Greater Eldoret Health and Development Survey

Interviewer's Manual

January 2004

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I. Introduction

Objectives of the research project

This research project has several key objectives. First, the project intends to estimate the impact of various diseases (such as malaria, tuberculosis, and HIV/AIDS) on the living standards of households living in the Eldoret area. Second, the project will study the effectiveness of treatments for these diseases in improving living standards. Third, the project will examine how households are responding to various illnesses and what kind of coping mechanisms they adopt. To meet these objectives, we will be conducting a survey of households that will focus on the living standards of households. Information to be collected will include:

- Demographic characteristics of households, such as age and sex of household members
- Health and education of household members
- Marital characteristics of household members
- Economic activities of household members
- Household expenditures
- Housing characteristics of households
- Transfers, gifts, and loans to and from the household
- Height, weight, and vaccination information for household members
- Knowledge and behavior pertaining to various diseases (such as malaria and HIV/AIDS) – this includes sexual behavior.

The project has been designed by a team of researchers from Columbia University, London School of Economics, Moi University School of Public Health, and Yale University. This team will analyze the information collected in order to suggest policies that can be used to help households affected by illnesses and diseases.

The project has been approved by the Institutional Research and Ethics Committee of Moi University, as well as committees at Columbia and Yale Universities, and the London School of Economics.

Overview of the survey

The survey will consist of interviews with households in the Eldoret area. Initially, we will focus on the villages surrounding the Mosoriot Rural Health Center. Households living in Eldoret and near the Turbo Rural Health Center may also be interviewed during the year. In Mosoriot, we will interview over 1,000 households in the first six months of 2004 (Round 1). Six months after the first interview, we will conduct a second interview with each household. These second interviews will conducted during the second half of 2004 (Round 2). Thus, by the end of 2004, we will have interviewed each of the sample households twice. Depending on the availability of additional funding, the survey will continue to be administered in 2005 and 2006.

Household Questionnaires

For each household in the sample, we will try to interview both the household head and spouse (if the household head is a man and has more than one wife, then we will try to interview all the wives). To collect information on many different aspects of the household's living standards, we have developed several questionnaires for each household. Each questionnaire has a designated respondent (male or female), given that different members of the household are likely to be more knowledgeable about different things. Some questionnaires will be administered to both men and women. The designation of the respondent has also been developed so that the household head and spouse have fairly similar interview lengths.

Many questions in the questionnaires are pre-coded so that the data can be entered directly from the completed questionnaires. The data will be entered into computers in Eldoret. Members of the project team, a field supervisor, as well as a special computer program will search for inconsistencies in the completed questionnaires. Errors will have to be corrected by the interviewers in follow-up visits to the households.

The quality of the field work will be closely monitored by members of the project team and the field supervisor. The accuracy of the data collected, as well as the validity of many of the research results, depends crucially on the questionnaires being completed properly and according to standard procedures. This document will provide guidance on how the questionnaires should be completed.

Organization of the Project

Research Team: Dr. Markus Goldstein, Dr. Joshua Graff-Zivin, Dr. Mabel Nangami
Research Manager: Mr. Harsha Thirumurthy
Field Supervisors: they will be your immediate contact for questions and any problems; they will also be checking completed questionnaires and monitoring your work.
Interviewers: you will visit families in teams of two and conduct interviews.
Data Entry Supervisor: based in Eldoret; s/he will be checking completed questionnaires and will also supervise data entry.
Data Entry Staff: based in Eldoret; they will enter data from the completed questionnaires into a computer.

II. Interviewer’s Responsibilities

The interviewer’s role and work conditions

The interviewer's role is central to the survey. The success of the project depends on high quality information from the households that you interview. You will thus play a major role in the success or failure of the project.

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

You will be working closely with your supervisor. Inform him or her of any problems encountered in the field. When you are unsure about the meaning of a specific question or interviewing procedure, ask your supervisor what to do. Again, it is better to take time and ask about proper procedure than to make a mistake.

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

The household survey will be carried out in urban areas as well as rural areas. The living conditions will sometimes be difficult, and you will need to be flexible. We have made arrangements for your stay in the Mosoriot area. You will have to ensure that you have adequate food supplies for each week of work. Sometimes, you will have to plan your daily schedule carefully in order to allow time to walk several miles to get food, water, or wash.

We ask you to begin the survey knowing that you need to be very flexible. You may not get the food you want, and you may often have to deal with long travel times to reach the households you will be interviewing. Often, you may need to begin the day at 5 a.m. to go to the villages and when we make transportation arrangements for going to the villages, we expect everyone to be on time.

Often you will have to work in the villages for five days a week. Please think about this and make sure that your life in Eldoret permits you to leave and live far away for such periods of time. If you think that this could cause you problems, please start talking to us about this, and start looking for ways to adjust your life so that your are able to be away.

Your Job – To Carry Out Household Interviews

Your principal task is to conduct interviews at a given number of households per week in a village we have selected (we will tell you the exact number of households soon). Depending on the location of the households, you may be able to conduct one, two or even more interviews in a day. Please remember that you may need to make one or more visits to complete an interview with a household, depending on whether or not the key respondents are available at the time of the first visit. It would be wise to keep this in mind as you plan your daily and weekly schedules.

Generally, you will be assigned to interview a specific member of the household, such as the household head or spouse (generally, a male interviewer will have a male respondent, and likewise for females). All questionnaires that you administer to any one respondent will be kept in the same folder. Thus, for every household, we will have one folder each for the household head and spouse.

You are to read the questions in the survey exactly as they appear in the questionnaire. We will give you guidelines on how to probe to get answers to questions that are difficult (or sensitive). Those of you who have worked on other surveys such as the DHS are already familiar with some of these procedures.

Please keep in mind that you are responsible for interviewing all of the households assigned to you by the end of each week of the field work. You and your supervisor need to make sure that you have planned the use of your time well, in order to be able to submit the completed questionnaires at the end of the week.

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

We will provide you with the following materials for use in carrying out the interviews:

- a calculator
- a bag for carrying questionnaires and equipment
- an instruction manual
- lead pencils with erasers

Checking the Completed Questionnaires

After finishing each interview, verify that all the sections of the questionnaire have been correctly completed. Check to see that your writing can be easily read. Be sure you have recorded the required information for all of the household members indicated in each section and that the skip patterns have been followed.

You should review your questionnaires immediately after each interview, before you hand the questionnaire to your supervisor, and—most important—before leaving the village. Otherwise, if you leave the village without checking, and if you have made a mistake, you will have to return to the village—a waste of our time and yours. This will also add to the costs of the survey, in terms of extra transportation costs, etc.

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

You and Your Supervisor

You should always follow the advice given by your supervisor. Your supervisor will assign your work at the start of each week of the survey. She/he will carry out the following checks in the field:

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

- discussing your work with you, and evaluating your work; she/he will report on your performance to the research team in Eldoret.

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

Correcting Mistakes or Omissions Made During the First Round

Your work will also be reviewed by a data entry operator, who will carry out checks on the answers to many questions in the questionnaire. This will provide us another opportunity to monitor how you are completing the interviews. Since the data will be entered on a weekly basis, your supervisor will inform you of specific inconsistencies in the questionnaires, whether it is the fault of the interviewer or the respondent.

III. Interview Procedures

Arriving in the Village

Most interviews will be conducted in villages near the place where you will be living. You will generally travel to these villages using bicycles or matatus. Often times, you will go to these villages with other interviewer’s and possibly even the Field Supervisor.

Very soon after arriving in the village, you and your Supervisor will visit the village leaders. Your supervisor and members of the Research Team have already talked with these village leaders about our research project and your presence in the area. These village leaders, as well as staff at several health centers, have been supportive and have agreed to work with us to facilitate your visit. Out of courtesy, it is important for you and your supervisor to see the village leaders as soon as possible.

The active cooperation of the local leadership is most important. All local leadership should be well informed of our research project and why we are doing it.

Meeting the Families To Be Interviewed

During your meeting with the village leaders, you should ask them to take you to meet the families that you need to interview. You may want to ask the village leader if there is some other local official that can do this.

It is very important that the village leader or other local official accompany you and introduce you to the family that you need to interview. You are not to go out on your own and look for the families. On the first day that you and your supervisor go to a village, you should try to get the village leader to introduce you to all the families we want to interview in that village. It is best for this person to explain the purpose of the survey, and to set a time for the interview (either later in the day or later in the week). Although the village officials will accompany you for the first meeting with the families, this person should never listen to the actual interview itself, since this is confidential. After you have met most of the families you need to interview in a village, you can start visiting each family.

What To Do When Respondents are Absent or Not Available

If the person you are supposed to interview is absent on the day of your visit, you must try to re-schedule the interview. Ask other household members who are present to tell you when you should return. It is your responsibility to then return at the scheduled time. Keep in mind that it might sometimes take several visits to the household before you are able to interview the respondent. It might be necessary to visit the household very early or late in the day – especially if the respondent is likely to be busy during the day.

If the person will not be available to answer for another few weeks, then you must find a proxy respondent to answer all the other questionnaires for him (*note that the proxy respondent should answer* ***for*** *the person, so in reading many of the questions, you will have to replace “you” with “the household head”*). Naturally, the proxy respondent will not give information that is as accurate as the information that the head could give, but the answers of the proxy respondent are still better than no answer at all. The exception is questionnaires on sensitive topics – such as transfers/credit and sexual behavior – these **should not** be answered by a proxy respondent. Try to select someone as a proxy who knows as much about the household as does the respondent, and also knows about the respondent’s economic activities. For the household head, the proxy respondent should generally be the spouse (and vice versa). The spouse should respond to all the questionnaires for the head as well as the questionnaires for which the designated respondent is the spouse. If there is no spouse, try to find some other adult member to answer.

You must try to avoid asking the supervisor to replace a household simply because either the head or spouse will not be available to interview. As long as some of the members of the household are present, the household must be interviewed – but try to keep such cases to a minimum.

If the respondent has moved to another house in the same village, you should ask for directions and try to find him or her immediately. If the respondent that was chosen to be interviewed has moved far away from the area, ask your supervisor what to do next.

Explanation of the Survey

It is best if the village leaders or other officials are able to explain what our project is doing in the village. You may need to remind them of some of the following information:

- You are conducting a survey of families living in the greater Eldoret area. The purpose is to learn about present health and living conditions. The survey is very important, because it will help government planners and other organizations improve the people's health and living standards.
- Many of the households to be interviewed have been randomly selected based on information from health records or the census. In each village, several households will be interviewed.
- The survey is not concerned in any way with taxes, and all the information recorded will be regarded as confidential and not made available to the government or other authorities.
- The survey will involve repeated visits to the household over the next few years. After the first interview, the survey team will return six months later to interview the same households again.

Even if the village officials have explained the purpose of the survey, you must get consent from the respondent before beginning your interview (see below).

Selection of Interpreters for non-Kiswahili speaking respondents

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

However, it is likely that some respondents will not speak any Kiswahili. Instead, they might speak a language such as Nandi. In this case, you should do one of the following: (1) conduct the interview in Nandi (if you can speak it), (2) seek an interpreter chosen by the respondent, or (3) ask the field supervisor to send an interviewer who speaks Nandi.

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

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

However, keep in mind that some questions might be too sensitive to answer in the presence of a spouse or other close relative. Use your judgment in asking questions with the help of an interpreter chosen by the respondent. It might be better to notify the field supervisor that your respondent cannot speak Kiswahili. The field supervisor might be able to send some other interviewer who speaks the language.

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

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

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

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

Parts of the Household Questionnaire

<u>The Survey Cover Sheet</u>

The **cover sheet** is the first page of the questionnaire. There are a number of different parts, which must be filled out by different members of the team. Some information will already have been written by your supervisor – such as the names of the district, location, sublocation, and village in which the household is located. The household number will also be written by your supervisor. This household number will be used to identify the household – so it is very important. <u>You must write the household number on **each** questionnaire that you administer</u>. Sometimes, the supervisor will write the name of the person whom you should interview. If the household is the same but the head of household or spouse is different than the name written in the questionnaire by your supervisor, you must first inform your supervisor and write the name of the new respondent. If there is no name written on the cover sheet, then you should write the name of the person that you end up interviewing, as well as the ID number of that person from the household roster. After completing the household roster, you should also record the total number of persons in the household.

One of the two interviewers that are assigned to a household will be given Geographical Positioning Systems (GPS units) to record the physical location of the household. We will instruct you on how to use the GPS units.

On the cover sheet, you must also write your “interviewer code” (which will be assigned to you at the beginning of the survey), as well as the date of the interview. This should be done for each visit that you make to the household.

For each visit, also record the result of the interview – did you complete the interview? Did the respondent refuse to participate? Etc. Follow the instructions in the section above (“What To Do When Respondents are Absent”). If you were unable to complete the interview on your first visit, you may have to return (particularly if the respondent is busy, or if some other household member tells you that he/she will return later). In such cases, write the date and time of the next visit.

Also record the main language in which the interview was conducted.

Organizing the Questionnaires
We will give you folders in which you must collect all questionnaires that you complete with any one respondent. Keep a separate folder for each respondent, even if the respondents are in the same household. Do not put the questionnaires from interviews with different persons in the same folder. On the cover of each folder, you should write the village name, household number, and respondent ID.

Continuation Questionnaires
If you find that a questionnaire does not have enough space for all the members of the household, use a second set of the questionnaire. Please copy the household number, cluster, and head's name on the second questionnaire. The ID codes on each page of the second questionnaire will have to be continued from the first questionnaire. Sometimes, you may just want to draw an additional row or two on the questionnaire, instead of using a second copy of the questionnaire.

The Interview

You will generally be interviewing either the household head or spouse in every family that you visit (below, we will tell you how to identify the household head). Teams of two interviewers (one man and woman) will be assigned to visit every family, accompanied sometimes by the field supervisor. As stated earlier, male interviewers should interview men, and female interviewers should interview women. We will tell you which respondent must fill out which questionnaires, but for some of the questionnaires, you and your partner will have to coordinate on which person in the family (household head or spouse) responds. Also, we will tell you when you should interview other household members such as young persons that live in the household.

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

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

Obtaining Consent
Before asking any questions, you must first obtain consent to conduct the interview from the respondent. To obtain consent, we have prepared a consent form that you must read to the

respondent. This form explains the purpose of the research project and mentions the risks and benefits of participating. It also emphasizes the confidential nature of the interview and also that several other families in the village are being interviewed. After reading the form, you ask for either written or oral consent. If the respondent agrees to participate and is able to write, ask him/her to sign the form. If the respondent cannot write, ask him/her for consent, and record the verbal answer (YES or NO) on the form.

What if the respondent does not give consent for the interview? In this case, contact your supervisor. The supervisor, and other members of the research team, may be able to visit the family again and ask for consent.

Pace of the Interview

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

However, do not rush through the interview either. This will result in more mistakes. It will also cause the respondent to feel that you are not very interested in what s/he may be telling you.

If you sense that a respondent is losing interest in the interview or is distracted, or if the respondent has some other pressing tasks that s/he needs to do, it is okay to stop the interview and take a short break.

Objectivity and Privacy

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

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

All of the information collected in your interview is supposed to be strictly confidential.

In principle, all of the questions should be asked of the respondent in complete privacy to ensure that his/her answers remain confidential. The presence of other people during the interview may cause him/her embarrassment and influence some of his/her answers. Thus, with the exception of very young children, you should make sure nobody else (including the spouse of the respondent) is present.

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

There are many sections of the questionnaire that are not "sensitive" for most households, for instance, the Household Roster, the sections on children living elsewhere, parent's characteristics, housing, education, and migration. Some households may be sensitive about the sections on household expenditures, income, transfers, or behavior. Most of the sensitive sections come at the end of the questionnaire. They are:

- Marriage;
- Income and activities;
- Agricultural Activities and Enterprises;
- Transfers and Credit;
- Knowledge and Behavior.

When you get to these sections you should explain again to the respondent that the answers are confidential. Ask him/her what is the best place in the house where you are least likely to be disturbed. If another adult "does not understand" and does not leave you alone with the respondent, you must use tact and imagination to try to get rid of the other person.

Some interviewers have said that they feel that it is okay for a respondent's friends to sit in, or be present at, the interview. We do not agree. First, it is probably not true that this "friend" is really such a good friend. And it is not true that s/he "knows everything about me and all of my secrets" as the respondent says. You will often need to insist that the friend or visitor leave.

How can you do this? During the first meeting in the village with the village elders and other officials, you need to explain that all interviews must be conducted in privacy. Even the person who introduced you to the household must leave.

At the household level, you will need to persuade the respondent of the importance of the interview being confidential – which has to do with the responses being accurate and the research being unbiased. <u>This means that no spouse or adult household member should be listening or participating in the interview, particularly on personal and sensitive questions</u>. You will need to "prepare the ground" for the interview, by explaining that we will be asking personal and confidential information, and that we will guard the confidentiality of this information. You will carefully explain the purpose of the survey and to create a relationship of mutual respect with the respondent. You can say that you are under instructions <u>not</u> to proceed with the interview in a public way.

