know the impact of the program on agriculture and its future planning. Questions on

the subsidy program were also asked in Module 1. However, some vouchers were issued late, and also, tobacco vouchers were not included. Hence we have to ask about the program even in this questionnaire. Since these are very sensitive questions, enumerators are advised to be courteous and tactful in asking the respondents.

D15. Did your household receive any vouchers from the fertilizer subsidy program in the 2006/07 agricultural season?

Tactfully ask the respondent to tell you if he/she received any vouchers to purchase subsidized fertilizer this season 2006/07. Here the reference period is the current agricultural season 2006/07 and it has to be emphasized to get good responses. Put a 'cross' in the appropriate box, if the response is code 2 'N0' skip to question D19, if code 1, Yes proceed to D16.

D16. How many vouchers for fertilizer subsidy for maize or tobacco did your household receive in the 2006/07 agricultural season?

During the season, farmers received vouchers to purchase fertilizer for maize, tobacco and also vouchers for seed. This question tries to capture information for fertilizer subsidy for maize and tobacco. Ask the respondent if he/she received vouchers. If the answer is Yes, then ask number of maize and tobacco vouchers received. Please, stick to the reference period. Write the number of vouchers in the appropriate boxes.

D17. What did your household do with the fertilizer subsidy coupons?

This question is very sensitive, try to ask tactfully otherwise you will not get good answer. It asks how the coupons were used. There are five categories for both maize and tobacco. Put a 'cross' in the appropriate box for both crops. The crosses should not touch the edge of the boxes. If the respondent reports that he bought fertilizer using the coupons, skip to question D19.

D18. Why did your household not buy the fertilizer with the coupons?

If in question D17, the respondent did not use the coupons to buy the input, ask the reason for not doing so and tick/mark in the appropriate box for the answer given. There are four categories of reasons given.

Social capital in farming

Purpose of section

Social capital is a term used to describe the possibilities a farmer has to call upon support and assistance from others. It also involves an element of reciprocity: There will be a mutual obligation to help out if need be. The idea behind this is that the more support a farmer can call upon, the better he or she will be able to cope in case of problems, i.e lack of money, need for assistance etc.

D19: People often lend money to each other. Did you or any member of the household lend out money to anybody in these groups during the last 12 months?

Find out whether any member of the household has lent out money to any of the groups of persons listed. You should ask the question for each of the groups. Note that the reference period is the last 12 months

D20: People often lend tools like axes, hoes and other tools to each other. Did you or any member of the household lend out tools to anybody in these groups during the last 12 months?

Find out whether any member of the household has lent out tools to any of the groups of persons listed. You should ask the question for each of the groups. Note that the reference period is the last 12 months

D21 Have you or any member of the household participated in cooperative (exchange) work for farming activities (e.g. Chikimva, Chilimira, Chinzake, Dima) during the last 12 months?

People often cooperate in doing agricultural work, i.e. one individual might help another in the garden with the expectation that this favour will be returned at a later stage, defined in local languages as Chipele ganyu, Badili, Dima, Chikimva, Chinzake, etc. Pure wage labour, i.e. ganyu, is not included. Farming activities include preparing garden, planting, irrigating, weeding, harvesting and other things related to the annual production process.

D22 Who participated in the work exchange: MULTIPLE RESPONSE

For each of the group of persons listed, ask whether they participated in work exchange or not. Remember that this a multiple response questions, such that you should ask the question for each of the groups indicated.

D23 Is this a tenant household?

Find out if this household is a tenant household on an estate. A tenant household is a household where the head of household is a tenant. A tenant is a person who works on an estate under a contract.

D24 Interview Completion Information

The result code indicates whether the selected household was successfully interviewed or not, the result of the interview should be recorded in one of the listed categories: completed with selected household, incomplete, refusal, not found or too ill.

D25 Comments

This part of the questionnaire is where any comments from any part of the questionnaire can be written down. Please, remember to specify clearly what part of the questionnaire that you are commenting on.

Module 8: VILLAGE FACILITIES

1. Introduction

This questionnaire will collect information on the profile of the village. It will be administered in all the villagers in the Cluster/EA by the enumerator. For example, if a cluster has three villages, then three questionnaires will be used to collect information. All villages that is within the cluster should be included, even if the boundaries of the village goes beyond the boundaries of the cluster

2. FILLING THE QUESTIONNAIRE

The Village Questionnaire has two parts, Part A is for Interview Information and Part two Village Information.

Cluster Number

This is the selected cluster for the census and it's a four-digit number.

