STUDY ON AGING IN SUB-SAHARAN AFRICA: INTERVIEWER'S MANUAL

NATIONAL STATISTICAL OFFICE

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Preface

The main objective of this interviewer's manual is to provide guidance to personnel conducting interviews in the field. The interviewer's manual familiarizes interviewers with the principal directions required to conduct the Multi Indicator Survey on Ageing in sub-Saharan Africa. The first part of the manual focuses on the paper-version of the questionnaire. The second part of the manual will provide an introduction into Computer Assisted Personal Interviewing (CAPI).

The manual is designed to facilitate the administration of the survey in the field and must be taken along while conducting the interviews. To clarify questions in the field that cannot be resolved with this manual, interviewers should consult the team-leader.

Table of Contents

1. Introduction

The main objective of this manual is to present the concepts, goals, and field procedures for the Multi Indicator Survey on Aging (MISA) in sub-Saharan Africa. This manual provides instructions on the correct implementation of the survey during the fieldwork. The manual acquaints the interviewer with the steps to conduct the household and individual surveys that constitute MISA; with the proper way to complete the household and individual questionnaire (paper & pencil); with handling non-responding households and individuals; and other basic issues of the questionnaires. The manual further provides guidance on Computer Assisted Personal Interviewing (CAPI) using hand-held tablets for the interviews.

This document is addressed to all personnel taking part in the activities of the survey. While it is primarily for the interviewers and fieldwork supervisors, it is highly recommended that all personnel involved in the data collection and data analysis processes related to the MISA become familiar with the survey procedures as described in this manual.

The manual consists of five major parts: the first part introduces the study and study objectives. The second part focuses on general guidelines on how to conduct a survey, and emphasizes different aspects of working with older persons as respondents; this part of the manual discusses also in detail the role of the interviewer, the general rules and survey regulations, informed consent procedures and outlines the general rules for conducting an interview. The third part discusses the household questionnaire and the rules how to conduct it; this part also provides guidance for asking the questions included in the household questionnaire. The fourth part of the manual focuses explicitly on the individual questionnaire and provides guidance on how to conduct it.

2. Survey Objectives and Structure

The number of older persons in Africa is growing rapidly: between 2015 and 2030 the number of people aged 60 years or over in the region is projected to increase by more than 63 per cent, from 64.4 million in 2015 to 105.4 million by 2030 (United Nations, 2015). Rapid population ageing and growing absolute numbers of older persons globally and particularly in Africa demand the full and comprehensive inclusion of ageing matters into the formulation of many sustainable development goals and targets. More than ten years ago, African governments formally adopted the United Nations Madrid International Plan of Action on Ageing (MIPAA) and the African Union Policy Framework and Plan of Action on Ageing (AUPFAA). Following the adoption of MIPAA, successive sessions of the United Nations General Assembly have called for the international community and the United Nations system to "support national efforts to provide funding for research and data collection initiative on ageing" (A/RES/69/146). This and other calls from the global community have led to the development of the survey methodology in support of implementing MISA.

The objective of this survey is to develop a standard methodology to produce, analyze and deliver harmonized indicators on the situation of older persons in Africa, particularly in the framework of the MIPAA and the 2030 Agenda for Sustainable Development. Specifically, the goal of MISA is to develop survey instruments tailored to the situation of sub-Saharan African countries. The cutting-edge survey will be first implemented in Malawi in 2017, with the goal to be subsequently implemented in other African countries. The survey addresses data gaps in the three priority areas of the Madrid Plan of Action on Ageing (MIPAA): (1) older persons and development; (2) advancing health and well-being into old age; (3) ensuring enabling and supportive environments.

The questionnaire was designed by taking into consideration and reviewing several leading ageing studies already underway in other parts of the world, especially in Europe (e.g. Survey of Health and Retirement in Europe (SHARE), the English Longitudinal Study of Ageing (ELSA), and the Irish Longitudinal Study of Ageing (TILDA)), in North America (e.g. the Health and Retirement Survey (HRS)), in Latin America (e.g. the Mexican Health and Aging Study (MHAS) and the Brazilian Longitudinal Study of Health, Ageing and Well Being (ELSI-Brazil)), in Asia (e.g. the China Health, Ageing, and Retirement Longitudinal Survey (CHARLS), the Longitudinal Ageing Study in India (LASI)) as well as other harmonized ageing studies such as the WHO Study on Global Ageing and Adult Health (SAGE) and the Longitudinal Studies of INDEPTH communities in Africa (HAALSI). Many other questionnaires such as the Malawi Longitudinal Study of Families and Health (MLSFH), Botswana Core Welfare Indicators Surveys 2009/10, the Living Standards Measurement Study (LSMS) and survey guidelines developed by DSPD's Technical Cooperation Unit were also taken into the consideration.

The instrument has been developed in close consultation and collaboration with representatives from Governments, National Statistics Offices, academia and civil society in Africa. To engage in the vetting of the survey instrument with national counterparts, a series of workshops were held in the project beneficiary countries Kenya, Malawi and Uganda in April/May 2016. To finalize the survey methodology (manuals and questionnaires) and to agree to and approve the approach, a regional workshop was held in Malawi in July 2016 that brought together a wide range of substantive policy and survey experts from selected African countries, academic institutions, civil society and regional intergovernmental organisations to review, revise and finally approve the survey methodology, with a particular focus on the questionnaire, and sampling methodology.

The survey instrument consists of a set of manuals (interviewer, field supervisor, sampling and survey cost estimation manuals) and two questionnaires: 1) The household questionnaire, to be administered to the key informant (ideally the household head) to gather information on all members of the household on household finances and living conditions. The goal of the household questionnaire is also to identify age-eligible respondents who will participate in the second part of the study. 2) The individual questionnaire to collect information from each household member age 60 years and over.