<u>Sensitivity to Health Status of Families</u>

This projects places an emphasis on studying the impacts of various diseases on the well-being of families in the greater Eldoret area. You will also be interviewing at some households in which the respondent or other household members have been affected by diseases such as malaria, tuberculosis, and HIV/AIDS. You will also have to ask questions about sensitive topics such as health status and sexual behavior. It is extremely important that you approach all families with a great deal of sensitivity to the problems they may be facing.

Under no circumstances are you to share the information given to you by the respondent with anyone other than the field supervisor and research team. Do not discuss what you found with other family members of the respondent or other individuals in the survey area.

<u>Referring Respondents to Health Clinics</u>

In some cases, you will be interviewing individuals that are very sick and are likely to be suffering from diseases such as malaria, tuberculosis, and AIDS. Alternatively, you might notice that some family member or community member is very sick. When this happens, you should do the following:

- Remind the respondent that several diseases such as malaria, tuberculosis, and HIV/AIDS are present in the area;
- Privately suggest to the individual that he/she seek medical attention at the nearest health care center immediately (if he/she is very young, to his/her parent or guardian);
- If the respondent does not want to visit the health clinic, you should ask why he/she is reluctant to go;
- Also, you should inform your field supervisor immediately – the supervisor may also be to suggest to the respondent that he/she go to a health clinic, or he/she might be able to contact members of the research team and find out if there is some way we can assist.

However, you should ensure the respondent that none of the information provided will be revealed to other household or community members. Since the entire interview is confidential, ensure the respondent that we will not inform nearby doctors about the respondent's health status.

Establishing a Trusting Relationship with the Respondents

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

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

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

Ending the Interview

Before leaving, thank all the members of the household who took part in the interview and inform the respondents that you will return in about 6 months for another round of interviews.

After the Interview

After each visit to the household, you must fill out the SUMMARY OF SURVEY RESULTS on the second page of the questionnaire. For each visit, you should show the date on which you asked the questions and the result.

COMPLETE means that all the questions were asked of all the persons concerned.

PARTIAL means that certain questions were not asked, or that the questions were not asked of all the appropriate persons, for instance, if some persons were not available.

NOT RELEVANT means that the household should not be surveyed for that section. This can happen in only five sections: Section 9, if there is no woman (or no wives) aged 14 or over in the household, Section 11 (if the household is not engaged in any farm activities); Section 12 (if the household has no livestock); Section 13 (if the household has no fishermen); Section 14 (if the household members do not engage in any non-farm self-employment).

Do not write in the columns reserved for the supervisor and the data entry operator.

You must also complete the OBSERVATIONS sheet opposite the second page of the questionnaire. You should indicate on this page how far the respondents were willing to cooperate, the problems they had in answering any of the questions, any unfavorable circumstances, and any other comments you may wish to make for the benefit of the supervisor. You should write down these comments immediately after the interview, but never in the presence of the respondents.

Suggestions for Your Professional Behavior

Remember that you are representing the Greater Eldoret Health and Development Survey, as well Moi University, Columbia University, and London School of Economics. You must observe the following rules at all times:

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

IV. How to Complete the Questionnaires

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

1. At the top of each questionnaire is a box containing information that you must complete. **This box will be used to identify the household and person that you interviewed, as well as the date you conducted the interview.**

You should record the identification number of the household (HOUSEHOLD ID), the identification number of the individual that you are interviewing (RESPONDENT ID), and the date of the interview. The field supervisor will tell you the household ID code before you go to the village. The respondent ID is a number that you get from the first questionnaire – the household roster. Record the date as follows: two digit month/two digit day/four digit year.

Household ID:	Respondent ID:	Date of Interview:

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

3. For questions with pre-coded responses, do NOT read the coded responses to the respondent. Wait for a response and assign the appropriate code.

It is important that you not suggest answers to the respondent, as this might bias the results of the survey. Instead, for questions which have pre-coded responses, you should ask only the question and then assign a code based on the respondent's answer. Here is an example:

Question: Why is your son living away from the household?
1 Schooling
2 Married
3 For medical care
4 Others better able to care for him/her
5 Parents too sick to care for him/her
6 Living with parent who has custody
7 Other (specify)

Reply: "He is in boarding school."

You should then write the number "1" in the box associated with the question.

If the respondent were to give an answer for which there is no appropriate code, write "7" and then a brief summary of the answer. Here is an example, for the question above:

Reply: "He has been looking for a job in Eldoret."

You should then write the number "7" and "employment" or "looking for a job" in the box associated with the question.

Whenever the respondent's answer does not have a code, you should always write the code for "Other" and specify the actual answer. Do not create new codes for respondents' answers –

even if you get the same un-coded answer from many different respondents. In such cases, you should still use the code for "Other" & specify, but you should also inform your supervisor of the need for a new code.

Note that for a few questions, we actually want the respondent to choose from the coded answers – in this case, the need to read out the possible responses to the respondent will be noted next to the question, so in these exceptions, the coded answers are read to the respondent.

4. Sometimes, questions will have pre-coded responses in two parts. You should be careful in writing the respondent's answer in the correct parts.

Here is an example:

<table>
<tr><td colspan="2">Question: "How far is this establishment from here?"

Distance codes:
1 Meter
2 Kilometer
3 Mile</td></tr>
<tr><td>Distance</td><td>Distance Code</td></tr>
<tr><td></td><td></td></tr>
</table>

Reply: "3 kilometers".

Your should then write "3" in the first column (for distance) and "2" in the second column (for distance code of kilometers).

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

If there are no special instructions for a question, you should ask that question and then just go to the next question. However, if you see an arrow (→) after a specific answer code, you should go to the question number that is listed next to the arrow. **When you skip certain questions, leave the boxes for the skipped questions blank – do not write a dash or 0.**

Question 9. Have you received or will you receive money for this work?"

1 Yes
2 No **→11**

If the respondent says "Yes", write 1 in the box and go to Question 10, the next question. But if the respondent says "No", write 2 in the box and go to question 11. That is, you should skip question 10 if the answer to question 9 is "No".

Sometimes, an arrow will be followed by an instruction like (**→ Next Person**). Here is an example:

Question: "In addition has [NAME] had any technical or professional training?"

1 Technical
2 Professional
3 On-the-job

4 No →**Next person**

If the respondent says "No", write 4 in the box and go to the next person on the questionnaire (usually the next row in the table you are completing). Otherwise, if the respondent's answer code is 1, 2, or 3, write that code and go to the next question for the same person you are asking about.

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

Question: "What is the main source of drinking water for members of this household?"

1 Private Tap	5 Spring
2 Public Tap	6 Surface water (e.g. river, lake)
3 Well on plot	7 Rainwater
4 Public well	8 Other (specify)

Reply: "Public tap"

Next question: "How far is this [WATER SOURCE] from your dwelling?"

You must replace the words in the square brackets by the words "public tap", so that the question reads "How far is this public tap from your dwelling?"

In the section on farm equipment there is a table with different types of equipment that households might own, such as tractors, ploughs, wheelbarrows. For each item of equipment, the following question must be asked:

Question: "Do you or anyone in your household own [ITEM]?"

You must ask this question several times, each time using a different item:
"Do you or anyone in your household own tractors?"
"Do you or anyone in your household own ploughs?"
"Do you or anyone in your household own wheelbarrows?", etc.

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

This instruction is particularly important for the household roster, because the names have to be put into the computer.

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

In this manual there are many examples of questions that can be asked to help the respondent estimate the area of fields, income, the quantity of crops sold, etc. Nevertheless, it does happen that, even with the help of the interviewer, the respondent cannot give an answer. In that case, **the code for "don't know" will usually be 99**. You should write this code in the box reserved for the answer **if** the respondent doesn't know or cannot answer. If a code for don't know is not listed, you should write "DK" in capital letters in the box reserved for the answer. There should be few cases where the answer is "don't know". All such answers will be reviewed by the supervisor.

9. When recording an amount of money in Kenyan Shillings, write only the amount.

Do not write the symbol /= and do not write KShs on the questionnaire. Also, do not write commas. For example, to write 5,000 Kenya Shillings write: 5000 . Do not write 5,000/= or 5000 KShs. This will result in fewer mistakes being made during the data entry.

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

V. Instructions for Specific Questionnaires

There are many different questionnaires, or modules, that you will have to complete in each interview. Each questionnaire focuses on a different topic and has a specific **purpose** for research or policy analysis. This sections tells you about the purpose of each questionnaire.

Since men and women are better able to answer questions about different aspects of the household, each questionnaire has a **designated respondent –** that is, the person in the household who should be the respondent to the questionnaire. Generally, you will see the designated respondent listed as either the "primary man" or "primary woman" in the household. We are referring to the household head or spouse, depending on the gender of the head and spouse.

For example, since women are more likely to know about the health status of everybody in the household, the health questionnaire should be administered to the primary woman in the household. If the household head is a man, then the health questionnaire must be completed by the spouse of the head. If the household head is a woman, the health questionnaire must be completed by the household head.

Thus, whether you administer a certain questionnaire to the household head or spouse will depend on the gender of the household head and spouse. If the household head is a man, then all questionnaires for the primary man in the household should be administered to the household head and all questionnaires for the primary woman in the household should be administered to the spouse. Some questionnaires (like transfers/credit, knowledge and behavior) will have to be administered to both men and women. This section will tell you who the designated respondent is for each questionnaire. You should try to get this designated respondent to answer the questionnaire, if at all possible.

In several questionnaires, the designated respondent will be asked to answer questions pertaining to other household members. If you find that the respondent is not able to answer certain questions about some household members, it is okay to interrupt your interview and find that household member or someone else who is more knowledgeable. However, in general you should make sure that it is the designated respondent who answers each questionnaire. Your visit with the family will take too long if you keep asking questions to other household members rather than the respondent. Furthermore, it may be that the respondent will report less truthfully on himself or herself when other family members are present.

This section also gives detailed instructions for specific questions, and other suggestions that will be useful in administering the questionnaires. We will also indicate questions for which probing is often necessary and suggest how to probe for the answers. In order to collect high quality information, all interviewers must have:

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

Module 1. Household roster

The **purpose** of the household roster is to identify every person who will be considered a member of the household. This is a very important section since it will determine which individuals you will be asking questions about in later modules. The household roster also collects basic information, such as age, sex, and marital status of everyone who normally eats and sleeps in the dwelling. It is essential that all interviewers who visit a household are working from an **identical** copy of the household roster since the roster will assign the ID numbers to household members that will be used in **all** other questionnaires.

The household roster has two sections, the first for resident members and the second for children residing elsewhere.

The **respondent** for the household roster should always be the primary woman in the household, regardless of whether or not the primary woman is the household head or not. Regardless of who you are sent to interview, make sure it is the primary woman in the household (generally the wife of the household head) who completes the household roster.

IMPORTANT: If it so happens that both interviewers assigned to a family do not visit the family together, then who must complete the household roster? Regardless of whether you are to interview a man or a woman, the first person in your team to visit the family should be the one who completes the household roster – and you must do this with the primary woman in the family. For example, suppose you are the first person to visit a family. If your job is to interview the primary man in the household (such as the household head, for example) in the family, then you should first interview the primary woman in the household (usually the wife of the household head) and have her respond to the household roster. **Then,** you should proceed to interviewing the primary man in the household. Tell the wife of household head that another person from the team will visit her with the main questionnaires. Finally, it is essential that you then share the household roster with the other interviewer who will be visiting the family – make sure this other interviewer copies this household roster.

If both interviewers assigned to a family visit the family together, then both should sit down with the primary woman in the household and complete two **identical** household rosters. The male interviewer can then take leave to interview the primary man in the household.

If the primary woman in the household is not available at all, you should ask the household head and other members to help you complete the household roster instead. When the primary woman is interviewed later on, the interviewer **must** verify with her that the household roster is correct and that no household member has been left out.

DEFINITIONS

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

When determining who is household head, pay attention to the customs and traditions of the area in which you are interviewing. Do not be prejudiced in thinking that only a man can be a household head.

Who belongs to the household? A household is one or more persons who have usually slept in the same dwelling and taken their meals together during at least three (3) of the twelve (12) months before the interview. Note that this **can** include unrelated persons, who are not a blood relative to the head, but who live with the household (if such persons lived with the household for at least three months of the last 12 months, then they are household members).[1] A dwelling is the house, houses, or apartment in which the household members are presently living. There are four exceptions to this definition:

The following persons are household members, even if they have spent fewer than 3 months in the household:

1. the person identified as the head of the household;
2. persons who just joined the household and expect to be long term residents, such as newborn infants aged less than three months or new spouses.

The following persons are not household members, even if they have slept in the same dwelling and taken their meals with the rest of the household for the entire 12 months before the survey:

3. tenants and boarders; and
4. contract servants.

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

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

However, if there is a servant who does not have a written or a verbal contract with the household, then s/he is a household member. Generally, the compensation for such people will be arbitrarily determined by the household head or other household members and is more like a gift than a payment for services. If such a person has been present in the household for at least three months of the past 12 months, then s/he is a household member.

Thus, if you find that a household has a servant, you should first clarify the type of contract before deciding whether or not to list that servant on the household roster.

There are many different types of households. For example:

- a household with a head, his wives and children, his father, nephew, and other persons, whether blood relations or not, who have slept in the same dwelling and taken their meals together for three of the twelve months preceding the interview;

[1] Examples are students or friends who live with the household over the long term.

- a household with a single adult, with or without children – these include households in which an adult man or woman has died;
- a household with a married couple, with or without children.

The household may include several persons who are blood relatives. However, it will only include those members of the extended family who live and take their meals together in the same dwelling for at least three of the last twelve months before the survey. Relatives who do not satisfy this criterion should not be considered household members for the purpose of the survey. To avoid confusion for the respondents, you much be careful in asking for the household member, not simply family members.

Finally, during the entire interview, always check if the completed household roster matches what you see in the household's compound. Do you see any children on the compound that did not get reported by your respondent? If so, ask the respondent who those children are – they could be children of neighbors (hence correctly omitted from the household roster), but they could also be children that the respondent forgot to report on (in which case, you should go back to the household roster and add these children).

INSTRUCTIONS

Section 1. Household Members

Read aloud the introduction on page 1 of the household roster. The respondent is asked to give you the names of all the people who usually sleep in the dwelling and take their meals together. The order in which people are to be recorded is laid down in the instructions:

- The first person must be the head of the household, even if he/she is not the respondent and even if he/she is absent;
- Next come the wives of the household head who sleep in the dwelling and take their meals together (that is, list only the wives that are household members – do **not** list wives that live elsewhere). If there is more than one wife that is part of the household, start with the first wife, then list the second wife. Non-resident wives will be listed in the Polygamous Household Questionnaire.
- After listing wives , list all children (and their spouses) in order of age. In Section 1 of the household roster, you should **only** list children that sleep in the dwelling and take their meals together. Non-resident children will be listed in Section 2.
- Other persons related to the head of household and his/her husband/wife who sleep in the dwelling and take their meals together; and
- Unrelated persons who sleep in the dwelling and take their meals with the household.

Section 1 - Question 1
Start with the ID Code "0" for the household head. Subsequent numbers should be 1, 2, 3, 4,… The ID Code is the number you will use to identify each household member in the rest of the questionnaires.
Section 1 - Question 2
Write the name of each person mentioned. Make sure to write the names legibly in **block letters**.
Section 1 - Question 3
Write the sex of each person using the codes given (1 for Male, 2 for Female).
Section 1 - Question 4

Write the relationship of each person to the head of household using the codes given at the bottom of the questionnaire. For in-laws, write the letter “A” in capital letters after the code number. Thus, while son will have the code 3, son in-law will have the code 3A.

Section 1 - Questions 5 and 6

Ask for the date of birth and age of each person. **This is among the most important information of the survey.**

- If the respondent knows the exact date of birth of the person, write the month and year of birth. Write 01, 02, 03, … , 12 for months, and the four-digit year. Then, for question 6, calculate the person's age. Confirm this age with the respondent before writing it in question 6.
- If the respondent knows only the year of birth, write the four-digit year in column 5b and leave the month column blank.
- If the respondent does not know the date or year of birth, leave question 5 blank and ask respondent to estimate the person's age in question 6.

Age must be recorded in years for persons aged five (5) years or more, and in years and months for those under 5 (question 6). The age is that on the day of the interview. If, for example, the respondent's eighteenth birthday falls the day after the interview, you must record 17 as the respondent's current age.

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

- Community events/weather conditions
- Religious occasions/holidays
- Public holidays e.g. Jamhuri Day, Christmas, Easter, New Years
- Regional disasters
- Birth intervals
- World events e.g. World War I,II
- National independence in 1963.

These additional questions can be used to estimate the age of household members:

- Ask when the respondent was married and how long after marriage of the child was born and then calculate the child’s age.
- Compare the age of the household's child with that of a neighbor's child, an age-mate, or playmate.
- Establish the dates of specific events in a given location where the interview takes place and ask how old the member was when the events occurred.