Village Number

This is the number for the village where the selected household is and normally, it is a one-digit number, 1, 2, 3, etc. if the selected cluster has 10 or more villages, the first digit should be recorded outside the box.

Module Number

The Village Facility Questionnaire is module number 8 and is pre-printed on the form.

Reference Number

Is created by combining cluster number, village number and module number and is a six-digit number.

PART A. Interview Information

A1. Interviewer's Name

The name of the interviewer/enumerator conducting the interview.

A2. Interviewer's Number

Each enumerator has an ID number, it is this number that will be written as interviewer number.

A3. Name of the village headman

This is the name of the village as it is usually known and is recognised by the District Assembly.

A4. District code/Name

District codes/names are provided in the enumerators' manual. Write the code of the district and name.

A5. Village/Place/Town/TA

Write the name of the village or place, Town, Traditional Authority in which the household being interviewed is located.

A6. Date

Write the date, Month and year the interview is being conducted.

SECTION B: VILLAGE INFORMATION

The information on the village should be collected from the village headman. In case the headman is not available, another village leader may answer the questions

V1. What type of roads passes through this village? [MULTIPLE RESPONSE].

Ask the village headman to tell you the type of roads that pass through the village and mark accordingly. This is a multiple response question and you may mark more than one response. Remember to follow skip instructions. If the response is Tarmac or Gravel road or both, skip to V5. Go to V2 if the response is Track, Footpath or Other.

V2. How far away is the nearest all seasonal road (Tarmac/Gravel) from this village (in km)?

Ask for the distance from the village to the nearest all seasonal road. Record the distance in kilometres in the box provided, it is a two-digit number.

V3. How do most of the villagers get to the main road?

There are six categories given for the question, ask the respondent to find out how most of the villagers get to the main road. Mark the appropriate answer in the box provided.

V4. How far is the nearest financial institution/bank/micro-finance institution (km)?

Find out from the respondent how far are the financial institutions from the village, record the distance (km) in the box provided, is a two-digit number. The examples of these banks and micro-finance institutions are; MRFC, MUSCO, FINCA, NABW, NBS, NB, etc.

V5. How far away are the following institutions?

Find out from the respondent how far away are the under listed institutions from the village, **prompt**. Record the distance for each institution in the boxes given. Remember to write leading zeros where applicable.

V6. How do most of the village farmers transport their produce to their selling point?

There are several answer categories given, mark the appropriate box for the mode of transport most farmers in the village use to transport their produce to the selling point.

V7. How old is the village? Did it exist during President Banda's time? IF NOT How many years old is the village?

Ask the village headman to tell you how old the village is, this means when the chieftainship started or when first village headman was installed. If the respondent cannot give an exact answer, ask if the village existed during President Banda's time or not. This will give an indication of the 'age' of the village. If the respondent knows the age of the village, record the 'age' in the boxes provided.

V8. Are there any households that have moved from this village to settle elsewhere during the past 12 months?

Find out if any households have moved from this village to settle elsewhere during the past twelve months and mark appropriately in the box given. If NO, skip to V11.

V9. Where have they gone?

For those who had moved, ask where these households went to settle in V9. There are 6 options given, mark the appropriate box as reported keeping in mind the reference period.

V10. What is the main reason why the households moved away?

If the households moved away during the reference period, ask the main reason why the households moved away. Several reasons have been provided, but since we ask about the **main** reason, only one reason should be marked.

V11. Are there any households that have come to settle in the village during the past 12 months?

Find out if any households have settled in the village during the past 12 months. If No, go to V13.

V12. Where did they mainly come from?

If Yes in V11, ask where the households came from and mark in the appropriate box.

V13. What is the major ethnic group in this village?

Ask the village headman to tell you the major ethnic group in the village, several ethnic group categories are provided, mark the major one as reported by the village headman.

V14. How many minutes does it take to walk from here to reach the following nearest facilities?

This question captures information on how people access different types of facilities in each village. For each facility on the list, ask for an estimate of time in minutes taken to reach each facility from the village and mark the boxes appropriately.

V15. List the five most important development projects where the villagers have taken part in the last five years in your village.

Several developmental projects are taking place in most parts of the country and it's worthy collecting information about them since most of them involve community participation. Ask which was the five most important projects taken place in the village. If a school development was the most important project, you mark P1 for the school. If a dam was the second most important project, you mark the box P2 for the dam, and so on.

V16. How were the members of the committee of the last major development project chosen?

This question is a follow-up to V15, if at all important projects took place in the last five years, we would like to know how the members of the committee for the last major development project were chosen. That is, whether they were chosen, appointed or elected. Here they are after the last **major** development project done in the last five years as identified in V15. Since this is a recall question, try to **probe** to get correct answer and mark accordingly.