The household questionnaire consists of eight sections: 1), in the first section, information on the individual responding to the household questionnaire is collected; 2) Section 2 collects the household listing; 3) Section 3 focuses on the housing environment; 4) Section 4 collects information on household income; 5) Section 5 asks about the household's agricultural income and assets, 6) Section 6 asks questions about the household's financial and non-financial assets; 7) the questions in section 7 focus on access to social programs and benefits and 8) the last section evaluates the overall economic situation of the household.

The individual questionnaire is more comprehensive and consists of 15 sections that cover demographic characteristics, information on children ever born, step-children and adopted children, different aspects of physical and mental health, intergenerational relationships and transfers among the respondent and family and friend networks, employment history and current income sources, access to pensions and other social benefits and programs. The individual questionnaire also collects information on abuse of older people, perception of aging, loneliness, and the day-to-day experience of older people.

2.1. The Study Sample

The Survey on Aging in sub-Saharan Africa is a sample survey following specific sampling procedures described in the “Sampling Manual”. The sampling procedure allows collecting data on a small number of people and drawing conclusions that are valid for the base population the sample is drawn from.

The sample size for this survey is determined by well-established statistical methods and it corresponds to the number of interviews that need to be conducted to provide an accurate picture of the population of interest, i.e. older individuals age 60 years and older. It is critical that the fieldworkers try their hardest to complete all assigned interviews to ensure that the correct number of people are interviewed.

The accuracy and success of the sample survey also depends on the absence of bias that would affect the proportions estimated from the sample. Specifically, the selection of people included in the sample must be absolutely random and representative, based on probability sampling. In the context of this survey, this means that every person age 60 and older in the selected survey districts to be studied has a known probability of being selected in the sample. This is why it is so important to make callbacks to reach those eligible older persons who may not be present at the time of the first visit, since they may be different from older people who are at home at that point in time. For example, it may be that older people who are in worse health status are more likely to be in/or visiting a hospital, and if they are not interviewed at callback, this may bias the results on the health status of older people in sub-Saharan Africa. Another example would be that older people who are in better health are more likely to be outside of the home at the initial interview for work, or participating in social events, and if they are not interviewed this will also result in a bias of the health status results, since only older and frailer persons or persons with caretaking responsibilities, who are at home during the day might be interviewed, providing incomplete information on the entire older population to be surveyed.

Ideally, the Survey is to be implemented as a nationally-representative stratified random sample of households that includes household members aged 60 years and older[1]. The implementation of the survey follows standard principles of sample selection and documentation, as for instance outlined by the United Nations guidelines “Designing Household Survey Samples: Practical Guidelines” (United Nations Statistics Division 2005) and in the Demographic and Health Survey’s (DHS) Toolkit “Sampling and Household Listing Manual” (ICF International 2012). For this survey, the sample consists of primary sampling units[2] (small geographically defined areas) throughout the country. The households in each of these clusters have

1 Conducting the survey based on a nationally representative household sample might not be possible in all instances, given the often tight financial resources that are made available for such surveys. More details can be found in the sampling manual that provides guidance for sampling under such circumstances.
2 The information on the number of clusters is country-specific and needs to be filled by the respective implementing agency.

recently been listed or enumerated. All households in these primary sampling units (PSUs) are visited by the survey teams to prepare the listing of all the households located within the boundaries of the sample PSUs. For the purpose of this study, the survey will be conducted in the following four districts: Mzimba, Lilongwe rural, Mangochi and Nsanje. Given the budgetary restrictions, the sample will not be representative at the national level, but it will be representative at the district level.

A sample of households with age-eligible persons 60 years old and older is then scientifically selected to be included in the survey from the list in each of the sample PSUs. Each of these selected households is visited again, and during this visit the Household Questionnaire will be administered ideally to the household head or other adult person knowledgeable about the household members and circumstances. During this visit, it will be determined who are the age-eligible individuals in the household, to whom the individual questionnaire will be administered. It is critical for the interviewer to determine the age of all household members as correctly as possible. Particular attention needs to be given to older persons who are in their late 50s or early 60s to determine their age as accurately as possible to ensure that all individuals within the household who are 60 years and older are included in the survey (no omissions) but to also ensure that individuals under age 60 are not included (no false inclusions). The individual who answers the Household Questionnaire may be different than the age-eligible respondent(s) for the Individual Interview. In addition, a household may have more than one age-eligible respondent. The rule for the Individual Questionnaire is to interview all age-eligible respondents in the household.

Composition of survey team:

The survey team is composed of the survey manager, data manager, CAPI/data management consultant, IT support, six supervisors and eight field-teams consisting of one team-leader, four interviewers and a driver per team. It is expected that each team will be able to complete the household listing and interviews for one EA (enumeration area) in xxx days (average of 1.4 to 2.1interviews/day).

More guidance for team-leaders and supervisors can be found in the team-leader/supervisor's manual.

2.2. The Study Population of Older Individuals age 60 and Older

2.2.1. General Rules for Interviewing Older Persons

Interviewers' primary respondents in this Survey are men and women age 60 years and older. Interviewers are expected to treat older respondents with respect and according to the contextual and culturally appropriate rules for communication between older and younger people.

Sometimes, older individuals may have physical and mental health problems or disabilities that may influence their communication abilities with the interviewer (such as speaking or hearing abilities), reaction time and/or understanding of some questions. Interviewers are required to treat all respondents independently of their physical or mental health status with dignity and respect. Failure to do so will result in a dismissal from the survey.