Section 1 - Question 7

Ask about the current marital status of *each person that is 13 years or older*. If the person is younger than 13, you should skip to question 10 (leaving questions 7, 8, and 9 blank). You must read each category to the respondent; otherwise he/she will reply, for example, that he is a bachelor instead of divorced or separated. MARRIED (code 1) includes all types of marriage (for example, civil, traditional or common law). COHABITING (code 2) should be used if the person is not married but is living with a partner (who does not necessarily have to be a household member). Follow all the skip codes, which depend on the current marital status of each person. **When you skip certain questions, leave the boxes for the skipped questions blank – do not write a dash or 0.**

Section 1 - Questions 8 and 9

Question 8 should only be asked for those household members that were reported to be married (code 1) or cohabitating (code 2) in question 7. Ask whether the partner lives in the household. Skip to question 10 if the partner does not live in the household. If the partner lives in the household, write the ID code (from column 1) of the partner. You may have to wait to do this until you have actually listed this person as a household member. If the person is not a member of the household, they will not be listed.

Section 1 - Question 10

Here we want to know how many months the person in question has been away from home (that is, s/he was not living in the household or taking meals with the household). Round up to the nearest month – so if the person was away for only 1 week, write 0.

- You should not find that any person has been away for more than 9 months (unless s/he is the household head or a recently born child). Most likely, you have made a mistake in listing this person as a household member.

Section 1 - Questions 11 and 12

These are important questions that will help us identify the fathers and mothers of the persons listed on the roster. For each person (including the household head) ask about the ID Code of the biological father and mother of the person. It might sometimes be the case that the household head's father lives in the household (e.g., a middle-aged adult who is the primary income earner lives with his old father). Do not simply assume that the household head and his/her spouse are the parents of all young children in the roster – it might be the case that the household has foster children, children from other marriages, etc. If the father and/or mother is deceased, write 99. If the father and/or mother is not resident in the household, write 88.

Section 2. Children Living Elsewhere

After completing Section 1 of the household roster, go to the next page, Section 2. In this section, we want to know about all children (of any household member) that have not lived in the household for at least 3 months out of the last 12 months. For example, a child of the household head could be living elsewhere if the child is grown up and married, or even if the child is in boarding school for 10 months every year. Also, if the household head has a second wife who is not a household member, all his non-resident children with that wife should be listed here. So if the first wife of the household head is your respondent for the household roster, you **must** ask her about children that her husband might have with any other wives.

Section 2 - Question 1

You should begin by asking the first question: "Do you or any member of your household have children of any age that have not lived here for at least 3 months in the last year?"

If the answer is "No", then you should write 2 in the box for question 1 and go to the next module. If the answer is "Yes", you should ask about each child that has lived away.

Section 2 – Question 2

Write the ID code of each person (continuing from the last number in Section 1 of the household roster).

Section 2- Question 6, 7, 8, and 9

Here we want to know about the father and mother of each child. First, in question 6, ask if the father of the child is alive. If not, you should write 2 and then skip to question 8 (about the mother). If the father is alive, write the ID Code of the father from Section 1 of the household roster. You should again use code 88 if the parent is not resident in the household.

Section 2 – Questions 10 and 11

You should ask if the child is currently in school – whether part-time or full-time. Regardless of what the answer is, question 11 asks about the highest grade that the person has completed. This is the last full grade completed, not the one in which the respondent is currently enrolled. For instance, if the respondent is currently enrolled in the third year of primary school, the highest grade completed is primary – 2 years. Remember to be careful in writing the answer – there are two parts: the first part asks for the level (nursery, primary, secondary, etc.) and the second part asks for the number of years of that level (not the total number of years of all schooling).

Section 2 – Question 12

Ask where the child is currently living. Use the residence codes that we have given you. If the location where the child is living does not have an exact code, choose the code that best fits the location. SAME PLACE AS HOUSEHOLD means in the same town or village as the household being interviewed. An URBAN AREA is a city or a town.

Section 2 – Question 13

Intensive probing may be needed in order to answer this question, since it is about the job of someone who is not living in the household and who is not available to answer the questions. You may have to consult brothers, sisters or close friends of the children residing elsewhere. Daughters who have married and moved away from the area require extra probing to find out about their employment.

Module 2. Individual Roster

The individual roster is a form that you will fill out at different parts of the interview. The **purpose** of the individual roster is to record information on all individuals that household members interact with. Examples of such people could be a neighbor that provides help on the household's farm, a relative that loaned some money to a household member, a businessman that a household member works for, etc. The individual roster will thus keep a record of the household's network of family, friends, and acquaintances. The questionnaire will collect basic information (such as age, sex, occupation) on individuals belonging to this network.

The individual roster should be completed in each interview that you do. You will thus complete this form for **all respondents**.

INSTRUCTIONS

The most important rule is that whenever some individual (aside from a household member) is mentioned in any module of the survey, you should turn to the individual roster and enter that individual's name. For that individual, you should then ask the respondent all the questions in the individual roster. Thus, the individual roster is not a module that you simply complete at one time. Instead, you are likely to keep adding to it as your interview proceeds. When the same individual is mentioned for a second or third time, you do not need to enter that individual in the individual roster again – instead, simply write the IRID code for the individual.

An example will illustrate this. When you are completing the health module, you may have to ask the respondent this question about a sick household member: `“11a  Did anyone outside your household come to do [NAME's] work for him/her? [Write 99 if no one, otherwise write IRID code]”.`

If the respondent says that his neighbor came to help, you should turn to the individual roster ask about the neighbor. In the first column of the individual roster, you will enter the IRID (or individual roster ID) for the person. This will be of the form R0, R1, R2, etc. **Note that whenever entering IRID numbers they are prefixed with R** (This helps us distinguish them from household ID numbers). Then ask all the questions about the neighbor, such as name, sex, age, occupation, how long the respondent has known the neighbor, etc.

Then, once you have completed the individual roster form for this neighbor, return to the health questionnaire and enter the IRID code for the neighbor (**note that there should always be an "R" at the beginning of the IRID code**).

You may find that one page of the individual roster is not adequate for recording all the individuals known to the respondent. In this case, use another sheet of the individual roster. Remember to record all the relevant information about the respondent (household ID, individual ID, and individual name). **Also record the page number: on the first page you fill out, write 1 in the box on the upper right. On the second page you fill out, write 2. Etc.**

Question 1

This is the code number that will be used for identifying for the person. Start with the IRID Code "R0" for the first person. Subsequent numbers should be R1, R2, R3, R4,… The IRID Code is the number you will use to identify the person in all the questionnaires.

Question 4

Ask about the occupation of the person that is mentioned by the respondent. Use the occupation codes to classify the answer given by the respondent. Write "DK" if the respondent does not know the occupation.

Question 5

This is not a question that you ask the respondent. Instead, this question will be completed by either you (if you know) or the supervisor (who might also know whether the individual belongs to sample of households we are interviewing).

Question 6

Ask how the person is related to the respondent (not to some other household member). Use the relationship codes.

Question 7

Ask the respondent how long s/he has known the person. Write the number of years. If the person has been known for less than one year, round up to 1 year.

Question 8

Ask the respondent how s/he first met the person. We are interested in finding out the main ways through which people meet each other. Several codes have been listed – such as meeting through spouse or spouse's family, meeting at a bar or club, or some group like a merry-go-round. If the answer does not have an appropriate code, write 10 (for other) and specify the answer.

Question 9

Ask the respondent how often s/he talks to the person. Try to categorize the answer into one of the frequency codes listed at the bottom (daily, once a week, once a month, etc.). If the person is now dead, write 10 (for dead).

Question 10

Ask the respondent where the person lives, and write the residence code that best matches the answer. If the person is a neighbor, use the code for "same village".

Module 3. Education

The **purpose** of the education module is to collect information on the education and training of all members of the household over the age of 6 years. For children who are currently enrolled in school, it collects information on the type of school, and also the recent schooling history.

The education module has three Sections. In Section I, we collect information on the educational status of each household member over the age of 6 years. In Section II, we collect recent schooling information for each household member between the ages of 6 and 25. In Section III, we collect schooling information for these same household members in the years 2001 and 2002.

The **respondent** for the education module should be the primary woman in the household (this will be either the household head or the spouse, depending on their gender).

INSTRUCTIONS

Before moving on to Section II, you must complete Section I (the first page) for all household members older than 6 years. Do not try to complete the entire questionnaire (all three sections) individual-by-individual – the skip codes will make this difficult.

Section I. Education

COMPLETE THE ENTIRE SECTION FOR ALL INDIVIDUALS BEFORE GOING TO SECTION II.

Section I – Question 1
First, use the household roster and copy down the ID codes of all household members older than 6 years. You should use the names listed in the household roster when asking the remaining questions.
Section I – Question 2
Ask if the person has ever attended school **or** is currently attending school. The answer is "No", write 2 and then skip to question 4.
Section I – Question 3
The highest grade completed is the last full grade completed, not the one in which the respondent is currently enrolled. For instance, if the respondent is currently enrolled in the third year of primary school, the highest grade completed is primary, 2 years. Post-secondary education refers to A-level and beyond. The first year of A-level counts as the first year of post-secondary education. Note that you must skip to question 7 after asking this question – you do not need to ask about reading, writing, and mathematical skills.
Section I – Question 7
Technical or professional training includes, for example, courses in accounting, secretarial courses, teacher training, etc. Training in professional schools, such as medical school or law school are also included. If the person has had no such training, you should write 4 (for "No") and then ask about the next person on the list.

Section II. Recent Schooling

COMPLETE THE ENTIRE SECTION FOR ALL RELEVANT INDIVIDUALS BEFORE GOING TO SECTION III.

In this section, we only want to ask about household members that have ever attended school and are between the ages of 6 and 25 years. This is because it isn't necessary to ask about recent schooling for some household member that is 35 years old, for example – older persons will probably not have been in school in the last three years.

Section II – ID Code
Refer to the household roster and the answer to question 2 in Section I (about having ever attended school or currently being in school) and then **copy down the ID codes of all individuals whose ages are between the ages of 6 and 25 years and for whom the answer to question 2 is "Yes".**
Section II – Question 9
Ask if the person is currently attending school. If the answer is "No", write 2 and skip to question 14, where we ask if the person attended school in 2003.
Section II – Question 10
Ask about the type of school that the person is going to. For this question, you may read the choices to the respondent. If the respondent says the person went to a boarding school – ask for what type of boarding school this is (public, private, mission).
Section II – Question 11
This question requests the actual number of hours spent in school in the last 7 days, not the usual number. The answers should reflect absences from school for holidays, illness, vacations, funerals, tardiness, work, or any other reason.
Section II – Question 13
If the person did not attend school for the usual number of hours, ask why this was the case. Do not read the choices to the respondent, as this may suggest answers. If the respondent gives you multiple reasons, ask about the most important one.
Section II – Question 15
This question asks about the distance between the household's dwelling and the school attended by the person. If a household member attended a very distant school during the past year (for example, in Nairobi), even as a boarder, please report the estimated distance to this school. Carefully write the distance and the distance code in the correct boxes.
Section II – Question 17
Ask about the main form of transport to the school, that is, the one most often used or the one that covers most of the journey.

Section III. Schooling for 2001 and 2002

In this section, we are again interested in only those household members who are between 6 and 25 years and have attended school. We want to collect information here on whether these individuals attended school during 2001 and 2002.

If the respondent cannot recall some of this information for a person, try to find some other person in the household that might be able to answer for that person.

Section III – ID Code
You should just copy down the same ID codes that are on Section II.
Section III – Questions 20 and 24
Ask the respondent if the person attended any school (for even a short duration) during 2002 and 2001.
Section III – Questions 22 and 26
Ask the respondent how much school the person missed in 2002 and 2001. Do not read the choices unless the respondent has a hard time answering.

Module 4. Housing

The **purpose** of the housing module is to gather information on all houses (not just land) owned by household members or used by the household for living and sleeping, including information on the characteristics of the structures or dwellings.

There are three sections. Section I asks about *all* structures and dwellings. Section II asks about sales and purchases of structures and dwellings. Section III asks *only* about the main dwelling used by the household.

The **respondent** for the housing module should be the primary man in the household.

DEFINITIONS

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

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

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

FLUSH TOILET is one equipped with a water tank to flush away waste. PIT LATRINE is a hole in the ground with a platform on top for use as a toilet. Ventilated pit latrines provide some way for the accumulated gases in the pit to escape.

Use your judgment in deciding which structures to ask information about. If the height of structure is below your waist → don't include. Small chicken coops → don't include. A shed to keep the car in → do include.

INSTRUCTIONS

Section I. Type and Ownership of Dwelling

Section I - Question 1

Ask how many structures or dwellings the household owns or rents, both within and outside the household's compound. If there is a compound with several structures – each structure should be counted separately. Probe for *all* structures, including those that are rented out or rented in. Also, if you notice that a structure on the compound has been left out by the respondent, be sure to ask about that compound – the respondent many simply have forgotten to count that one.

Due to the many skip codes in this section, please complete questions 2-17 for each structure occupied by the household before going to the next building.

Section I – Questions 2

Make sure to give each structure an ID code in Question 2 – ranging from 1, 2, 3, …

Section I – Questions 3
Ask about the ownership status of the structure and depending on the answer, skip to the next question.
Section I – Questions 10
Ask how the household uses the structure. We are interested in the main use or purpose of the structure. Thus, if there is a structure in which the household both sleeps and cooks, the main use should be listed as "household living arrangements".

Section II. Housing Sales and Purchases

Section II – Question 1
Ask whether any household member has bought or sold a structure since January 2002. If the answer is "Yes", complete questions 2, 3, and 4. If the answer is "No", skip to Section III.
Section II – Questions 2, 3, 4
Ask *separately* about each structure that was bought or sold. Probe for the month of the sale or purchase. If the respondent cannot recall the amount paid or received, ask for an estimate.

Section III. Other Housing Characteristics

For this section, ask only about the main dwelling of the household. This is the structure in which the household lives. It could even be a group of huts near each other.

Module 5. Health

The **purpose** of the health module is to collect information on the illnesses suffered by household members. For illnesses in the past 4 weeks, questions are asked about the use of health care, the symptoms of the illness, and the cost of treatment. The health module also collects information about recurring health problems that have lasted at least six months. There is also a section that asks about major diseases that have affected household members in recent years.

The **respondent** for the health module should be the primary woman in the household. If the respondent does not know some health information about a specific household member, you should try to interview that member or ask somebody else that might know.

INSTRUCTIONS

Section A. Most Recent Illnesses

REFERENCE PERIOD: Section A collects detailed information on an illness or injury that occurred in the 4 weeks before the interview but that began less than 6 months ago. The following illnesses or injuries would be included:

(a) An illness or injury that began and ended within the past 4 weeks (that is, one that began 3 weeks ago and ended 2 weeks ago).

(b) An illness or injury that began within the past 4 weeks and is still afflicting the respondent on the day of the interview.

(c) An illness or injury that began earlier than 4 weeks before the interview, but ended within the past 4 weeks.

(d) An illness or injury that began earlier than 4 weeks before the interview and is still afflicting the respondent on the day of the interview.

For examples (c) and (d), if the illness began a very long time ago – six months or more – then Section A should not be completed for that illness episode. Illnesses that began 6 months ago or more are considered CHRONIC ILLNESSES. Information is collected on chronic illnesses in Section B. Questions 2-6, at the beginning of Section A, will help you to decide automatically whether the respondent should complete Section A or proceed directly to Section B.

Section A – Question 1
If the respondent has had more than one illness in the past 4 weeks, use code 1 (illness) and ask questions 2-63 of Section A about the most recent illness in the past 4 weeks. You should record information about all other illnesses and injuries in the past 4 weeks in questions 64-66.

If the respondent has had no illnesses but more than one injury in the past 4 weeks, use code 2, INJURY, and ask questions 2-63 of Section A about the most recent injury.

If the respondent has had both an illness and an injury in the past 4 weeks, use code 3 (illness and injury), and ask questions 2-64 with respect to whichever illness or injury occurred most recently.

Section A – Questions 2, 5 and 7

Questions 2 and 5 ask how long ago the illness or injury began. In examples (a) and (b) above, the illness/injury began within the past 4 weeks, while in examples (c) and (d) it began even earlier. Note the difference between these questions and question 7, which asks for how long the respondent suffered from the illness. The answers to questions 2 or 5 and 7 will be the same only if the respondent is still suffering from the illness or injury, as in examples (b) and (d). Otherwise, the illness or injury will have ended and the answer to questions 2 or 5 will be greater than the answer to question 7.

Section A – Question 8

Record the first five symptoms named by the respondent. If there are fewer than five symptoms named, leave the remaining columns blank. Although you should probe for additional symptoms, please do not suggest any specific symptoms to the respondent. Instead, try as best as possible to have the respondent be as specific as possible. For example if she says general weakness, probe for what this might entail.

Section A – Question 9

Usual activities means the work or duties that are performed regularly, including housework and agricultural work. For children, this also include attending school. So if a child was unable to go to school for 2 days due to the illness, you should write 2.