V17. How many of the households in this village usually take part in the following as a collective work activity?

In many areas people join hands to do certain activities collectively, this is one way of assisting each other e.g. building houses for each other, Chi-pele ganyu, assisting someone who can not work due to illness or accident, etc. For each of the work activities listed, ask

how many households who **usually** take part in these work activities collectively in the village. For each work activity, mark in the boxes as applicable.

V18. What types of sanctions or punishment do people use when someone does not attend in cooperative activities of the village development projects?

In various communities or villages, people undertake village development projects on a cooperative basis such as maintenance of village roads, moulding bricks, construction of school blocks, etc. Those who don't participate or attend in the cooperative activities may face certain sanctions or punishment depending on the community/village they come from. Ask what type of sanctions or punishment people use in the village for people who do not attend to cooperative activities of the village development projects. Mark the appropriate boxes against each sanction or punishment applicable.

V19. What is the most common type of marriage in this village?

In this question, five types of marriages have been presented and well defined as being practised in Malawi. Ask about the **most common** type of marriage being practised in the village. Mark the appropriate box for the answer given. Please stick to the word '**most common**', if the respondent reports none of the above or don't know, mark box with code 6.

V20. For the most common type of marriage in this village: is there usually any bridal payment?

This is a follow-up question to V19, For the most common type of marriage in the village, please probe to find out if there is **usually** any bridal payment. Mark in the appropriate box for the answer given.

V21. Does this village have uncultivated land or unallocated land (chilala) of any kind?

Ask if there is an uncultivated land or unallocated land of any kind in the village. If 'Yes' let the respondent estimate the size of land in hectares and record in the box provided to 2 decimal places. Most people may report area in acre, so this should be converted to ha. Note that one acre is 0.4 hectares

V22. Do you have the following public lands in this village [Multiple Response].

Find out if the village has any of the public lands listed in V22 and mark appropriately in the boxes given. This is a multiple response question and you mark more than one box. **Do prompt.**

V23. Are there any lands in this village currently owned or rented by persons not living in the village or having been taken over by the Government [Multiple Response] the village owned

Ask whether any lands in the village are currently owned by persons not living in the village, rented out to persons not living in the village or taken over by the government Mark the answers given in the correct boxes.

V24. Have any of the lands (chilala) in this village been sold or given away to people outside the village during the last 5 years.

Mark in the appropriate boxes if any of the lands in this village have been sold or given away to people outside the village during the last 5 years. Note the reference period.

V25. Do outsiders sometimes get land in your village from families without consulting the village head? [Multiple Response].

Ask and mark in the appropriate box if outsiders sometimes get land in the village from families without the knowledge of the village head.

V26. Where do people graze their animals in this village? [Multiple Response].

Find where people in the village graze their animals and mark in the appropriate boxes. If the village has no grazing animals, mark accordingly.

V27. Are any of the following lands within walking distance of this village? [Multiple Response].

Ask if any of the listed lands are within walking distance of the village. Mark accordingly in the boxes given. Note that this is a multiple response question.

V28. Apart from their own lands, are there other locations where villagers may collect the following types of resources? [Multiple Response].

This question wants to capture information if people or villagers have the rights to collect resources such as firewood, sand, gravel, stone, soil and grass for building materials on other lands other than theirs. For each of the land options listed, find out whether the villagers have the right to use it for the purposes specified.

V29. Do the villagers use the unallocated lands (chilala) for the following income generating activities? [Multiple Response].

This question wants to find out if villagers have the right to use unallocated lands for income generating activities. List of income generating activities are provided, and ask for each of them whether they have the right or not. Mark in the appropriate boxes.

V30. Do the villagers do the following activities? [Multiple Response].

Ask if villagers have the rights to cut firewood or burn charcoal from their own land to sell in the market. Mark the correct response in the box.

V31. Is there currently any conflict over land? [Multiple Response].

Ask whether **currently** there any conflicts over land between this village and other villages, neighbouring estates, between family groups and between households in the village. Mark in the appropriate boxes for the answers given.

V32. What are the most important reasons for land related conflicts with each of these?

There are so many land related conflicts For each of the groups listed, record the most important reason for land conflict. If there are no conflict over land with the specified group, record 9 'no conflict' Ask about the most important reasons for land related conflicts and complete the given matrix. Probe to get the correct information from the village headman. Ask the type of dispute and which communities are involved.

V33. Result

This is enumerator's instruction on the conclusion of the interview, mark the appropriate box.