If an interviewer encounters a respondent who is not able to participate in the survey because of physical and/or mental health reasons, the interview will not be conducted. The interviewer will need to record this in the respective part of the cover sheet and proceed with the next assignment.

In situations when an interviewer notices that an older respondent is not able to provide meaningful responses because of physical and/or mental health problems, the interviewer is expected to interrupt the interview, discuss the situation with his/her supervisor who will determine how to proceed.

In some situations, the respondent may have difficulties to articulate himself/herself and may need assistance from a family or household member to participate in the study. In these cases, it is important to make sure that that the respondent is fully aware and agrees with participating in the interview process and with the provided answers (i.e., it is the respondent who provides the answer and not the person who assists the respondent). If in doubt if this is the case, the interviewer should write notes at the end of the interview and consult the supervisor. More details on proxy and assisted interviews are presented "Section 2.3. Assisted and proxy interviews with older respondents".

Interviewers may encounter situations when older respondents need to have a question repeated or they need more time to answer it. The interviewer should not rush through the questionnaire but take time and adjust to the respondent's situation. The interviewer's priority is to ensure high quality of the collected data, even if this requires a somewhat longer time than when working with younger respondents.

Part of the individual questionnaire focuses on abuse of older people. If an interviewer encounters a situation when he/she suspect that the respondent is abused, he/she needs to report this to the team supervisor who will then decide how to proceed.

While the household interview will be conducted with respondents of various age-groups, the focus of the MISA are individuals age 60 years and older. It is therefore of particular importance for the interviewer to be aware of possible challenges to be expected when interviewing older persons. Older persons in Africa are generally less educated than younger populations; older individuals generally might experience problems concentrating over an extended period of time and/or may have other intellectual or physical impediments that make conducting an interview more demanding on the time and patience of the interviewer. However, the better an interviewer is prepared to handle such situations the better the outcome of the interview can be expected to be. The following sections provide an overview of some of the key challenges to be considered when interacting with older persons in general before and during the interview. It also provides some guidance on how to address such issues during the interview.

2.2.1. Socio-economic and socio-cultural aspects

Often, older people age 60 and older have lower levels of education than younger individuals. In addition, older women in general have lower levels of education than older men. Older individuals also grew old in a different historical and social context than today. Many of these individuals may not be familiar with research methodology or the interview process.

Addressing socio-economic and socio-cultural aspects during the interview: Explain the objectives of the research and what is expected from the respondent during the interview. Emphasize the confidentiality of the interview process and create a trusting environment during the interview process. Avoid technical terms and use plain language that is understandable for the respondent. Be aware of non-verbal communication and gestures.

2.2.2. Different Attitudes and Life Styles

Older people often have different attitudes and life styles. They might be much more cautious about new events or meeting new (younger) people sometimes because of fear for their safety and well-being. In addition, older persons can often feel embarrassed for appearing disabled due to health problems or be ashamed because of their physical appearance and might therefore be unwilling to participate in the interview. Older individuals often fear they may not answer the questions correctly and as “expected”. They also may have issues related to changes in their roles such as due to retirement, widowhood, loss of loved ones, which may result in limited social interactions, loneliness, or on the positive side in more free and leisure time. Some older people may like to speak about themselves for extended periods of times, often switch to different topics than the ones asked in the interview. Others might show the opposite behavior and provide very short answers, unwilling to communicate with a stranger.

Addressing different attitudes and life styles during the interview: Create a trustful environment. Introduce yourself and explain the objectives of the study. Treat the respondent with great respect and courtesy and address the respondent in a way that is culturally appropriate. Give positive feedback and encouraging non-verbal expressions. Help the respondent feel that his/her information and opinions are important, valuable and critical for the success of the study. Schedule the interview to the extent possible to avoid interfering with daily routines and chores of the respondents. If a respondent misses the point when answering questions, go back to the question with diligence.

2.2.3. Sensory physical changes

Some older persons may have difficulty hearing high or low tones and/or distinguishing between tones or word sounds. Some older people have difficulty seeing, with peripheral vision and depth perception.

Addressing sensory physical changes during the interview: Speak clearly, slowly, and in a normal tone of voice avoiding stringent tones or raising your voice. If necessary, repeat questions and response categories as many times as needed. Pronounce the questions and response categories well so that the lip movements complement the hearing. Adjust the volume of your voice as needed. Select well the place of the interview where environmental noises can be avoided. Sit facing the respondent during the interview and keep eye contact during the interview.

2.2.4. Neurological changes

Some older people may process information and/or answer questions slower, may experience decline in their ability to concentrate, to recall information or with abstract thinking. They may show signs of confusion, disorientation or forgetfulness that may be also the result of medical treatments.

Addressing neurological changes during the interview: Reduce the pace of the interview making it slower and allowing for sufficient time for the respondent to explain himself/herself. Repeat questions or response categories as often as necessary. Offer the respondent clues to help him/her recall previous information and important events. However do not later the text of the questions, refrain from rewording the questions or expressing them in your own terms.

2.2.5. Other physical changes

Some older respondents may experience stiffness in their body, not being able to sit for a long period of time, may have difficulties in articulation due to teeth problems or facial muscles problems, or difficulties in breathing or urine incontinence.

Addressing other physical changes during the interview: Stay alert during the interview and give the respondent short breaks when necessary (such as to take a breath, relax or go to the bathroom). Ask calmly and with patience for clarification or repetition of the answer if you did not understand it. Encourage the respondent to talk and give him/her enough time to articulate himself/herself.