Section A – Question 11b

If somebody from outside the household came to do the work of the sick person, you should add this outside helper to the individual roster and then write his/her IRID code in the box for question 11b. If the helper has already been added to the individual roster, simply write his/her IRID code in the box for question 11b. Remember to prefix the IRID with a R.

Section A – Questions 12-41

These questions collect information on three or more consultations at health establishments, beginning with the first establishment consulted. You should begin with the first place visited for the illness or injury EVEN IF THE CONSULTATION OCCURRED MORE THAN 4 WEEKS AGO. Questions 12-41 collect detailed information on the first three places visited. If more than three places were visited, the information for all other visits is summarized in questions 42-47. Remind the respondent that if s/he first visited a small establishment or a relative/friend, that should be reported as the first establishment visited. If the respondent tells you that the first place visited was a government health center, for example, you should probe and ask if any other places were visited prior to this.

Section A – Questions 15, 25, 35

If the person used more than one mode of transport, write the code for the mode used over the greatest distance.

Section A – Questions 19, 29, 39

These questions ask about all expenses connected with an overnight stay at a health establishment. You should INCLUDE in this category: admission fees, room fees, the cost of food, laboratory exams, medical procedures. DO NOT INCLUDE: the cost of outpatient consultations, medicines or transportation.

Section A – Questions 21, 31, 41

These questions are about expenditures on visits to the health establishment. You should INCLUDE in this category only outpatient consultation fees. You should include both payments in cash and the value of payments in kind. However, DO NOT INCLUDE: the cost of hospitalization (if it also occurred), transportation, or medicines.

Section A – Question 50

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

Section A – Question 51

This question asks about all expenditures on medicines for the person's illness or injury. Include all payments, in cash or in kind, for all modern and traditional medicines used to treat the single episode of illness or the injury being discussed. Make sure to probe for the expenditures on medicines obtained at health establishments, at private pharmacies, and from traditional healers. DO NOT INCLUDE medicines for other illnesses or for other persons.

Section A – Questions 52, 53, 54, 55

Now that we have collected all the costs incurred for the illness or injury, we want to know how these costs were paid. Make it clear to the respondent that you are interested in the total costs (from all visits, and for everything from hospitalization, medicines, transportation, to consultation fees). Ask for how much was paid by employers of household members, health insurance or waivers, and by people outside the household. If some persons from outside the household paid for the costs of health care, ask about which person contributed the most (question 55a and 55b).

Section A – Questions 60 and 61

These questions ask the respondent about the diagnosis of the health practitioner (question 60) and the respondent's own opinion about the person's illness (question 61). **The interviewer should not attempt to help the respondent to diagnose his/her illness.** You should ask the respondent what illness the person was suffering from and directly record the answer, even if you do not agree.

Section A – Question 65

The expenditure questions up to now asked about expenditures that were made at any time for an illness that occurred in the past 4 weeks. If an illness began more than 4 weeks before the interview, some of the expenditures occurred more than 4 weeks ago and some occurred within the last 4 weeks, but all were recorded. This question is different. It asks about all of the expenditures in the past 4 weeks for all other illnesses and injuries of the respondent. You should include all expenditure for other illnesses, provided that the expenditure occurred within the past 4 weeks. You should include expenditure on medicines, hospitalizations, outpatient visits, transportation in the past 4 weeks for other illnesses of the respondent.

Section A – Questions 67

Ask the respondent if the person has lived with any health problem for a long time. You should probe to make sure the respondent considers that last 6 months to one year. If the answer is "Yes", skip to Section B – which will ask about these CHRONIC illnesses.

Section A – Questions 68 to 74

These questions are asked only if the respondent says the person has not been living with any health problem for a long time (more than 6 months). We want to know whether person has suffered from certain specific health problems.

Section B. Chronic Illnesses

REFERENCE PERIOD: This part is about health conditions that began more than 6 months ago and continue until the present. We have called them CHRONIC illnesses.

Section B – Question 6
Like question 65 of Section A, this question asks for all of the expenditure in the past 4 weeks for all long-term, chronic illnesses. All types of expenditure are included – medicines, transportation, hospitalization, and consultation fees. However, DO NOT INCLUDE expenditures that were made jointly with any of the illnesses reported in Part A of Section 6.

Section C. Health History

In this section we ask whether any household member has suffered from four major diseases – malaria, tuberculosis, typhoid, meningitis. Since these disease episodes are likely to be somewhat easier to recall, we sometimes focus on the past four years (since January 2000). For malaria, we focus on the past two years (since January 2002) since it is a more common disease.

For each disease, first ask whether any household member has suffered from the disease. If the answer is yes, record the ID code of the individual and then the episode number. The episode number is simply the instance of the disease for that person. For example, suppose a child in the household had malaria twice in the last two years. You should then ask about each of the two episodes of malaria separately, and label the episode numbers 1 and 2.

For each episode that any household member has, ask about the starting date of the illness (make sure to probe for the month and year). Also ask about the place where the disease was diagnosed and the medicines that were used (if any).

Section D. Health Records Data

The research project has obtained approval to make use of the computerized medical records for patients at the Mosoriot Rural Health Center. The computerized records were established by a team that included researchers at Moi University. These records contain a variety of health information on patients. In order to access the records for any given patient, however, we will need the ID number of the patient. In this section, you should ask the respondent for this information – keep in mind that each patient has a different ID number, so you should ask the respondent to give you the ID numbers for **all** household members.

Remind the respondent that you will not be sharing this information with anybody other than the research team, and that none of the information being collected by you will be given to staff of the health center or any other authorities.

In the first column, you should refer to the household roster and copy the household ID code of every single household member.

Section D – Question 2
Ask the respondent if the household member has ever visited the Mosoriot Rural Health Center.

Section D – Question 3
Generally, each patient at the Mosoriot Health Center will have a card that contains the ID number. Ask the respondent if each household member has this card. If the respondent cannot find the card for a household number or does not know about the card at all, write 88 and 99 (respectively) in the box for Question 3.

Section D – Question 4

You should ask the respondent to show you the medical record cards for each household member. If the respondent refuses to show you the card, ask is he/she can instead tell you the ID number for each household member. For each household member, record the codes for whether the respondent showed you the card (1), told you the ID number (2), or refused to do either.

Section D – Question 5

For **each** household member, record the ID number exactly as it appears on the card.

Module 6. Food Consumption and Expenditures

The **purpose** of the food consumption and expenditures section is to collect information on food expenditures and on the value of food that was produced and then consumed by the household.

There are three parts. Section I asks about consumption of food from the household's own farm (Consumption from Home Production). Section II asks about seasonal food items that are purchased by the household. Finally, Section III asks about non-seasonal food items that are purchased by the household.

Like the other sections on expenditures, it is essential that you obtain an estimate of all expenditures from the respondent. **Do not write DK for any of the questions in this section.**

In this module, the respondent should report on the expenses incurred by all household members, not just expenses that she herself incurred. For example, if the respondent's spouse bought tomatoes in the market, then the respondent should include that purchase in her report of food expenditures.

The **respondent** for this section should be the primary woman in the household – who is generally responsible for going to the market and preparing food. If you should find a household where most of the shopping is done by a man, talk to the person interviewing the man and as that interviewer do administer questionnaire.

INSTRUCTIONS

Section I. Consumption from Home Production

The REFERENCE PERIOD for this section is the past 4 weeks. Make sure you pick a reference period that is clear to the respondent. For example, if you are interviewing them on the 15th of the month, ask "since the middle of last month have you consumed…"

Section I – Question 1
Ask the respondent if members of the household have eaten any foods grown by the household or products from animals belonging to the household. If the answer is "No", you should write 2 in the box and go to Section II.
Section I – Question 2
You should first ask question 2 about all of the items in Section I. Then ask questions 3 and 4 for every food item that was marked YES in question 2.
Section I – Question 3
This question asks how much quantity of the food item was consumed by all household members in the past 4 weeks. The answer should be written in two parts – a quantity and a unit code. If the unit specified by the respondent does not have a code, simply write the name of the unit (do not convert to other units on your own). Often times, the respondent might have difficulty recalling the precise quantity consumed in the past 4 weeks. This is to be expected. However, you should help the respondent arrive at an estimate if necessary – this can be done by asking how much of the food item is consumed on any given occasion, and then how often it was consumed in the past 4 weeks.

Section I – Question 4
This question asks how much it would have cost to buy the amount reported by the respondent in Question 3. If the respondent cannot give you an immediate answer, ask the respondent how much each unit reported in Question 3 would cost. Then, you can multiply by the quantity of units that was reported.

Prices. Because most crops are more available during some times of the year than other times, the price of crops is different in the rainy season and dry season. This means that even if the household consumes the same amount of a food item each time in the rainy and dry seasons, the value of that amount may not be the same in the rainy season and the dry season. You should ask the respondent to use whatever the average market price has been in the past 4 weeks.

The last page of Section I asks about consumption of animal products that were produced by the household, and consumption of fish and game that was caught by the household. The questions for these items are basically the same as for the earlier items.

Sections II and III. Purchased Foods (Seasonal and Non-Seasonal)

Section II asks about all expenditures on foods that are seasonal (for which prices change according to the season). Section III asks about expenditures on non-seasonal foods. You should complete Section II before proceeding to Section III

Sections II and III – Question 1
You should first ask question 1 about all of the items in Section II. Then ask questions 2 and 3 for every food item that was marked YES in question 1.
Sections II and III – Questions 2 and 3
These questions are the same as questions 3 and 4 in Section I.

Module 7. Non-food Family Expenses

The **purpose** of the non-food family expenses module is to ask for recent expenses of the household head and spouse (separately) on non-food goods (such as clothing, footwear, etc.). There are also a few questions on expenses incurred for ceremonies and events such as weddings, funerals, etc.

The **respondent** for this module should be both the primary man *and* woman in the household (both the head of the household and spouse). Each person should respond to the questionnaire separately. The reason both men and women must respond is that often times, a person will not know much about the non-food expenses of his/her partner.

INSTRUCTIONS

Make sure to explain to the respondent that you asking only about the respondent’s own expenditures on all the items. The respondent should not include expenditures made by his/her spouse or other household members. The expenditures made by the respondent can, however, be for other people (for example, your respondent bought an item for a child). But there should be no double-counting of expenditure in this section across individuals. If one person in the household bought an item for another member, then the expenditure should only be recorded for the person who bought the item. So if the wife bought shoes for her husband, we would normally register this as a purchase of her wife and not a purchase of the husband.

Question 1
You should first ask question 1 about all of the items in Section II. Then ask questions 2, 3, and 4 for every item that was marked YES in question 1.

Ceremony and Event Expenses

Question 5
Ask question 5 about all of the ceremonies and events on the list. Then ask questions 6, 7, and 8 about all the ceremonies/events with a YES in question 5. Do not use the answer DK for any of these items; you must help the respondent to estimate his/her expenditures.

One of the events is “harambee – non-school”. This refers to all harambees other than those held by schools (we collect information on school harambees in the education expenditures module).

Module 8. Education Expenditures

The **purpose** of the education expenditures section is to collect information on the household's expenditures on the education of children and the ways in which the household paid for these expenses.

There are five sections in this module. The first four sections focus on education expenditures during the three terms of 2003 and the first term of 2004. Section 1 asks about the household head and spouse's total expenditures on each child's education. Section 2 asks about any scholarships or in-kind support received for each child. Section 3 asks about contributions made by <u>other</u> members of the household. Section 4 asks about contributions made by individuals outside the household, such as relatives and friends. Section 5 asks about the history of education expenditures, in 2001 and 2002.

The **respondent** for this module should be the primary woman in the household. Generally this person will be the spouse of the household head. If at the times, the respondent cannot recall specific expenditures on a child's education, <u>do not simply write "DK"</u>. Try to get an estimate from the respondent, or see if there is some other household member that can tell you about the expenditures.

<u>INSTRUCTIONS</u>

Section 1. Household Education Expenditures

This section asks about <u>expenditures of the household head and spouse</u> for four most recent school terms (three terms of 2003 and first term of 2004). You should <u>separately</u> ask about all children that were in school at anytime in the past 18 months. When you are asking the respondent for the names of these children, make sure that children of the respondent that are not-resident are considered (these are the children listed in Section 2 of the household roster), as well as those individuals that are household members but are not a child of the respondent. **To complete this section correctly, you must probe and ask the respondent about ALL the children that were listed in the household roster**. In the first column of the table, copy the ID codes of all children that you must ask about.

Ask the respondent to tell you the total expenses of the household head and spouse in each of the four most recent terms. Remind the respondent about the various expenses that might have been incurred, such as school fees, uniforms, transportation, etc. The number you record should be the **total** of all expenses for each term.

If the respondent can only recall the total expenses for the entire year, you should help her determine when the expenses occurred (for example, ask if they were for school fees, and when school fees are generally paid). *Only if all else fails* should you should distribute the total expenses evenly across the terms.

Section 2. Education Scholarships

This section asks about educational scholarships received by children that were in school in the past 18 months. We ask about scholarships received in each of the four recent terms.

First, copy the ID codes of all the children that you must ask about (this should be the same children that you asked about in Section 1). Then, ask Question 2. If the answer is YES, ask for information on scholarships in each term. Question a for each of the terms asks for the total amount of scholarship money received. Question b asks for the main contributing institution – this is the institution which gave the most money. When recording the respondent's answer, use the codes that are listed for supporting institutions. In Question c, for each term, ask for the reason why the scholarship was given.

You should divide by three if the respondent recalls only the total scholarship for a full year, provided the scholarship was given for all three terms.

Section 3. Education Contributions from Within the Household

This section asks for schooling expenses paid by other members of the household (except the spouse of the respondent). You should make sure that the respondent doesn't include the contributions of her spouse when answering your questions. Also, contributions of the respondent herself should be excluded from this section. First, copy the ID codes of all the children that you must ask about (this should be the same children that you asked about in Section 1). For each child and each term, record the total amount contributed by these other members towards that child's education. Also ask who in the household (other than the spouse of the respondent) was the main contributor – record this persons household ID code in Question b.

For example, if a household member (not including the spouse of the respondent or the resepondent herself) contributed 1,000 Kenya Shillings towards one of the children's education in the 1st Term 2003, you should record her ID code in Question b.

Section 4. Education Contributions from Outside the Household

This section asks for schooling expenses paid by any individuals from outside the household, such as relatives and friends. First, copy the ID codes of all the children that you must ask about (this should be the same children that you asked about in Section 1). You should then probe the respondent by asking if any brothers, sisters, uncles, aunts, etc. made contributions. Remember that even if a relative sent books for the child to use, it should be counted as a contribution (record the value of the books, in this case). If there were no contributions for a specific child's education in any of the terms, write 0 in the appropriate box.

For each child and each term, if there were any contributions, you should record the total amount contributed and then the IRID code of the main contributor. Remember to fill out the Individual Roster for these persons.

Section 5. Education Expenditure History

This section asks about the schooling expenses for each child in the household that is older than 6 years. Note that you might have to ask about some children that here you did not ask about in the previous section.

First, ask about the year 2002. In the second table, you then ask about the year 2001. In Question 2, you should record the total expenses of the respondent only on each child's education. Then, in Question 3, ask about scholarships received by each child. In Question 4, ask about contributions from other members of the household (expect the respondent's spouse). Record the ID Code of the main contributor in Question 5. Questions 6 and 7 are about contributions from individuals outside the household, such as relatives.

NOTE: Sometimes, the respondent will not be able to recall how much was spent in previous years. In this case, you should follow the following procedures:

- See if somebody else in the household can answer the questions that are difficult for the respondent.
- Ask the respondent if expenses were higher or lower than in the most recent year, then ask how much higher. This way, you might get the respondent to settle on an estimated amount for the schooling expenses on each child.
- If the respondent still cannot give you a good estimate, then use the “difference codes” which simply indicate whether the expenses in 2001 and 2002 were the same as, less than, or more than the expenses in 2003. **You can record these difference codes for any of the questions where an exact amount is requested.** Make sure, however, to write an “X” before the code so we know that the entry is a difference code and not a monetary amount.

Module 9. Transfers and Credit

The **purpose** of the transfers and credit module is to collect information on the resources sent and received by household members, in the form of transfers and loans. This is likely to be an important part of how households cope with illnesses and other adverse events, and also help others in need. The module also collects information about the savings of the respondent. Finally, it asks about transfers within the household – money given to and from the respondent to his/her partner.

The **respondent** for this module should be both the primary man and woman in the household (both the head of the household and spouse). Each person should respond to the questionnaire separately. The reason both men and women must respond is that transfers to and from a person will often not be known to that person's spouse or partner.

DEFINITIONS

TRANSFERS refers to the sending and receiving of goods or money from one person (or organization) to another. Generally, transfers are not expected to be repaid (the exception to this is the vague notion that if someone gives me money, some time in the future I might be expected to give them an unspecified amount). For example, grown children who have left their parents' home often send money and gifts back to their relatives. They do not expect these transfers to be repaid. When goods are sent or received, we will be interested in the value of the goods – you should ask the respondent to estimate the value, and help them along if necessary (that is, if the respondent received a cow from someone, you should record the value of the cow).