2.3. Assisted and proxy interviews with older respondents

When people grow older, it is common that they experience some physical and/or mental changes such as difficulties to recall names, events, numbers, places, etc. or they have troubles to concentrate on a task for a longer period of time. Under such circumstances, interviewers should only be conducted if the age-eligible respondent is able to understand - with support – the questions and provide his/her own response – with support – to the interviewer. An **assisted interview** can be conducted if the respondent is also able to provide informed consent to participate in the interview.

It is possible that the respondent is nevertheless able to grant permission to be interviewed (provide informed consent), but not able to process the information provided in the in the interview. In these cases, the interviewer should not continue with the interview but discuss the situation with his/her supervisor. because (a) the older respondent's attention span is limited; (b) the older person wants to have someone near him or her for comfort and to turn to for help; or (c) the respondent suffers from rather mild forgetfulness or dementia, but is able to understand the questions and to provide the answers him/herself and might only need help with articulating him/herself. If no one is available to assist the respondent during the interview, the interview may need to be suspended until the necessary arrangements can be made for an assistant help with the interview.

In a situation requiring an assisted interview, the respondent should be able to identify a friend, neighbor, family member, etc. who might be able and willing to help out. If the respondent is not sure who would an appropriate person to assist him/her during the interview, the interviewer could assist, upon request by the respondent, to identify a suitable adult who would be available and willing to assist. It is important to keep in mind that this individual should be well informed about the respondent's circumstances and knowledgeable about him/her. It should also be a person with whom the respondent is comfortable and has a trustful relationship.

If the interviewer notices at the beginning or during the interview that the respondent would feel more comfortable to have someone else present and/or assist him/her, the interviewer should address this with the respondent.

It is important to note that no **proxy-interviews** are to be conducted under any circumstances. A full proxy interview is an interview that requires a proxy reporter i.e., a knowledgeable informant who completes or almost completes the interview for the sampled respondent). The most common reason for a full proxy interview is that the respondent is either physically or mentally impaired to such a degree that he/she cannot complete the interview or is not available for the interview in person (after several attempts to contact him/her). Should the sampled individual not be available for an interview, no interview is to be conducted and the case needs to be recorded accordingly.

It is also possible that the respondent is able to provide informed consent to participate in the interview, but is not able to process the information provided in the in the interview. In these cases, the interviewer should not continue with the interview. If the interviewer encounters a respondent who is so severely impaired that he/she is not capable of providing informed consent, the interview should not be conducted. If in doubt about any of the above mentioned scenarios the team-leader should be consulted to take a final decision. Generally, should the older person not be able to participate in the interview, the interview should not be conducted.

Further, there might be situations in which the respondent is able to grant permission to be interviewed, but is not able to process the questions posed during the interview. In these cases, the interviewer should not continue with the interview but discuss the situation with his/her supervisor.

2.4. Survey Organization

The MISA is currently conducted by the National Statistical Office (NSO) upon the request of the Ministry of Gender, Children, Disability and Social Welfare. The NSO and the Ministry have a primary role in the planning for the survey and in the analysis and dissemination of the survey results. The implementation of the study is supported by the Department of Economic Affairs at the United Nations Headquarters.

The NSO will serve as the implementing agency for the survey. The NSO will take responsibility for operational matters including planning, training of interviewers, and conducting fieldwork, processing of collected data and the preparation of preliminary tables. The NSO will furnish the necessary central office space for survey personnel, will hire study personnel, will provide all necessary equipment to prepare for and conduct the fieldwork and will secure transport for the data collection activities. Staff from the NSO will be responsible for overseeing the day-to-day technical operations including recruitment and training of fieldworkers and data processing staff and the supervision of the office and field operations.

During the fieldwork, interviewers will work in a team consisting of a total of four - female and male -interviewers and a team leader. The size of the teams (i.e., the number of interviewers per team leader and team) will be determined by the NSO. Each team will be accompanied by a driver. Each team leader will be responsible for a team of four interviewers. Each team will have one interviewer who will also serve as a back-up team leader in the case of absence of the team leader. If necessary, this back-up team leader will assist the team's leader who is in charge of the team.

The specific duties of the team leader and the back-up are described in detail in the Team leader's, Supervisor's and Editor's Manual.

A team of supervisors/regional coordinators responsible for supervising fieldwork teams will coordinate the survey from a central office and provide guidance and overview to the survey staff in the field. They further monitor the progress of the field work, provide support and back-up as needed and review data collected through CAPI (Computer-Assisted Personal Interviewing) interviews and support and ensure the regular transfer of data (and questionnaires in case paper questionnaires need to be used) to the central office. Data entry staff and computer programmers also will be assigned to the project as needed.

2.5. Survey Questionnaires

The MISA consists of two questionnaires, the Household Questionnaire and the Individual Questionnaire. The questionnaires have to be implemented in this sequence – first, the interviewer is to administer the Household Questionnaire in which the interviewer determines the age-eligible respondents in the household (i.e., all individuals age 60 and over) and collects information on the socio-economic condition of the household. After completing the Household Questionnaire, the interviewer will administer the Individual Questionnaire to all age-eligible individuals in the household.

The Household Questionnaire includes a cover page to identify the household. It lists all members of the household and collects the following information:

- Screening for Eligibility
- Result of Screening Form for Household Eligibility
- Result of Household Interview
- Section 1: Information on Household Questionnaire (HQ) Respondent
- Section 2: Household Listing
- Section 3: Housing Environment (HE)
- Section 4: Household Income
- Section 5: Household Agricultural Income and Assets
- Section 6: Household Financial and Non-Financial Assets
- Section 7: Access to Social Programs and Benefits
- Section 8: Overall household economic conditions
- End of Interview

The goal of the survey is to conduct the household interviews for all sampled households and interview all age-eligible members of the sample household. Should the identified age-eligible individual/s not be available after three attempts (attempts should be made preferably at different days of the week and at different times during the day), the interviewer closes the case and marks on the questionnaire form that respondent was not found.

The person who answers the Household Questionnaire should be the household head or any other adult member of the household (at least 18 years of age) who is most familiar with the socio-economic circumstances of the household. Please note that this respondent does not have to be an age-eligible person age 60 and older.

The Individual Questionnaire includes information on the following topics:

- Cover Sheet for Individual Interview
- Result of Individual Interview
- Section 1.Demographics
- Section2. Children
- Section3. Physical Health
- Section 3A. Activities of Daily Living
- Section 3B. Non-Communicable Diseases and Chronic Conditions
- Section 3C. Bones and Joints Problems
- Section 3D. Stroke
- Section 3E. Eyes and Hearing Problems
- Section 3F. Dental Health, Teeth
- Section 3G. Infectious Diseases
- Section 3H. HIV/AIDS
- Section 4H: Urinary problems
- Section 5: Mental Health
- Section 6: Health Care Utilization
- Section 7: Health Insurance Coverage
- Section 8: Support and Help Received and Provided within the Household
- Section 9: Support and Help Received and Provided Outside of the Household
- Section 10: Financial Support
- Section 11: Caregiving to Children in the Household
- Section 12: Employment Status
- Section 12A: Employment in Agriculture
- Section 13: Retirement Benefits and Pensions
- Section 13: Access to Social Programs and Benefits
- Section 14: Abuse of Older People
- Section 15: Social Life and Loneliness
- End of Interview

3. Interviewer’s Role

The interviewer occupies the central position in the survey because he/she has direct contact with respondents and collects information from respondents. Therefore, the success of the survey depends heavily on the quality of each interviewer’s work.

In general, the responsibilities of an interviewer include the following:

1. Locate the households and establish contact with each assigned household

2. Identify all eligible respondents in these households

3. Complete the Household Questionnaire

4. Interview all eligible respondents in the households using the Individual Questionnaire

5. Check completed interviews to be sure that all questions were asked and the responses are legibly recorded (and neatly recorded if the questionnaire is done on paper and not on tablets)

5. Return for two more visits to interview sampled households and respondents who could not be interviewed during the initial visit

6. Brief and report any problems occurring during the fieldwork to the assigned supervisor

The specifics of these tasks will be described in detail throughout this manual.

3.1. Training of Interviewers

The two week Interviewers' training will consist of a combination of formal classroom training and practical experience. The classroom training will consist of different training sessions that focus on different parts of the questionnaires. All parts of the Household and Individual Questionnaires will be covered in full detail during the training sessions. During these sessions, interviewers will also be trained in the use of CAPI. Before each training session, the interviewer should study this manual carefully along with the Household and Individual Questionnaires, writing down any questions that he/she might have. Interviewers are encouraged to ask questions while in training at any time to avoid mistakes during the actual interviews. Interviewers are encouraged to share knowledge and best practices to benefit from individual experiences.

On the first day of the training, each interviewer will receive a package with the following materials:

1. Household Questionnaire

2. Individual Questionnaire

3. Interviewer's Manual

4. CAPI tablet

Interviewers are expected to bring these materials each day during the training and to the field during fieldwork. At the end of each training day, interviewers will be given assignments and reading material to prepare for the next day's training session. Interviewers are expected to actively participate and engage in the training.

During the training, the survey guidelines, questionnaires, CAPI and field logistics will be discussed in detail. Interviewers will see and hear demonstration interviews as examples of the interviewing process. Interviewers will take part in role play as interviewer and respondent.

During the training, interviewers will also engage in 'mock interviews' with representatives of the target population that will not be part of the survey to practice their skills but also to pre-test the survey instrument, particularly the CAPI application. Interviewers-in-training will be given tests to see how well they are progressing during their formal training period. At the end of the training course, a formal test will be given and the interviewers for the survey will be selected based on their test results and performance during the field practice.

The training interviewers will receive does not end when the formal training period is completed. Interviewers' interactions with the team leaders during the fieldwork are a continuation of the training. These interactions and the feedback from the supervisor are particularly important during the first few days of fieldwork. Interviewers should not hesitate to address all situations they encounter in the field, including those not covered during the training. The team leaders will conduct regular sessions with the interviewers to discuss problems encountered in the fieldwork. The interaction of interviewers with the team leader and other interviewers is very important since it will provide valuable information on fieldwork situations and interviewers can learn from each other's experience in the field.

The team leaders will provide the interviewers regularly with feedback on the quality of their work; they will review completed questionnaires and check completeness and consistency. They will also observe randomly selected interviews to ensure these are administered according to the rules. Field- team leaders are a very important source of information for the interviewers since they will provide guidance and assistance regarding any problems in the field, such as finding a household, dealing with respondents, understanding the questionnaire and other issues.

4. General Rules and Survey Regulations

The success of this survey is the result of team work. Each interviewer is part of a larger team and is expected to display a positive and productive work attitude and behaviors conducive to the success of the team. The following rules provide guidance to the interviewer engaged in the survey.

1. Interviewers for this Survey are selected based on performance during the training, ability and test results. Any person caught cheating during testing will be dismissed with immediate effect.

2. Except for illness or other emergency situations, any interviewer who is absent from duty during any part of the fieldwork (whether it is a whole day or part of a day) without prior approval from his/her supervisor may be dismissed from the survey.

3. Interviewers are required to report to duty on time every day. The respective arrangements will be communicated by the team's supervisors. If an interviewer does not report to work on time on more than two occasions he/she may be dismissed from the survey.