CREDIT refers to money or goods that are given or received for temporary use. The giver of the credit is called the *lender* and the receiver of the credit is called the *borrower*. Generally, credit must be repaid, and sometimes the borrower must pay interest to the lender.

INSTRUCTIONS

There are four sections in the transfers and credit module. Section A (transfers and credit received) records information about all of the transfers and credit received by the respondent. Section B (transfers and credit sent) records information about all of the transfers and credit sent by the respondent. Section C collects information on the informal savings organizations in which the respondent participates, as well as all the savings or checking accounts he/she holds in banks. Finally, Section D asks about transfers the received from and sent to his/her spouse.

Section A. Transfers and Credit Received

This section requires probing in order to get a good information. You will need to ask the respondent if any children, parents, relatives, or friends sent money. Also ask about whether s/he received money or goods during specific events and holidays – such as marriages and religious holidays – or for specific purposes – such as for child support or for medical expenses. Remind the respondent that you interested not only in monetary transfers or loans, but also non-monetary ones. The only transfers that should not be counted are those that were exclusively for children's schooling. Also exclude any gifts of land. Finally, THE AMOUNTS CONTRIBUTED TO OR RECEIVED FROM MERRY-GO-ROUNDS AND OTHER INFORMAL SAVINGS ORGANIZATIONS ARE NOT CONSIDERED REMITTANCES OR LOANS – these will be dealt with in Section C.

You should ask very direct and specific probes. For example, find out if there has been a funeral or wedding since January 2003. Then ask "what gifts did you receive for the funeral, in order to help you cover the many expenses?" Or, if there has been a wedding, "what was the bride price you received? Didn't you receive some goats and chickens as well?"

Without probing you will not get complete information in this section.

Section A – Question 1
Ask the respondent if s/he has received money **or** goods for any persons who are not members of his/her household **since January 2003**.
Section A – Question 2
Ask about the number of persons that sent money or goods. Do not count a person twice if s/he sent several transfers – this question does not ask about the number of transfers received.

Section A – Questions 3 - 9
These questions collect information about all the persons that sent transfers or credit to the respondent. Each person should be listed only once in this section. Ask for the name of the person and then add the person to the individual roster form if she/he is not there already (then write the IRID in question 4).
Section A – Question 5
This asks about the total value of all money and goods the respondent has received from each person since **January 2003**. If there were several transfers, you should help the respondent add the value of the transfers. Enter the total amount in Kenya Shillings.
Section A – Question 6
If the transfer or credit was received or borrowed for more than one reason, write the code for the main reason.
Section A – Question 7 – 9
Question 7 establishes whether the money or goods sent was a transfer or a loan. Questions 8 and 9 ask how much of the amount received since January 2003 from the person has already been repaid and how much will be repaid in the future. This amount should include the interest that the respondent must repay, if any.

It is possible that only a part of the money received from the person must be repaid – s/he may have sent transfers to the respondent and made a loan to the respondent. Therefore, the sum of the answers to Questions 7 and 8 may be less than the answer to question 5.

Section A – Questions 10 – 15
These questions ask about five largest individual transfers or loans received since January 2003. The focus is on individual transfers/loans since we are interested in the exact month when they were received (so if a person sent the respondent two transfers in 2003, the transfers should be counted separately). Question 11 asks about the value of the specific transfer or loan. In Question 12, you should probe for the month and year of receipt. Questions 13 – 15 are similar to Questions 7 – 9.

Section A – Questions 16 – 19
These questions ask about transfers from organizations such as the government and non-governmental organizations. Remind the respondent that this includes gifts in-kind. Probe for food received from the "HAART & Harvest Initiative" farm (*shamba mzungu*) in Mosoriot.

Ask for the name of the organization that made the transfer, the number of times the transfers were received since January 2003, and the average amount received each time.

Section A – Questions 20 – 23
Here you need to probe to learn about other loans the respondent may have received from friends, family, neighbors, or businessmen. Ask about the debts to all these people. Loans already discussed in the above questions should NOT be included here. Suppose the respondent says that he borrowed money two years ago to buy some land and that he has not completely paid off the loan, so the answer to question 20 is YES. In Question 21, the respondent should state how much remains to be repaid on this loan for the land, including principal and interest. The PRINCIPAL is the amount of money or capital borrowed. The INTEREST is a charge or fee for borrowing money, often a percentage of the amount borrowed. In the example here, if the respondent borrowed 100,000 KShs to buy the land, that is the principal that must be repaid. However, suppose the person who lent him the money is also charging interest of 10,000 KShs. Therefore, if the respondent has not started repaying the borrower yet, he must repay 100,000 KShs in principal and 10,000 KShs in interest, for a total debt of 110,000 KShs.
Section A – Questions 22 and 23
These questions ask about the parts of the debts reported in Question 21 that are from loans for medical care.

Section B. Transfers and Credit Sent

Many of the questions in Section B are identical to those in Section A, except that they involve lending by the respondent (again, NOT by other household members also) to others and sending of money and goods transfers from the respondent to others. With this exception, the instructions for Section A apply to all the questions in Section B. **Once again, you should probe extensively for many of the questions in this section.**

Again, THE AMOUNTS CONTRIBUTED TO OR RECEIVED FROM MERRY-GO-ROUNDS AND OTHER INFORMAL SAVINGS ORGANIZATIONS ARE NOT CONSIDERED REMITTANCES OR LOANS.

Section C. Savings

Section C - Questions 1-13
These questions ask about informal savings organizations such as merry-go-rounds. Questions 2-10 ask for detailed information on the most important organization of this type in which the respondent participates, while questions 11-13 ask about all other informal organizations.
Section C – Question 2
You must write the amount that the respondent contributes (each time a contribution is made) to the most important organization that s/he participates in. Also record the frequency of the contribution (use the frequency codes).
Section C – Questions 3 and 6
In Question 3, you must ask for the total amount *contributed* by the respondent to the most important organization since January 2003 and in Question 6, ask about the amount *received* by the respondent from the same organization since January 2003.
Section C – Question 7
Ask about the *three largest amounts* received from the main informal savings organization since January 2003. Probe for the month and year.
Section C – Question 8

This question asks if the main informal savings organization will change the order of payment if a member of the organization has a problem or is in need. For example, if a person falls sick but is not due to receive a payment for several months, can that person's shift his/her turn for receiving a payment?

Section C – Question 9

This question is different from Question 8. It asks if the main informal savings organization will change the amount of payment if a member of the organization has a problem or is in need. For example, if a person falls sick and is due to receive a payment soon, can that person receive a larger than usual payment?

Section C – Questions 12 and 13

Ask about the money contributed (question 12) and received (question 13) by the respondent for and from all *other* informal savings organizations. Do NOT include the amounts you have discussed for the main savings organization.

Section C – Questions 14 and 15

These questions ask about the respondent's total monetary savings on the day of the interview. Other assets such as livestock or jewelry should not be included, even if the respondent things of these assets as savings. Before you ask the questions, stress the confidential nature of the interview and assure the respondent that information will not be divulged to anyone – not even the respondent's spouse/partner or village officials.

You must ask about money saved in the accounts listed in questions 14a - 14d, including money that is stored at home or at a neighbor's home. In Question 15, ask about all other savings that the respondent has not yet mentioned.

Section D. Within Household Transfers

The first part of this section asks about monetary transfers from the respondent to his/her spouse since January 2003. If the respondent does not have a spouse, you should skip this section. The second part of this section asks about monetary transfers to the respondent from his/her spouse since January 2003. If the respondent is a man with multiple wives, ask about each spouse separately.

Section D – Questions 3 and 12

Ask about the total amounts given (question 3) and received (question 12) to and from the spouse since January 2003. In each case, the respondent should report the total of all transfers.

Section D – Questions 4 and 13

Ask the respondent if the amounts given or received must be paid back. Sometimes the spouse and partner might give (or receive) money from each other for specific purposes such as maintenance of a duka or investment on shambas – with the expectation that it will be paid back.

Section D – Questions 8, 9 and 17, 18

Ask if the transfers are given and received regularly. If so, you should report the amount given and received each time *and* the frequency of such transfers (use frequency codes).

Module 10. Agricultural Activities

The **purpose** of the agriculture module is to collect information on the shambas and gardens owned by the household and the crops grown on them, the income from farming, and the costs of farm production.

We will be interested not just in major crops such as maize and wheat, but also fruits and vegetables that are grown on a regular basis. Since the household head and spouse are likely to have information about different crops, there are TWO different agriculture questionnaires. One is to be completed by the household head, the other by the spouse.

<u>Household Head's Questionnaire</u> - There are five sections in the module that will be administered to the household head. Section A asks about <u>all</u> plots of land on which the respondent's household farms. Section B asks about crops that were controlled by the household head or any member other than the spouse – we ask about quantities produced and amount sold in the last three years. The focus here will be on major crops such as maize and wheat. Section C asks about the sale of major crops. Section D asks about the purchase of farm inputs. Section E collects other agricultural information. – about free labor and agricultural extension.

<u>Spouse's Questionnaire</u> - For the module that will be administered to the spouse, we will only ask about crops that were grown or controlled by the spouse. The focus here will be on vegetables that are used primarily for home consumption. There will also be a few questions about labor use and agricultural extension.

On the spouse's questionnaire, you should ask about crops from the vegetable garden, which is typically farmed by the spouse, or any other crops which the spouse herself sells or sets aside for home consumption. Other crops which are sold or managed by the household head should be included in the household head's questionnaire, even if the spouse worked on the growing and processing of these crops.

The **respondent** for "agricultural activities – household head" questionnaire should be the household head or the person most knowledgeable about the farming activities of the household. You and the other interviewer that visits the household must make sure that the man and woman do not report on the same crops – there should be no double-counting of agricultural output, input purchases, and other variables.

<u>INSTRUCTIONS</u>

Begin by recording, on the <u>first</u> page, the number of shambas and gardens that either belong to the household or are farmed by members of the household. If there is a shamba which has been divided into two different plots, each with different crops, count them separately. Make sure you get a full inventory of shambas and gardens from the household head – including those that are not farmed by him at all. Thus, the spouse's vegetable garden – if there is one – should be counted here. <u>Make sure to ask about shambas that are not near the household's compound also</u>.

Section A. Land

This section is only in the household head's questionnaire. We are interested in getting a description of every shamba and garden that the household head mentioned on page 1. In this section, the household head should also report on shambas and gardens that he did not work on – such as the spouse's vegetable garden. For every question in this section, you should be clear about the specific shamba or garden that you are asking about.

Make sure to complete all the questions for each shamba or garden before going to Section B.

Section A – Question 1
Write down a number for each shamba and garden that is mentioned by the household head, starting with 1, 2, 3. Remember that this land also includes land cultivated by his spouse and other members of the household.
Section A – Question 2
For each plot, ask the respondent to estimate the area. Use the land unit codes for acres (1), hectares (2), square meters (3), and square feet (4). You should record area to the nearest half unit, except for small fields or gardens which are less than one unit. A field that is less than one hectare or acre is listed as "0.1" "0.2", "0.3", "0.4", "0.5", "0.6", etc., whichever is closest to its actual size. For "a quarter acre" or "a third of an acre" use "0.3", for "two-thirds of an acre" use "0.7" and for "three-quarters of an acre" use "0.8".
Section A – Question 3
Ask about the ownership status of the shamba – depending on the answer, you should skip to the relevant next question.
Section A – Question 5
Ask for the amount paid in the last 12 months for renting in the shamba or garden – if the respondent pays in terms of crop output, include the value of these crops.
Section A – Question 7
Ask for the amount received in the last 12 months for renting out the shamba or garden – if the respondent received crops as a payment, include the value of these crops.
Section A – Question 8
Ask the respondent to estimate the value of the shamba or garden. If the respondent does not know, you should probe by using several of these techniques:

- Have other fields been sold recently in the neighborhood or nearby in the village? Are these fields similar to the field in question? If yes, the value of a field that was recently sold in the area is an excellent indicator of price.
- Have neighbors offered to buy this field? If yes (and the price was a reasonable amount), this price is also a good indicator of the value of the field.
- Remember that location is an important determinant in the price of a field. Within a particular village, there will be a range of prices for field, and as you get to know the village, you will get to know this range.

Also, make sure the value of crops being grown on the land and the value of buildings and other properties on the land are not included.

Section A – Question 9
This question should not be asked if the answer to question 3 was code 3 - "owned and rented out". In this case, the land is being farmed by somebody not in the household, so we do not want to record the crops that are being grown on it. For all other plots, ask the respondent for all the crops that were being grown in the past 12 months – use the crop codes. Make sure to probe for all crops if the respondent reports only one or two major crops – in between major growing seasons, households will often grow vegetables. If a plot has been left fallow in the last 12 months – write 88.

Section B. Crops

This section is in both the household head's and spouse's questionnaire. We are interested in information about crops produced in the last 3 years. You should probe for all crops that have been grown in any of the last 3 years – not just those grown in the most recent season. So, if the respondent grew maize two years ago, but didn't grow it last year, you should still record the output from two years ago in the appropriate column.

Make sure that the household head does not discuss minor crops (such as vegetables that are grown regularly) if the output from those crops was disposed of by the spouse, and also that the spouse does not discuss any crops that were disposed of by the household head. This means, that the person who is primarily responsible for selling a crop (or setting it aside for home consumption) should be the one who reports the crop. Keep the following instructions in mind:

- The person who controls the output should thus be the respondent – thus major crops such as maize will typically be discussed by the household head. The household head can also discuss crops controlled by members of the household other than the spouse.
- If the same crop is being produced on two of the household's shambas, but income from one is controlled by the household head while income from the other is controlled by the spouse, then each respondent should discuss the crops that they alone controlled.
- If the spouse grows a certain crop but gives all the income from selling the crop to the household head, then the household head should be the one who responds.

Techniques for getting retrospective information on quantities produced and income from crop sales: If the respondent has no idea of the amount of his crops that he has produced or sold (as may be the case, for example, if he/she produced or sold small quantities of cassava), you can ask him/her about how much was sold each time, and how often did he sell cassava during the past 12 months. (Once a week? During which months? and so on). This way, you will be able to calculate the number of sacks (or other measure) sold in the last 12 months.

Section B – Question 1
Ask about each crop separately. First, record the code for the crop that is being discussed. If the respondent is telling you about cabbage outputs, for example, you should write 6 in the first column.

Section B – Question 2
For the household head, ask how much quantity of the crop was grown by the respondent's household (excluding minor crops that were grown by the spouse) during the **long and short rains of 2003**. Make sure to record the unit code. Note that the quantity being asked for includes quantities that have been used for home consumption, sold in the market, and stored for future use/sale. Note the reference period: we are asking about output from crops that were grown during the main seasons of 2003 – do not include quantities that might have been harvested at the beginning of 2002 (which is soon after the short rains of 2002). Use the techniques suggested above if the respondent cannot recall how much he/she produced.

For the spouse, ask how much quantity of the crop she grew during these same seasons.

Section B – Question 3
Ask how much of the quantity grown during the long and short rains of 2003 were sold in the market. Note that this quantity should be less than the quantity reported in Question 2. Also,

the sales could have been made after the long and short rains of 2003 – what matters is the crops being sold were grown during the reference period. Make sure to record the unit code.

Section B – Question 4

Ask for the total income received from selling crops that were grown during the long and short rains of 2003. You should refer to the quantity that was reported for Question 3. Record both the total income received and the average unit price received for the sales (record both the price per unit and the unit code). For example, if the respondent sold 10 bags of maize at the end of the short rains of 2003 for a price of 1,000 KShs per bag, you should write 10,000 in the box for Question 4a, 1,000 in the box for Question 4b, and 6 (the code for bags) in the box for Question 4c.

Section B – Question 6

Ask the respondent to use the current price for the crop being discussed to estimate the value of the stored quantity.

Section B – Questions 7 and 8

Ask the respondent to recall the income received from selling the crop during the long and short rains of 2002 and 2001. You should try not to simply write “Don’t Know” if the respondent cannot immediately recall. To help the respondent answer these questions correctly, you should use the following techniques:

- First, keep in mind that sales of crops such as maize in January 2003 count as income received from growing crops during the long and short rains of 2002.
- If the respondent cannot recall, ask first for the total quantity produced (you can use the current year as a reference period and ask the respondent to recall how much higher or lower production was in the previous years).
- Second, ask the respondent to estimate how much of the total production was sold and how much was kept for home consumption.
- Third, ask for the price in 2002 and 2001.
- With all of this information, you will be able to calculate the total income received.

If the crop being discussed was NOT grown during the previous years, write 0 for the income received.

At the end , make sure the respondent has not left out any crops that are not being grown currently but were grown in the past. **You should probe for specific crops –** for example, ask the respondent if he/she grew maize, wheat, bananas, etc.

Section C. Sales of Major Crops

This section is only in the household head’s questionnaire. We want to collect information on the five most recent sales of major crops. You should identify the two major crops sold, in terms of the total income reported in Question 4a. Write the codes for these crops at the top of each column.

For each of these crops, ask for the month and year of sale, the quantity sold (quantity and unit code), the amount received per unit, and the total received.