4. Interviewers are expected to wear appropriate attire and display respectful behavior towards respondents and their household members at all times. Use of substance, such as alcohol or cigarettes amongst others, while on assignment is strictly prohibited. Cell phones have to be turned off during the interviews. Any failure to comply with these rules may result in being dismissed from the survey.

5. Throughout the assignment as well as during the training, interviewers will be representing the NSO of Malawi. Interviewer's behavior and conduct must be professional at all times. Any interviewer who is consistently disrespectful to respondents and/or other team members will be dismissed from the survey.

6. It is the interviewer's utmost responsibility to ensure that collected data are both accurate and valid. To ensure high data quality, the survey management will conduct regular checks. Interviewers may be dismissed from the survey at any time if the survey management determines that the interviewer's performance is not adequate and up to the high quality standards for the implementation of this survey.

7. Vehicles and gasoline are provided for the survey for official use only. Any interviewer using the vehicle for any unauthorized personal use will be dismissed from the survey with immediate effect and will be expected to cover the expenses for the vehicle used for unauthorized personal use.

8. Tablets to collect the data are provided for the survey for official use only. Any interviewer using the tablets for any unauthorized personal use will be dismissed from the survey with immediate effect.

9. All information collected in this survey is strictly confidential. Any information collected during the survey shall not be discussed with anyone outside the survey team. Under no circumstances shall confidential information be passed on to third parties, including family members or relatives of the respondent who participated in either the household or individual interview. It is also important that an interviewer never interviews anyone he/she is either related to or knows personally. If an interviewer encounters such a situation, he/she needs to inform the supervisor immediately and another interviewer will be assigned to this case.

10. Interviewers are expected to inform the team-leader of any challenges they face while on assignment. These challenges may relate to the identification and/or location of a sampled household, to the interview situation, technical issues with CAPI and/or to issues relating to team-members.

It is imperative for all interviewers to abide by these rules and regulations while engaged in the survey. Any interviewer who violates these rules and regulations will be dismissed from the survey with immediate effect.

In conclusion, the survey director may terminate the service of any interviewer who is not performing at the level necessary to produce the high-quality data required to make the Survey on Aging in sub-Saharan Africa a success.

4.1 Prohibition of discrimination, harassment, including sexual harassment, and abuse of authority

Prohibition of discrimination, harassment, including sexual harassment and abuse of authority is guided by the United Nations Rules and Regulations (ST/SGB/2008/5).

1.1 Discrimination is any unfair treatment or arbitrary distinction based on a person's race, sex, religion, nationality, ethnic origin, sexual orientation, disability, age, language, social origin or other status.

Discrimination may be an isolated event affecting one person or a group of persons similarly situated, or may manifest itself through harassment or abuse of authority.

1.2 Harassment is any improper and unwelcome conduct that might reasonably be expected or be perceived to cause offence or humiliation to another person. Harassment may take the form of words, gestures or actions which tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate or embarrass another or which create an intimidating, hostile or offensive work environment. Harassment normally implies a series of incidents. Disagreement on work performance or on other work related issues is normally not considered harassment and is not dealt with under the provisions of this policy but in the context of performance management.

1.3 Sexual harassment is any unwelcome sexual advance, request for sexual favor, verbal or physical conduct or gesture of a sexual nature, or any other behavior of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. While typically involving a pattern of behavior, it can take the form of a single incident. Sexual harassment may occur between persons of the opposite or same sex. Both males and females can be either the victims or the offenders.

Below are some general rules and principles how to deal with sexual harassment should it occur during fieldwork. However, it is the country's IA responsibility to specify these rules according to the IA rules and regulations.

Sexual harassment in any form will not be tolerated when conducting the MISA. This includes sexual harassment of other team members, respondents and/or their household members, or any other type of sexual harassment conducted during employment as an interviewer.

Sexual harassment may hurt work performance, and in some cases, an individual may feel that they must comply with the unwelcome advances or requests in order to keep their job. Sexual harassment can be committed by a man towards a woman, by a woman towards a man, or between two individuals of the same gender.

To avoid any appearance of sexual harassment, individuals should be careful to avoid unnecessary physical contact and suggestive language and should maintain a professional work climate at all times. Anyone who feels that he or she has been the target of sexual harassment or who has witnessed an apparent incident of harassment should immediately report the incident to his or her supervisor, or to the survey manager. The implementing agency is required to investigate the claim and keep reports confidential to the extent possible. The implementing agency must take actions to prevent and correct harassing behavior. These actions can include changing workspace, reassigning interviewers or supervisors to different teams and other disciplinary actions. Retaliation against individuals filing complaints of sexual harassment will also trigger disciplinary action.

1.4 Abuse of authority is the improper use of a position of influence, power or authority against another person. This is particularly serious when a person uses his or her influence, power or authority to improperly influence the career or employment conditions of another, including, but not limited to, appointment, assignment, contract renewal, performance evaluation or promotion. Abuse of authority may also include conduct that creates a hostile or offensive work environment which includes, but is not limited to, the use of intimidation, threats, blackmail or coercion. Discrimination and harassment, including sexual harassment, are particularly serious when accompanied by abuse of authority.

5. Informed Consent

Prior to each interview (Household as well as Individual Questionnaire) the respondent will need to provide his/her personal consent to participate in the study (a sample of the informed consent form is attached in Annex II of this manual). The interviewer should have the respondent read the form carefully and answer any questions he/she might have. The interviewer may also read the form to the interviewee upon request as needed. Before the interview can start, the form needs to be completed by the interviewer and both, the respondent and the interviewer need to sign two copies of the form for each interview. The following information needs to be provided in the informed consent sheet: Name of the respondent (first & last name), household ID, individual ID, date of the interview, name of the interviewer (first & second). The interviewee will be given one copy of the signed form for each interview in which he/she participates. Interviewers are provided with two types of consent forms, one for the Household Questionnaire and one for the Individual Questionnaire. If the same person answers both questionnaires, both forms need to be signed by the (same) respondent separately prior to the interview. No interview is to be conducted without a signed consent form. All forms need to be signed by the participant. Signatures by persons other than the respondent are not acceptable. A respondent may decide to only participate in the household interview and not to provide consent for the individual questionnaire. In this case, only the Household Questionnaire interview will be conducted.