You should ask the respondent to tell you about the five most recent sales – even if some of the sales occurred several years ago. For example, if the respondent sold maize once in 2004, two times in 2003 and two times in 2002 – each of the sales should be listed separately.

Section D. Farm Inputs

This section is in both the household head’s and spouse’s questionnaire. The spouse should discuss only those plots on which she worked without the household head’s help. The household head should discuss all other plots.

We ask about several different inputs. For each of these inputs, ask if they were used in the past 12 months. Record the answer in the Yes/No column. Then ask how much was spent (in total) on each of the inputs. If a certain input was not used, leave the last column blank.

If money was spent on transportation (input number 6) record the total amount spent on this – include the fees of any middlemen that bought the crops from the respondent’s shamba and sold the crops in the market.

Section E. Other Agricultural Information

<u>Section E1 – Agricultural Help</u>
This section is in the household head’s questionnaire only. You should ask the household head about all of the shambas and gardens that household members worked on.

Question 1 asks if anyone from outside the household worked on the household’s shambas or gardens for free. Make sure that the persons being discussed worked without payment of any kind.

For Question 2, write the IRID code of the person who helped on the shamba or garden. In Question 4, ask how many days in the past 12 months did the person work on the shambas or gardens.

<u>Section E2 – Agricultural Extension</u>
This section is in both the household head’s and spouse’s questionnaire.

Question 1 asks about visits from agricultural extension workers in the past 12 months. The remaining questions ask a farm in Mosoriot called the HAART and HARVEST Initiative. This farm has been established recently to provide food for families of AIDS patients. You should refer to the farm as “HHI farm” or “shamba mzungu” in your interview. In our sample, there are likely to be several individuals that have worked on this farm. After asking the respondent whether he/she has worked on the farm (Question 2), ask for the month and year when he/she started working there. Then record the number of days that the respondent has worked on the farm. Finally, ask the respondent what he/she learned from working at the farm – briefly summarize the answer in words.

Module 11. Income and Activities

The **purpose** of the income and activities questionnaire is to collect information about all of the economic activities of the household in the past 7 days before the interview. Economic activities include all of the jobs and work done in the past 7 days, either at home, in the shambas or away from home. This section also asks questions about the income of the respondents from activities that they were engaged in during the last 12 months but not the past 7 days.

The **respondent** for this section should be the household head, regardless of whether the head is a man or a woman. The respondent should answer the questions for all household members over six years of age. If the household is not well informed about the income of any given person in the household, you should try to ask that person or somebody else that will be able to answer.

DEFINITIONS

A SELF-EMPLOYED person is someone who has no boss and works for his/her own account. He/she pays all the expenses of the activity and controls all of the income.

Throughout this section, you will be asked the value of goods or services that have been received as "in kind" income. If the respondent does not know the value of the "in kind" goods or services received, you will need to help him/her estimate the value.

INSTRUCTIONS

There are six parts in this questionnaire, labeled Section A through Section F. They include different reference periods.

- Section A (General employment information) asks about the respondent's main activities during the past 7 days and the past 12 months. The answers help to decide which parts of the income and activities questionnaire will be completed.
- Sections B, C, and D collect information on the respondent's activities in the past 7 days: as an employee (Section B); as a self-employed farmer (Section C); as a self-employed businessman or professional (Section D).
- Sections F and G collect information on the respondent's main job and secondary job in the past 12 months. The main job is the work on which the most time has been spent. The secondary job is the work on which the most time is spent after the main job. Often, these will be the same as the activities for the past 7 days, already described in Sections B - D. However, this section will be completed if the main activity in the past week was **not** the same as that in the past 12 months.
- Section H collects information on other sources of income (not tied to the respondent's work) in the past 12 months.

In all sections of this questionnaire, **the respondent** (household head) **should answer your questions about all of the individuals**. Pay attention to the instructions at the beginning of each section – this is where you can find out which individuals you must ask about in each section. Complete the full section for one individual before asking about the next individual. **Do not try to complete a question for every individual before going to the next question.** It is important that you correctly follow the skip codes.

Section A. General Employment Information

Begin by copying from the household roster the ID code of every household member that is above the age of 6. Write these ID codes in the first column of Section B.

Section B. Wage Employment in the Past 7 Days

IMPORTANT: Begin by copying from Section A the ID codes of all individuals that worked as an employee in the past 7 days. That is, copy the ID codes of all individuals for whom the answer to Section A – Question 2 is YES (1).

Section B – Question 2
Write down the exact description of the job of the individual in block letters. Then find the code for the type of job that most closely fits the description. Write the code number in the column 2b, which is labeled “Occupation Code.” For example, suppose that the individual is employed as a truck driver for a company. This means the individual occupation is “Transport worker – code 5.” You should write the following:

Descprition: TRUCK DRIVER Occupation Code: 5

** If the individual worked as a wage or salaried employee in **more than one job** in the past 7 days, then you should begin by asking about the job in which he/she spent the most amount of time in the past 7 days.

Section B - Question 3
This question asks about the actual hours worked, not the usual hours. Make sure the respondent does not include time lost from illness, holidays, or authorized absences.

Section B - Question 12
This question asks for the total salary or payment that the individual received in the past month for the job being discussed. This should include all allowances except money that was given housing. You must probe for these allowances: meal allowances; traveling allowances; hardship allowances; training allowances; field allowances; and night allowances. Also include bonuses (sum of money paid to an employee in addition to his/her regular wage as a reward for good performance or as an incentive to work harder) as well as gratuities (tips, or an extra amount paid by a client for good service).

Section B – Question 14
In this question, ask about the value of housing allowances in the past month. If instead of receiving money for housing, the individual is given a housing subsidy (that is, he/she receives a house or room free of charge), then record the value of the subsidy – which is the amount the individual would have had to pay to rent such a house.

Section B – Question 15
This question asks if the individual worked as a wage or salaried employee in any jobs other than the one discussed in Questions 2 through 14. If the answer is YES, you should ask Questions 16 through 19. Otherwise, move on to the next person.

Section C. Self-Employed Farming in the Past 7 Days

IMPORTANT: Begin by copying from Section A the ID codes of all individuals that worked as self-employed farmers in the past 7 days. That is, copy the ID codes of all individuals for whom the answer to Section A – Question 4 is YES (1).

Section C – Question 2
Ask if the individual has worked on any of the household's shambas or gardens in the past 7 days. All kinds of work (ploughing, planting, weeding, harvesting, etc.) should be included, as long as the work was on the household's **own** shambas or gardens. If the answer is NO, you should skip to Question 7 and ask about livestock farming.

Section C – Questions 3 and 4
Both of these questions ask about the actual number of hours that the individual worked on the household's shambas or gardens. Note the difference in the two questions. Question 3 asks about hours worked **on** the shambas themselves (that is, activities such as planting, ploughing, harvesting). Question 4 asks about hours spent on activities that typically take place after harvesting – these are associated with preparing and processing the crops for sale or home consumption (drying the maize, milling, brewing alcohol from crops, etc.). Make sure to probe for time spent on brewing. **You must explain the difference between the two questions to the respondent.**

Section C – Question 5
Ask about the five main crops that the individual devoted his/her time to – for example, if the household head and his sons worked on maize and wheat, write 1 and 2 in the first two boxes for each of these individuals. If the spouse worked on the vegetable garden and grew sukuma wiki, carrots, and tomatoes, write 7, 17, and 14 in the first three boxes for the spouse.

Section C – Question 6
Ask the respondent to estimate the amount of income earned by the individual in the **past one month**. Note that if the children in the household worked a few hours on certain crops but the crop was actually sold by the household head, then that money should be recorded in the row for the household head, NOT the children. However, if a certain individual worked on some crops and also sold those crops in the market, then the income from those crops should be recorded in the row for that individual. If the respondent does not know how much was earned by a certain individual in the household, see if somebody else can answer. **Make sure to probe for income earned from brewing alcohol** – if you don't ask about this specifically, the respondent might not report it.

Section C – Question 7
This question asks whether the individual did any work with livestock – either caring for the livestock or collecting/transforming livestock products. If the answer is NO, then you need to make sure that the answer to Question 2 is YES. Otherwise, there is a mistake. Remember that the individuals being discussed in this section were reported to have done farming activities on the household's own shambas or gardens in the past 7 days. So **at least one of the answers to Questions 2 and 7 must be YES**. If not, you should clarify why the answer to Section A – Question 4 is YES.

Section C – Questions 8 and 9
Note the difference in the two questions. Question 8 asks about hours spent caring for, tending, or herding animals belonging to the household. Question 9 asks about hours spent

collecting or transforming the products of the animals belonging to the household (for example, this includes time spent milking, producing honey, or collecting eggs from chickens).

Section C – Question 10
Ask about income earned by the individual in the past month. For example, the income could come from the sale of products such as eggs, milk, or honey.

Section D. Self-Employed Businesses in the Past 7 Days

IMPORTANT: Begin by copying from Section A the ID codes of all individuals that worked in the household’s own businesses in the past 7 days. That is, copy the ID codes of all individuals for whom the answer to Section A – Question 6 is YES (1).

Section D – Question 2
As discussed earlier, please write an exact description of the respondent's job. Then select the occupation code that is closest to that job. Do not copy the name of the code in the description column.

Section D – Question 7
Ask for the amount of net income earned by the individual **in the past month**. Net income is the total amount sold by the business minus any expenses for payment of workers that have been hired, or purchase of inputs such as raw materials, fuel and electricity. You should help the respondent calculate this if he does not immediately know the answer. The objective here is to know the income that the individual has received from the business.

The objective here is to know the net income of the business.

Sections E1 and E2. Main Job and Secondary Job in the Past 12 Months

These two sections collect information on the main economic activity and the second most important economic activity of each individual older than 6 year in the past 12 months. **You should complete both sections for one individual before going to the next individual.** Since we already collect information in the education questionnaire about students enrolled in school, schooling should **not** be counted as one of the activities for these two sections. You should record the main activity and secondary activity that is not schooling. If the respondent had no other activity except schooling in the past 12 months, then you should record description “STUDENT” and occupation code 88 (for no activity/unemployed) in Section E1 – Question 2 and skip to Section F.

For example, suppose that one of the household members was enrolled full-time in school in the past 12 months, but after school every day and on weekends he helped his father work on the shambas. This is the only activity that the child worked at in the last 12 months, other than schooling. Then, in Section E1, you will write Crop Farming (code 1) as this child's main activity in the past 12 months.

For women who may primarily consider themselves housewives, record the occupation code 3 (for housewife) and description “HOUSEWIFE.” If the person works as a cook or housekeeper for someone else, then the work should be recorded as code 15 (for domestic worker), with the description "DOMESTIC WORKER."

If a person has had absolutely no major activity or occupation, record code 88 (for No activity/unemployed).

Many of the questions in Sections E1 and E2 are similar to those in Section B, C, and D – except they have different recall periods (past year, instead of past 7 days or past month).

Section E1 - Question 3
This question asks the interviewer whether the activity just described is the same as any one of the activities described in Sections B, C or D, in the past 7 days. You must compare the description in Question 2 with the descriptions in Questions 2 of Sections B and D. If Section C was completed, then the respondent was also a farmer in the past 12 months.

IF THE RESPONDENT DID NOT WORK AT A JOB IN THE PAST 7 DAYS (Sections B, C, AND D ARE NOT COMPLETED), OR IF THE JOB LAST WEEK WAS DIFFERENT FROM THE MAIN JOB LAST YEAR, THEN THE ANSWER TO QUESTION 2 IS NO (DIFFERENT WORK) AND YOU **MUST** COMPLETE THE REST OF Section E1.

If the answer to Question 3 is NO, then you will eventually ask Question 8, which will ask whether the main job is as an employee, a farmer, or a business person. The answer to this question will determine, for each individual, exactly which questions in Section E1 you should ask. For example, if the individual's main job is as a farmer (and this job was not done in the past 7 days), then you will ask Questions 16 – 21 in Section E1.

Section E2 - Question 3
The same rule applies for this question also. If the secondary activity is the same as any one of the activities described in Sections B, C, or D, in the past 7 days, then you must write YES and go to the next individual.

Section F. Non-Labor Income

Each of these questions on sources of income will require detailed probing. Dowry or bride price will require will require a number of questions from you on what exactly was received. You will need to note all expenditures and add them together.

You should ask the questions in this section for every household member that is 15 years or older.

To complete this section properly, you need to stop and think about what has happened in the family over the past year. Have there been marriages? Have there been deaths? Have family members already mentioned that they had a radio, or other item, but already sold it?

Section F – Question 2
A pension or retirement fund is money paid at regular intervals to the beneficiaries of a retirement pension.

Section F – Question 4
This question asks about income from the interest on bank accounts, not the amount of money in the account.

Section F – Question 9

Income from other sources includes all other income received in the past 12 months, including gifts in cash or in kind, transfers received from outside the household that will not be repaid, and remittances. All of the remittances received by this individual in the past 12 months should be included.

Module 12. Enterprises

The **purpose** of this section is to collect information the non-farming activities run by members of the household. By this we mean businesses that are owned by the members of the household. We are interested in obtaining detailed information on each of the businesses.

The **respondent** for this section can be either the household head or spouse. Find out who in the household controls the income from the businesses or choose the person who is best informed about the regular operations of the business. Make sure to write the ID code of the respondent on the first page of the enterprises questionnaire. If there are multiple businesses being run by different members of the household, you should complete separate questionnaires, one for each person that is running a business.

DEFINITIONS

A BUSINESS may be some kind of trade (in food, clothes or various articles) or a professional activity (like a doctor or traditional healer, for example), or a duka/shop, a carpenter or cabinet maker's shop, etc.

INPUTS are used to make or produce a final product. Labor is a key input in almost any business. Other inputs can include materials and equipment. For example, a carpenter's inputs include lumber and nails. Not all businesses use inputs other than labor, however. For example, a duka owner purchases items from producers and sells them to customers.

An INVENTORY of products or goods not yet sold would include all final products of the business that are on hand but have not been sold. For example, the following items are inventory in these businesses:

Business	Inventory
Carpenter	Unsold, finished furniture (chairs, beds, tables)
Duka	All of the products on the shelves that have not been sold.

Unused raw materials are not included in the inventory of final products and goods in these questions. For example, the unused lumber of the carpenter and any unfinished furniture are not in an inventory.

INSTRUCTIONS

Section A. Non-Farm Self Employment Information

In this section, you should ask the respondent to describe each business that he/she has managed or owned, at any time since January 2000. You should probe for businesses that were in operation during the past but have since closed down. Write a description of the business (like duka in town, or restaurant in town, etc.) and an occupation code (like trader/merchant/salesperson, or restaurant/bar/hotel). In Questions 6a-c, ask about the number of workers that have been hired in the business in the past 12 months (probe for the number of part-time, full-time, and casual workers – do **not** include family members). In Question 7, ask for total value of all payments to these workers. If the payment was non-monetary, you should record the value of whatever was given.

Section B. Non-Farm Self Employment Income

In this section, you should ask about the income and inventories from each of the businesses that the respondent discussed in Section A.

Section B – Question 2
Ask how much NET income was earned from the business in the past 12 months. Net income refers to profits – that is, how much did the respondent's household get *after* paying for all the workers and inputs? You should help the respondent calculate this if an answer is not immediately provided.

Section B – Questions 3 and 4
Ask about products or services of the business that have been used by the household instead of being sold. For example, if the goods from a duka were used for household consumption, the value of these goods should be recorded in the box for Question 4.

Section B – Question 5
This questions asks how much of the income reported for Question 2 was used by the household.

Section B – Questions 6 and 7
These questions asked about the inventory for the business. Are there any goods that are not yet sold? If so, record the estimated value of these goods in the box for Question 7.

Section B – Questions 8 and 9
Ask the respondent to compare the net income from the business in each of the years 2001 and 2002 to the net income reported for the last 12 months. Was is higher, lower, or about the same?

Module 13. Time Allocation

The **purpose** of the time allocation questionnaire is to collect information on some non-income earning activities of household members. The includes activities such as cooking at home, washing clothes, collecting firewood, etc.

The **respondent** for the time allocation questionnaire must be the primary woman in the household. Generally, the respondent will be the spouse of the household head. If the respondent cannot answer some of the questions for certain individuals, you should ask the best informed person instead.

INSTRUCTIONS

You should ask about all resident household members that are older than 6 years. Begin by copying down the ID codes of these individuals in the first column.

Question 2
Ask how many hours in the past 7 days were spent preparing meals, cleaning the house, washing clothes, or shopping for food. If the respondent cannot give you an answer, you should help her calculate the answer by asking how much time was spent doing these activities in the past day, and then asking for the number of days (in the past 7 days) that the activity was done.

Questions 3 and 4
Question 3 asks for the time spent collecting firewood, while Question 5 asks for time spent searching for and carrying water.

Questions 5 and 6
Question 5 asks about the number of days that the individual's work was restricted due to illness while Question 6 asks for the number of days that the individual was too sick to perform any work at all.