In cases of households with more than one age-eligible individual for the individual interview, a consent form has to be signed by each age-eligible individual separately. Also, the interviewer should obtain the consent from each participant separately to maintain privacy and confidentiality (respondent may have different questions that they need to address in privacy). There is no such thing as “a collective consent” for age-eligible respondents from the same household!

In case the consent form needs to be read to the respondent, it needs to be read exactly as it is written, without changing any text or just providing a summary of the consent. The interviewer should answer all concerns and questions the respondent may have. The interviewer should ask the respondent if he/she may have additional questions or concerns about the study. If the respondent does not have any additional questions or concerns about the study, the interviewer asks him/her to sign the consent form. If a respondent is not able to provide his signature, the interviewer obtains a finger print and places it on the signature line. It is the respondent’s independent decision to participate in the survey. If the respondent gives his/her consent to participate in the survey, the interviewer continues with the interview to which consent was given. If the respondent does not provide consent to participate, the interviewer should undertake all efforts to address any pending questions and/or concerns the respondent might have in order to secure his/her participation. Should the sampled respondent finally decline to participate, the interviewer needs to provide that information on the cover sheet and ends the interview. In case a household interview was conducted and an age-eligible household member declined, the interviewer will then engage with the next age-eligible household-member to seek his/her consent.

6. Conducting an Interview

This section contains a number of general guidelines on how to conduct a successful interview.

There is a simple rule of thumb: the better the quality of the relationship between interviewer and interviewee, the richer the quality of the data elicited. This is because experience shows that when interviewees are comfortable and trusting, they relate richer stories and elaborated explanations[3].

Interviewees are sometimes uncertain of their role and usefulness to a research project. They can be suspicious of the researchers' motives that may, at best, be an inconvenience to or an intrusion into their normal daily life and work activities. The researcher needs to introduce him-/herself, clarify and sell the research project, describe the interviewees' roles and emphasize that the unique knowledge and insights of survey participants [often tacit] is extremely crucial to the success of the research and the project. Interest in participating in the study can be elicited by suggesting ways the research outcomes are expected to benefit or be of interest to the interviewees. It is important for the interviewer to manage the interviewer-interviewee relationship and to build trust by

a) B*eing prepared* and identify clues and signals to establish a bond by providing the space to engage in non-research agenda item issues where necessary prior to the interview.

b) *Being patient*: while it is necessary to complete the interview in a timely manner, it is of utmost importance to build a good rapport and to provide sufficient time for the respondent to understand and answer the questions.

c) *Being engaged*: Possible prompts may include encouraging feedback, approving nods, assurances of data utility, expressions of gratitude, and even laughter, if appropriate.

6.1. Approaching a Household or Individual Respondent

At the beginning of each field day, the team leader will assign households to each interviewer and it is the responsibility of the interviewer to establish contact with each household given to him/her on this day.

The interviewer needs to make an actual contact attempt with the household or individual either by knocking on the door, calling out, or talking to people the interviewer encounters near the household. Simply walking by and thinking that no one is at home does not constitute as attempt to contact the household and/or individual respondent.

- Speak to the first adult you encounter and explain the purpose of your visit.

3 Paul Ryan et al., Case Research Interviews: Eliciting superior quality data; in: International Journal of Case Method Research & Application (2008) XX, 4, pp. 443ff

- If no one answers, try to speak to a neighbor to find out where the members of this household might be.
- If the first visit is unsuccessful, make to two additional visits to the household/individual at different times and different days during the day.

Every effort should be undertaken to establish the first contact with the head of the sampled household. Should he/she not be available, another member of the household (age 18 or older) who can speak on his/her behalf and who is knowledgeable about the socio-economic situation of the entire household as well as about demographic information, such as age, level of education and health conditions of individual household members.

Should no suitable respondent for the household interview be available, the household interview should not be conducted at this visit. The interviewer needs then to engage with the household member/s present to identify the head of household and to re-schedule the interview at a time when the head of household can be expected to be present. All efforts should be undertaken at first contact to determine if any household member is 60 years or older.

When you have made a successful contact with a sampled household/respondent, introduce yourself politely and explain the purpose of your visit. The interviewer will be provided with an identification letter and an ID that confirm he/she is working for the Malawi NSO. The ID as well as the letter will need to be presented to all participants prior to the interview.

The goal is to achieve an interview at every household visited. A negative approach on the doorstep will almost always be self-fulfilling. Inform the respondent of the purpose of the study and explain that the information collected will be used to understand the socio-economic living conditions of older persons in Malawi. Also explain that the study will help to understand barriers that older people may face and to develop effective policies and programs to address the situation of older people in the country; explain that you are collecting this information for a number of households and older individuals age 60 and above throughout the country and that all the information will be used for statistical purposes and will be kept strictly confidential.

The Household Interview will provide the interviewer with information on age-eligible persons (60 years and over). If at least one age-eligible person is identified, the household interview will be conducted, followed by the individual interview. Please ensure that informed consent is given by ALL interview participants (see 5.2, Informed Consent)

6.2. Reluctant Respondents and "Gatekeepers"

In almost all surveys you may encounter sampled participants who are reluctant or refuse to participate in an interview. Some of these people may have been contacted before. With the right approach, you may be able to win their trust and conduct a successful interview.