Question 7
This asks for the time spent by the individual seeking medical care for himself/herself or other household members (in the past 7 days). These questions are different from the questions in the health questionnaire, which ask about an illness in the past 4 weeks or on health expenditures on all other illnesses in the past 4 weeks. Please note all of the time lost to illness in the past 7 days and the time spent seeking medical care in the past 7 days (include travel time to the health care center or chemist).

Question 8
This asks for the time spent caring for sick household members, either at home or the hospital. Here we are interested in activities such as changing dressings, visiting patients, etc. Make sure you that the same activity is not counted in both Question 7 and 8.

Questions 9 – 11
These questions ask about time that the individual devoted to helping non-household members on their shambas or gardens without payment. If, for example, an individual in the household worked 10 hours in the past week on his neighbor’s shamba *and* did not receive a payment –

then you should list these hours in the box for Question 10. Write the IRID code of the neighbor in the box for Question 11.

Module 14. Unexpected Events

The **purpose** of the unexpected events module is to collect information on events that have affected the household in a bad way. We are interested in events that the household did not anticipate. The questions in this module focus on adverse events that occurred on the farm and other events that affected the home. There is also a section that asks about employment and business problems. We are interested in collecting information about such events because they are likely to be play an important role in living standards that household are able to attain.

The **respondent** for this module should be the primary man in the household. Note the respondent must discuss events that affected not just him but also events that other household members too.

INSTRUCTIONS

REFERENCE PERIOD: for most questions, we are interested in any events that have occurred since January 2002.

Section A. Farm Events

This section asks about specific events that occurred on the household's farms. You should explain to the respondent that you are interested in all farms belonging to or rented by any household member.

Section A – Part 1 (Crops) – Questions 1-18

These questions ask about events that affected the crops grown by the household. You should start by asking, in Question 1, whether any household member engaged in any crop farming, either on owned or rented land. If no household member engaged in crop farming, then skip to Section A – Part 2 (Livestock).

Section A – Part 1 – Question 2

This question asks whether weather events have adversely affected the output on the household's farms. **You must probe by asking about the specific weather events listed under Question 3 – droughts, floods, hail storm, frosts, lightening, and rainstorms.** Do not include pests or non-weather events – we will ask about these in other questions. Also, make sure the respondent includes events that affected the crop output – not crop storage. So, if a flood caused stored crops to be damaged, this should not be listed here (other questions will ask about stored crops).

Section A – Part 1 – Questions 3 - 5

If the respondent said YES to Question 2, ask about each event separately. If there were droughts at two different points in time (since January 2002), you should discuss each one separately. In Question 3, write the code for the event that occurred. Question 4 asks about the specific date when the event began *and* ended – make sure to probe for the month and year. In Question 5, ask the respondent to estimate the value of the crops that were damaged due to the event. Even though this is not an question to the answer, do not simply write DK if the respondent can't give you an estimate immediately. You should help the respondent make an estimate by asking him to compare output in the year of the event to output in other years – how much lower was it? Make sure that any differences in output aren't simply due to more crops being planted in one year. Do not move on to Question 6 until you have discussed all weather events that occurred since January 2002.

Section A – Part 1 – Questions 6 - 9
These questions are similar to those in Questions 2-5, except that they ask about different types of events – namely those caused by fire, pests, animals, plant disease, or theft. If certain crops were damaged due to cows running across a field, for example, this should be listed here. Other events that you should probe about include cows/other animals eating crops, a problem with pests damaging/eating the crop (e.g. rats eating the maize).

Section A – Part 1 – Questions 10 – 13
These questions ask about specific problems with chemical inputs such as fertilizers and herbicides that caused crop outputs to be lower. In Questions 11 – 13, write the code for the problem, the date the problem began, and the value of the monetary loss due to the problem.

Section A – Part 1 – Questions 14 - 17
These questions ask about land that was lost due to disputes over who owned or who could cultivate the land. In Questions 15 – 17, ask for the date of the dispute, the amount of land that was lost due to the dispute (write the quantity in Question 16 and the unit code in Question 17).

Section A – Part 1 – Questions 18 - 21
These questions ask about event that affected stored crops. The events can be anything that was unexpected by the respondent – such as rodents, pests, fire, theft, and weather events. Once again, you should ask about each event separately, recording the date of the event and the value of the stored crops that were lost. For example, one bag of maize was lost due to theft, in Question 21, you should ask about the value of that bag of maize.

Section A – Part 2 (Livestock) – Questions 18 - 21
These questions ask about events that affected the livestock owned by the household. You should start by asking, in Question 1, whether *any* household member owned livestock at any time since January 2002. If no household member engaged in livestock farming, then skip to Section B.

Section B – Part 2 – Question 23
Ask if any of the livestock that were owned by household members died from a disease or accident. If no livestock died in this way, skip to Question 26.

Section B – Part 2 – Questions 24 and 25
About each livestock that died separately. For example, if one cow and one goat died, they should be listed on separate lines in the table. Record the month and year of the loss, as well as the value of the livestock that died.

Section B – Part 2 – Questions 26 - 28
Ask if any of the livestock were stolen, recording the month and year of the theft and the value of the stolen livestock.

Section B. Home Events

This section asks about specific events that occurred on the household's home and living conditions.

The questions in Section B is similar to those in Section A. Ask for the month and year of the various events and an estimated value of damage that was caused by the events.

Section B – Question 39 – 42
These questions ask if the household has had drinking water problems at any time since January 2002 – you should ask if the household ever had problems with its usual water source – such as lack of water due to drought or contamination. If the household experienced such problems, record the date when each problem began and the duration of the problem. Also, ask for a brief description of why the water problem arose.

Section C. Employment and Business Events

The first part of this section asks about employment events, focusing on lack of payment for work and also unemployment. Keep in mind that we are asking about unexpected events – e.g. a delay in wage payments that the respondent did not expect. The second part asks about events that affected any businesses managed by the respondent or other household members.

Section C – Question 43 - 50
These questions are for individuals that held wage or salaried jobs at any time since January 2002. Question 43 asks whether any household members held such jobs. Question 44 asks whether any of these individuals experienced a problem of non-payment or late payment for the work that he/she did. If the respondent or some other household member worked on somebody else's farm for pay but never received the payment that was expected (or received the payment later than expected), it should be recorded in Questions 45 - 47. The other questions about employment ask about jobs that household members lost or were fired from.

Section C – Questions 51 - 55
These questions ask about events that affected any businesses managed or owned by the respondent or other household members. Question 52 asks if there have been any unexpected business losses due to events such as theft, fire, fraud, etc. You should probe by asking about all of the events. For example, ask if any business products were stolen, if any business products were never received after paying for them, etc.

Module 15. Assets

The **purpose** of the assets module is to collect information on the wealth of the household. The questions are aimed to get a full listing of the household’s ownership of land, livestock, farm equipment and machinery, vehicles, and other durable goods (such as radios and refrigerators). For many of these assets, we also ask about sales and purchases since household will often make such transactions in response to other events such as illnesses and agricultural shocks.

The **respondent** for this section should be the primary man in the household. The respondent should answer on behalf of the entire household, assets belonging to the spouse of the respondent, or other household members, should also be included.

INSTRUCTIONS

REFERENCE PERIOD: in most of this module, we will be asking for information about any sales and purchases that have occurred since January 2000.

The module is organized into six sections – land, livestock, large farm equipment, small farm equipment, vehicles, and durable goods. In several of the sections, we first ask about current ownership of various assets and then ask detailed questions about each sale or purchase of assets since January 2000.

Particularly when asking questions about sales and purchases since January 2000, you should probe extensively in order to get complete answers. Ask the respondent if he or members of his household sold or purchased certain assets in the context of an event such as a funeral or wedding. Ask if they sold assets in order to pay for school fees.

Section I. Land

Section I – Question 1

Ask the respondent for total amount of land he and other household members own. Write the quantity as well as the unit code (if the answer is “2 acres”, you should write 2 in the first box and the unit code for acres, 1, in the second box. Also ask for the total current value of all the land – how much would the respondent get if he sold all of it today? Make sure the respondent does not include the value of any dwellings on the land. The value of trees on the land should be included, even though in some cases they may be sold separately.

Section I – Question 2

Of the land mentioned in Question 1, ask how is owned with (i.e., shared with) other people. Ask for the amount and value of the land that is shared.

Section I – Question 3

Write the IRID of the person(s) that the land is shared with. You must fill out the individual roster form for all these persons.

Section I – Question 5 and 6

Of the land amount mentioned in Question 1, ask how much was purchased on credit (i.e., by borrowing). For part c of Question 5, you should ask for the value of the land at the time it was purchased on credit. In Question 6, you should ask how much of that value has been repaid already (a) and how much remains to be repaid (b).

Section I-a. Land Sales

Section I-a – Question 7

Begin by asking if the respondent or any other household member has sold any land since January 2000. Land sales are significant events that the respondent should be able to recall. If he cannot, probe for specific events or needs that might prompt a land sale – such as the need to pay for school or health expenses, or weddings and funerals. Also, ask if there are other household members that might be able to answer.
If the answer to Question 7 is YES, write 1 and go to Question 8. Otherwise, write 2 and go to Section I-b.
Section I-a – Questions 8-11
You should ask about each land sale separately. In Question 8, ask for the exact month and year of the sale. **It is important that we know exactly when the sale occurred.** Make sure to record both the amount of land sold (write the quantity in column 9a, the unit code in column 9b) and the total sale price (column 9c). In Question 10, ask whether any of the money that came from the land sale was shared with someone from outside the household (like a relative or friend). Write the IRID of the person with whom the money was shared and the amount of money that was shared. You should do this for up to two people – if the money was shared with more than two people, record the two people that received the largest shares. In Question 11, ask for the reason why the land was sold – this should be an open-ended question, so do not read the choices when asking the question.

Section I-b. Land Gifts to Others

Section I-b – Questions 12 - 15
Ask the respondent to describe all gifts that any household members gave to others, since January 2000. The questions in this section are similar to Questions 8-11. You should again probe for the month and year of all gifts. If the respondent's household gave no land gifts, skip to the Section I-c (land purchases).

Section I-c. Land Purchases

Section I-c – Question 16
Begin by asking if the respondent or any other household member has bought or acquired any land since January 2000. Gifts of land to the respondent or other household members should be included here. **Also, inherited land should be included here.** Again, if the respondent says NO or cannot recall, probe for specific events or needs that might prompt a land sale – such as a good harvest or monetary gifts from relatives. Also, ask if there are other household members that might be able to answer.
If the answer to Question 16 is YES, write 1 and go to Question 17. Otherwise, write 2 and go to Section II.
Section I-c – Question 18
Record how the land was acquired – was it bought with cash, bought on credit (by borrowing money), given to the household as a gift, inherited, or some other way (write this in the box).
Section I-c – Question 19
Ask how much land the respondent's household got, and how much way paid. If the land was inherited or given as a gift, you should write zero for the total purchase price (column 18c). If the land was bought on credit, you should write the total purchase price for the entire land, not the amount that has been paid up to now.
Section I-c – Question 20
Ask how much of the total purchase price remains to be paid.
Section I-c – Questions 21 and 22
Ask if the respondent if other people helped to pay for the land, and write the IRID and the amounts given by these other people (as usual, you must also fill out the Individual Roster for these people).

Section I-c – Questions 23 and 24
This question asks if anything must be given to the people that helped pay for the land. These might include money or part of the harvest from the respondent's farms. Ask for the value of everything that must be paid.

Section II. Livestock

Section II – Questions 2 and 3
For **each** type of livestock listed in column 1, you should ask the respondent how many of the livestock are owned by the household, and how much all of those livestock are worth (in Kenya Shillings). The respondent should include livestock that are managed by the respondent's spouse and other members. If the household owns animals other than those listed in column 1 – add them to the bottom of the table.

NOTE: each type of livestock listed in column 1 has a code – you should use these codes in Sections II-a and II-b.

Section II-a. Livestock Sales

Section II-a – Questions 4-9
The questions in this section are similar to those in the Land Sales section, except they ask about livestock and also include gifts of the livestock from the household to others. The first column of the table should contain the code for the livestock that was sold. So if the household sold a cow in June 2002, you should write "1" (the code for cows) in column 1. In Question 5, write June 2002. You should record each sale of livestock separately – even if it is the same of type of livestock that is sold both times. Questions 6 – 9 are similar to those in the Land Sales section. If the land was given away as a gift, write 0 for the sale price. Questions 7 and 8 ask if the money from the livestock sales was shared with anyone, and then the IRIDs and amount shared. In Question 9, use the "why did you sell" codes in summarizing the respondent's answer.

Section II-b. Livestock Acquisitions

Section II-a – Questions 10-14
This questions in this section are similar to those in the Land Acquisitions section, except they ask about livestock. **Gifts and inheritances are to be included in this section –** so you should ask the respondent about these as well. The first column of the table should contain the code for the livestock that was sold. So if the household bought a cow, you should write "1" (the code for cows) in column 1. Questions 11 – 14 are similar to those in the Land Sales section. If the land was given to the household as a gift, write 0 for the total amount paid.

Section III. Large Farm Equipment

This section is very similar to Section II.

Section III – Questions 1- 5
These questions ask for information on the entire household's *current* ownership of specific large farm equipment. Since ownerships of equipment such as tractors is likely to be shared with other households, Questions 3-5 ask whether ownership is shared, the IRID of the person with whom it is shared (if there are many people with whom it is shared, write the IRID for the person with the highest share), and the household's share in percentage terms. So if the household owns 50 percent of a tractor, you should write "50" for Question 5.

Note that each type of large farm equipment has a code – you should use this code when recording sales and purchases of specific equipment (in Sections III-a and III-b).

Section III-a. Equipment Sales

This section is similar to Section II-a about livestock sales.

Section III-b. Equipment Acquisitions

This section is similar to Section II-b about livestock acquisitions.

Section IV. Small Farm Equipment

This sections asks only for some information on the entire household's ownership of small farm equipment. Unlike previous sections, we do not ask for detailed sale and purchase information. Ask about the number of items of each type of equipment that are currently owned (Question 2), the value of these items (Question 3), and the number of the items owned in December 2003 and December 2002 (Questions 4 and 5).

Section V. Vehicles

Section V – Questions 1- 5

Ask about the number of items of each good that are currently owned (Question 2), the value of these items (Question 3), and the number of the items owned in December 2003 and December 2002 (Questions 4 and 5).

Section V-a. Vehicle Sales and Gifts

This section is similar to Section II-a about livestock sales.

Section V-b. Vehicle Acquisitions

This section is similar to Section II-b about livestock acquisitions.

Section VI. Durable Goods

This section asks for information on the entire household's ownership of certain durable goods – this information may give us an indication of the household's wealth. Ask about the number of items of each good that are currently owned (Question 2), the value of these items (Question 3), and the number of the items owned in December 2003 and December 2002 (Questions 4 and 5).

Module 16. Marriage Questionnaire

The **purpose** of the marriage questionnaire is to collect information on the marital history of the respondent’s parents, the respondent’s own current marriage(s), and the respondent’s past marriages. We also ask about gifts received and given as part of the current marriage(s), as well as children from previous marriages.

This is a questionnaire that should be answered separately by **both the household head and spouse**. Depending on the gender of the respondent, you should administer either the male version or female version. The two versions are fairly similar, except that the male version asks about marriages to multiple wives (and gifts to/from those wives’ families).

INSTRUCTIONS

Section A. Parents’ Marital History

Section A - Question 1
Ask respondent if his parents are still married. If ‘YES’ skip to question 3. If parent were never married then write code ‘0’ and skip to question 5.

If ‘NO’ then continue to the next question.

Section A - Question 2
To be asked of respondents who state ‘No’ to question 1. Ask respondent to specify the **current marital status**. Probe to ensure accurate response without reading out the codes to the respondent.

Section A - Question 3
Respondent should state the number of **completed** years his parents have/had been married.

Section A - Question 4
Respondent should specify the type of marriage his parents have/had. If respondent does not know enter code 99.

Section A - Question 5
Ask respondent to state the religion of his mother. Probe to get a specific answer. For responses coded 2, 3 or 7, write the code and specific denomination in column 2.

Section A - Question 6.
Ask respondent to state the religion of his father. Probe to get specific answer. For responses coded as 2, 3, or 7, enter the code and specific denomination in column 2.

Section A - Question 7
This question is sensitive and it should be introduced. Begin by stating the following: ‘Now I want to ask you two questions regarding the nature of the relationship between your parents. It is important for this research to get accurate answers and again all information given is confidential. Then ask the question as stated. ‘Did your parents argue with each other frequently?’ Allow adequate time for the respondent to reflect and if necessary ask for clarifications.

Frequency refers to daily, weekly, or monthly quarrels that result into disruption of normal household activities.

If 'YES' thank the respondent and then ask the next question
If 'NO' thank the respondent and then skip to section B of the module.

<u>Section A - Question 8</u>
Ask the respondent if the arguments or quarrels between parents ever resulted in physical violence. Probe and let respondent describe the nature of arguments. If these include use of force leading to bodily injury, or fighting by throwing items at each other intended to cause harm, among other forms. These may at times have resulted in separation, divorce, or death of a parent.

Section B. Current Marriages

The questions in this section should be asked if the respondent is currently married or cohabiting with another person. Introduce the section to the respondent and emphasize that the questions pertain to his or her own marriage and <u>not</u> that of his parents. Some male respondents might have multiple wives – hence you should ask about <u>each wife separately</u>. Use one column for each wife.

<u>Section B - Question 1</u>
Ask the respondent to list all partners married to or living with. Use the Household roster to identify and write codes of all persons listed by the respondent. If the name does not appear on the HHID roster then add name on IRID. Each column will represent one person/partner that respondent is married to. If more than two partners create additional column.

<u>Section B - Question 3</u>
Ask the respondent to specify how the union or living arrangement began. Probe and make sure it is not the current status but the **initial arrangement**. Repeat for all partners listed in question 1.

<u>Section B - Question 4</u>
Ask respondent to state **the current** or most recent status of the union or living arrangement. Probe to make sure response does not refer to future plans. If the union is not formalized i.e. code 1 (cohabitation) then skip to question 13.

<u>Section B - Question 5</u>
Ask respondent if he lives in the same house with partner (s). Probe for all partners listed question 1.

<u>Section B - Question 6</u>
Ask respondent to give the date of marriage to each of the partner listed in question 1.

<u>Section B - Question 7</u>
Respondent should give the total the value of all gifts given by **husband's family to the wife's family**. Probe for all types of gifts and their VALUE AT THE TIME THEY WERE GIVEN not current value. If necessary, assist the respondent to total the value.

Section B - Question 8
Respondent should give the total the value of all gifts given by **wife’s family to the husband’s family**. Probe for all types of gifts and their VALUE AT THE TIME THEY WERE GIVEN not current value. If necessary, assist the respondent to total the value.

Section B - Question 9
Ask respondent to give the total value of all gifts given by **husband’s family to him and his wife**. Probe for all types of gifts and their VALUE AT THE TIME THEY WERE GIVEN not current value. If necessary, list the items and specific value using the margins and assist the respondent to total the value.

Section B - Question 10
Ask respondent to give the total value of all gifts given by **wife’s family to him and his wife**. Probe for all types of gifts and their VALUE AT THE TIME THEY WERE GIVEN not current value. If necessary, assist the respondent to total the value.

Section B - Question 11
Ask respondent to give total value of **wife’s assets** before marriage. Probe to make sure these gifts are not already covered in questions 8 and 10.

Section B - Question 12
Ask respondent to give total value of **husband’s assets** before marriage. Probe to make sure these gifts are not already covered in questions 8 and 10.

Section B - Question 13
Questions 13 to 16 are sensitive and should be introduced. Begin by stating the following: ‘Now I want to ask you some question regarding the nature of relationship between you and your wife /partners. It is important for this research to get accurate answers and again all information given is confidential. Then ask the question as stated. ‘How often do you argue/quarrel with your wife/ partner?’ Allow adequate time for the respondent to reflect and if necessary ask for clarifications.

Frequency is subjective but ‘often’ refers to daily, weekly, monthly quarrels that result into disruption of normal household activities.

Section B - Question 14
Ask respondent to state the reason (s) or cause (s) of the argument. If several reasons are given probe to determine the most common reason or cause.

Section B - Question 15
Ask the respondent if the arguments or quarrels between him and spouse has ever resulted in physical violence. Probe and let respondent describe the nature of arguments. If these include use of force leading to bodily injury, or fighting by throwing items at each other intended to cause harm, among other forms. These may at times have resulted in separation, divorce, or death of a spouse.

Section B - Question 16
Ask respondent to reflect and state the number of times these quarrels and arguments between him and his spouse (probe for each partner) have occurred in the last one year. The reference period will be the year January to December 2003.

Section C. Previous Marriages

Introduce the section. Tell the respondent that the responses must pertain to previous marriages only. Use a separately column for each previous marriage.

Section C - Question 1
Begin by asking respondent to list all people to whom he was previously married. Write the names in the columns provided.

If the respondent has no previous marriages, then write 'None' in the first column and continue to the next module.

Section C - Question 2
Ask respondent to state the year in which they were married. Probe for each previous marriage and enter the year using a four digit number. For example, 1969.

Section C - Question 3
Respondent should state duration of his previous marriage in completed number of years.

Section C - Question 4
Asks respondent to state the current or most recent status of his previous marriage at the time it ended.

Section C - Question 5
Asks respondent to state why the previous marriage ended. If the response is 'Divorce' or 'Separation' skip to question 9.

Section C - Question 6
Question should be asked of respondents whose spouse died. Asks respondent to state the date of death of spouse in previous marriage. Record the year in four digit number. For example 2001

Section C - Question 7
Asks respondent to state cause of death of spouse. Refer to codes provided and record the appropriate code for each previous spouse.

For responses coded 2 to 7 skip to question 9.

Section C - Question 8
Respondent should state the type of illness that caused death of spouse (s) as listed in question 1. Use the illness codes provided to locate match to the answer and write code in appropriate column. If respondent does not know, try and probe and ask if any member of the family present may know the illness that caused death

Section C - Question 9
Question is asked of respondent irrespective of response to questions 5 and 7. Asks respondent to state the number of children he had with spouse for each previous marriage. Probe to count only biological children for each partner.

Section C - Question 10

Respondent should state number of children by current residence using codes provided. In this question the respondent can be prompted using the codes. Be sure to enter number of children for all categories that apply (A to G) and for each previous marriage.

Section C - Question 11

Question is asked for responses coded F in question 10. Ask respondent to state with whom the child(ren) grew up before becoming independent. Six codes are provided use these to prompt the respondent and then write the appropriate code for each child listed as independent.

Section C - Question 12

Asks respondent to state the value of all assets of the couple at the time the marriage ended. Probe to determine if respondent had control over these assets at the time the marriage ended. Use margins to list the assets, which include land, equipment, household goods, among other major household items, assign a value (at time the marriage ended) to each item and then total the value of all assets. Harsha, please change question to read ‘At the time the marriage ended…’ rather than spouse died.

Module 17. Family Background

The **purpose** of the family background questionnaire is to collect information on the personal and family characteristics of the respondent. There will be questions about the parents of the respondent, the childhood of the respondent, as the establishment of the respondent’s household.

This questionnaire should be answered separately by **both the household head and spouse**.

INSTRUCTIONS

Section I. Personal and Family Characteristics

Start by introducing the section to the respondent by specifying that the questions asked are about the respondent and his/her family. By ‘family’ we are referring to the family that the respondent lived with before being married (if he/she is or was married). Generally, this will refer to the time when the respondent lived with his/her parents.

Section 1 - Question 1
Ask the respondent to list all positions held in the community. These should include current and previously held positions in the community such as cultural (clan), social, political, or religious positions. **Probe** to make sure the positions listed are NOT occupations (see glossary of definitions). There are no codes for this question. Use the space provided to write as many positions are mentioned by the respondent.

If respondent has not held or does not hold any position, skip question 2 and ask question 3.

Section 1 - Question 2
Ask the respondent to describe the privilege accorded to them in the community because of the position (s) listed under question 1. There are no codes for this question. Please write short descriptions for **each position** as given by the respondent.

Section 1 - Question 3
Ask the home district of the respondent’s family. This is the district from which his family originates. So if the respondent was born in Uasin-Gishu District but currently lives in Nandi district, the home district of his family is Uasin-Gishu District, not Nandi. Use the district codes provided.

Section 1 - Question 4
Ask the respondent to name the location where his/her family comes from. Use location codes provided. If the location is not on the list, write the code for “other” and record the name of the location.

Section 1 - Question 5
Ask the respondent to name his/her mother tongue. Use the codes provided. If the name is not on the code, circle code 7 (other) and write down the specific name in the space provided against the code.

Section 1 - Question 6
Ask the respondent to name the tribe they belong to by birth. Use codes provided.

Section 1 - Question 7
Ask the respondent to specify the sub-tribe within the tribe named in Question 6.

Section 1 - Question 8
Ask the respondent to specify their birth clan. For female respondents, probe to make sure they name the clan before marriage. Use the codes provided. If non-Nandi clan(s) are mentioned, use code 10 for 'other' and specify the name of the clan.

Section 1 - Question 9
Ask respondent to specify their **current** religion. Probe to ensure it is specific to the respondent rather than the religion most common among family members. Enter the code for the religion in column (a) and for response codes 2, 3 or 7, write the name of the specific denomination in column (b).

Section 1 - Question 10
Ask respondent if he/she is the first/pioneer member of the family to live in the location or town where the family currently resides. If the response is YES then skip to question 12.

If the response is NO then ask the next question (question 11).

Section 1 - Question 11
Question is answered by those who are non-pioneer family members in the area. Ask respondent to state the number of years that the family has lived in the specified location or town. For all respondents answering this question skip to question 13.

Section 1 - Question 12
Question should only be answered by respondents answered 'YES' to question 10 i.e., they are pioneers to the area. Ask respondent to state the number of years the family has lived in the current area of residence.

Section 1 - Question 13
Ask respondent to count and give the total number of family members who live in the location or town. Write the number in the space provided

Section 1 - Question 14
Ask respondent to count and give the total number of family members who live within one hour's travel from the current area (location or town) of residence.

Section 1 - Question 15
Ask respondent the age at which they first left their parents to live elsewhere after age 18. If respondent still lives with parents (same compound) code response as 98. Probe to make sure that they have not lived elsewhere as adults.

Section 1 - Question 16
Ask respondent to state the main reason why they first left their parent's house. Circle the appropriate code from those given.

Section II. Parental Characteristics

Introduce the section and indicate that the questions are specific to respondent's parents.

There are two columns: the first for the father and the second for the mother of the respondent. For each question fill in both columns before asking the next question.

Section II - Question 17
Ask if the respondent's father and mother are alive. Skip to question 19 for 'YES'. If 'NO', ask the next question 18.

Section II - Question 18
Ask the current age of the respondent's parents ….father/mother. Use three digits to record the age in completed years. Use code 99 if respondent does not know the age.

Section II - Question 19
Ask the age of the respondent's parents at the time of death. Use code 99 if respondent does not know the age.

Section II - Question 20
Ask respondent how each parents died. Use codes provided. Do not prompt the respondent.

Section II - Question 21
Ask respondent to specify the birth district of each parent. Use district codes provided.

Section II - Question 22
Ask respondent to specify the district where each parent has lived longest. Use district codes provided.

Section II - Question 23
Ask respondent to specify the number of years of completed schooling for each parent. Probe for correct years and assist respondent in counting the years if able to state the Form or class completed. Use code 99 if respondent does not know.

Section II - Question 24
Ask respondent to specify what was/is the **MAIN** occupation for each parent If several occupations are given probe to identify the main one. Use codes provided.

Section II - Question 25a
Question should be asked about respondent's father only. Ask respondent to specify the number of wives their father had/have. Write the actual number (double digit) in the space provided. If monogamous (only one wife) write 1 and skip to question 26.

Section II - Question 25b
Question should be asked about respondent's mother only. Ask respondent to specify the ranking of their mother in the marriage to his/her father.

Section II - Question 26
Ask respondent to count and total the number of children born to each parent for all marriages. Probe and separate for each parent.

Section II - Question 30
Ask respondent to describe any unpaid cultural, social, political or religious positions that parents hold/held. Probe to ensure these are not occupational positions and for each parent write brief description in appropriate column.

Section II - Question 31
This question requires respondent to specify the quantity of land owned separately by each parent. Probe and record the quantity in the appropriate unit code as specified by respondent. DO NOT ATTEMPT TO CONVERT to another unit code.

If all land is shared then ask the next question (32)

Section II - Question 32
Ask respondent to specify the quantity of land that is shared (now or previously) between the parents. Be sure to indicate the appropriate unit code as in the previous question.

Section III. Fosterage

Introduce the section to the respondent.

Section III - Question 1
Ask if respondent if he/she ever lived elsewhere away from the parents home for a minimum period of one year during their childhood. If ‘YES’ continue to question 2.

If the response is ‘NO’, skip to next section of the module.

Section III - Question 2
Ask respondent to give the separate ages (up to a maximum of three) at which they lived away from parents. Probe to make sure the time period was at least one year.

Section III - Question 3
Respondent should specify their relationship to the person that they lived with on each occasion when away from parents. Write the appropriate relationship code among those provided.

Section III - Question 4
For each occasion when respondent lived away for at least one year, he/she should name the district of the person who they lived with. Use district codes provided.

Section III - Question 5
Respondent should indicate the purpose of living away from parents for each occasion listed in question 2. Write in the appropriate purpose code from those provided.

Section III - Question 6
Ask respondent to specify the MAIN occupation of the people who he/she lived with. Ask for all occasions given in question 2. Write the appropriate code from those provided.

Section III - Question 7
Asks the respondent to compare the wealth of foster to the wealth of biological parents. **Give the respondent time to think through and come up with an answer. Then probe** to

determine if the wealth of foster parents is greater, less, the same. Use code 99 if respondent does not know the answer.

Section IV. Land Inheritances, received or anticipated

Introduce the section to the respondent.

Section IV - Question 1
Question asks the respondent for factual information (inherited land) as well as speculative information (anticipate inheriting land). If 'YES' ask next question 2.

If 'NO' skip to next section of the module.

Section IV - Question 2
Ask respondent to specify the date land was received or is anticipated. Probe to ensure a complete list for all pieces of land inherited or anticipated.

Section IV - Question 3
Ask the respondent the name of the person who gave or is likely to give the land. Then check if name appears on the Household ID roster or individual respondent ID roster if the name has a match. If the name has a match, then enter the ID for each row as appropriate. If no match, then enter the name as a new contact on the Individual Roster and ender the ID in the appropriate row in question 3.

Section IV - Question 4
Ask respondent to specify the size of the land inherited. Enter the quantity under column a and Unit code in column b of question 4. DO NOT CONVERT the unit codes.

Section IV - Question 5
Ask the respondent to identify the district where the land is located. Use codes provided.

Section IV - Question 6
Ask respondent to give an estimate of the current value of the land inherited or anticipate to inherit. Probe for all pieces of land listed under question 2 and for the total value rather than per unit code. The value should be given in Kenya shillings.

Section V. Other Inheritances, Received or Anticipated

Introduce section to help the respondent focus on non-land inheritances.

Section V - Question 1
Ask the respondent if he/she has inherited or anticipates inheriting non-land items such as house, livestock, farm equipment, cooker, fridge, furniture or other major household items from parents. If 'YES' ask the next question in the same section.

If 'NO' skip to the next section VI

Section V - Question 2
Ask respondent to specify the date item(s) was received or is anticipated. Probe to ensure a complete list for all items inherited or anticipated.

Section V - Question 3

Ask the respondent the name of the person who gave or is likely to give the item. Then check if name appears on the Household ID roster or individual respondent ID roster if the name has a match. If the name has a match, then enter the ID for each row as appropriate. If no match, then enter the name as a new contact on the Individual Roster and ender the ID in the appropriate row in question 3.

Section V - Question 4
Asks respondent to specify if any of the listed items is a house. If ‘YES’ proceed to the next question.

If ‘NO’ skip to question 6 in the same section

Section V - Question 5
Question is answered by those who inherited a house. Ask respondent to specify the district where house is located. Use district codes provided.

Section V - Question 6
Question is answered by those who response was ‘NO’ in Question 3. Ask respondent to describe the item inherited or anticipate to inherit. Write brief summary of description in column provided.

Section V - Question 7
Question is asked of respondent irrespective of answers to questions 4 to 6. Ask respondent to give an estimate of the current value of the item inherited or anticipate to inherit. Probe for all items listed under question 4 and 6. Give the total value rather than per unit item if more than one similar item. The value should be given in Kenya shillings.

Section VI. Assistance

Introduce section to the respondent.

Section VI - Question 1
Ask respondent if he/she received any for of assistance in establishing their own household. If ‘YES’ proceed to question 2. If ‘No’ end the interview for the module.

Section VI - Question 2
Ask the respondent to name the year when assistance was received. Probe to cover all types of assistance given to start own household.

Section VI - Question 3
Ask the respondent the name of the person who gave the assistance. Then check if name appears on the Household ID roster or individual respondent ID roster if the name has a match. If the name has a match, then enter the ID for each row as appropriate. If no match, then enter the name as a new contact on the Individual Roster and ender the ID in the appropriate row in question 3.

Section VI - Question 4
Ask respondent to specify if the type of assistance given was in the form of land. If ‘YES’ proceed to the ne6t question.

If ‘NO’ then skip to question 7 in the same section.

Section VI - Question 5
If assistance received was in form of land, ask respondent to specify the quantity and unit of measure. Use codes provided.

Section VI - Question 6
Ask respondent to give an estimate of the value of the form of assistance given to establish own household at the time it was given. Probe for all forms of assistance listed. Give the total value rather than per unit item if more than one similar item. The value should be given in Kenya shillings.

Section VI - Question 7
Ask respondent to specify if assistance was in form of a loan or a gift? If response is ‘Loan’ write 1 in column 7 and ask question 8. If response is ‘gift’ write 2 in column 7 and go to the next section.