- Be pleasant and professional when you approach respondents;

- If a person is hesitant to participate in the study, try to understand his/her reasons for refusal; provide empathy and understanding of his/her viewpoint, by saying something like, ‘I can understand that’ or ‘You certainly have the right to feel that way’. Should there be a time-constraint, offer to return at a more convenient time. If trust is a concern, emphasize the confidential nature of the survey.
- Emphasize the positive aspects of the survey such as the importance of gaining insight into the situation of older persons in the country to be able to address them properly; stress the fact that this is not a knowledge test or exam (there are no right or wrong answers); provide an indicative idea of the expected duration of the survey and stress the fact that many participants interviewed earlier did enjoy the interview and experienced that the time spent in the interview passed quickly;
- Explain why you cannot contact another person by emphasizing how the household/respondent has been selected for this interview, that this is an important chance offered to only a small group of people/households in the area and that this is a unique opportunity to contribute to a better understanding of the circumstances of older people in the country;
- Do not get into methodological details, such as sampling procedures, etc. since this might confuse those participants without adequate technical backgrounds.

In certain situations the interviewer may encounter people who serve as “gatekeepers” to older individuals. A “gatekeeper” is an individual who acts as a barrier to direct contact with a respondent. When interviewing respondents age 60 and over, the most likely gatekeepers you will find are mostly younger family members and relatives. The gatekeeper may be the spouse, adult child/son/daughter-in-law, or a close relative such as a sister or brother, a grandchild, or a neighbor or professional caregiver.

Given that gatekeepers are concerned and are trying to protect the respondent, it is of critical importance for the interviewer to quickly establish a rapport of trust by listening to their concerns and demonstrate an understanding of their concerns. Explain the importance of the selected respondent’s input into the study and ensure that the respondent will not be put in an uncomfortable or stressful situation. However, make sure that during the interview confidentiality will be maintained and the gatekeeper will only be present if the interviewee is in agreement with his/her presence.

You may also find respondents who were instructed by their ‘gatekeeper’ not to talk and/or engage with strangers or persons unknown to them. In such a situation, inform the respondent that you understand his/her concerns and seek to speak to the gatekeeper directly to clarify any pending questions and/or queries they might have regarding the survey and/or the study.

When engaging with the gatekeeper, please follow the rules below:

- Fully explain the study to the gatekeeper and stress the importance of speaking directly with the respondent.
- Offer that the respondent may request the gatekeeper to facilitate the interviewing by supporting the respondent as needed. Please remember that no proxy-interviews (see 2.3) are to be conducted.

- Do not attempt to circumvent gatekeepers to reach respondents. Respect their desire to protect the respondent and do your best to convince them of the significance of the study and the respondent's participation.

6.3. General Rules for Conducting the Interview

1. Always read the entire question as it is: In order to maintain the standardized approach to the interview, the questions need to be presented to the respondent as written in the questionnaire. Never change the question, words in the questions or parts of the question.

In case a respondent may not be able to understand a question in its standard wording, repeat the question slowly and clearly. If the respondent is still not able to understand the meaning of a question, the interviewer may reword the question without altering its meaning. Should rewording be necessary for several questions, please provide a note on this at the end of the interview.

2. Response Options to Questions: Never change the provided response options to the questions. Also, never suggest to a respondent that there is a "right" or "wrong" answer. Allow the respondent to answer the questions by him/herself and never suggest answers to the respondent, such as: "I suppose you mean…?"

There might be cases when the respondent clearly does not give the correct answer. For instance, when the interviewer asks the respondent about the type of toilet in the household, a respondent may give an answer "Flush toilet", but based on the location and other circumstances (i.e., the interview is in a remote village with no water piping, etc.) it is clear that this is not possible. In this situation, do not fill out the answer, but spend few moments talking about other things such as the weather or daily activities, and then try to return to the question. In specific situations such as for example in the above case, if the respondent continues to insist that the household has a flush toilet, the interviewer may ask politely if he/she could see or use the toilet facility. If a situation like this occurs, do not tell the respondent that he/she did not say the truth, but enter the correct response and continue with the interview. Please provide a note on this at the end of the interview.

Respondents may be reluctant or unwilling to answer a certain question. Depending on the nature of the question, explain that the same questions are asked to other people in the country and that all answers will be treated confidentially. Further emphasize that all answers will be merged and no specific individual will be identified. Then repeat the question.

Try to avoid "don't know" responses as much as possible, particularly for attitudinal questions. In this situation, repeat the question to ensure that the interviewee fully understands the question and will be able to answer it correctly. If it appears that the respondent just says "Don't know" to get faster through the interview, try to distract him/her by chatting about the weather or daily activities and return to the question. If he/she answers "I still don't know", probe one more time by asking him/her "Could you give me your best estimate?". If you still have the impression that the respondent is "rushing" through the questionnaire because he/she seems to be under time pressure, suggest stopping the interview and returning at a more convenient time for the respondent.

If a respondent answers "Not applicable (N/A)", ask him/her why the question does not apply to him/her.

The response options 'Don't know (DK)' and 'Refused (RF)' and 'Not applicable (N/A)' are included in almost all questions as appropriate. These response options are NOT to be read to the respondent and only be selected if no other answer could be solicited from the interviewee through providing more clarification and probing (see next chapter).

6.4. Clarification and Probing

In some situations, *clarification*, i.e. additional information/explanation is needed for the respondent to fully understand the question and to provide the required responses. *Probing* is required when the respondent appears to understand the question, but only offers a response that does not meet the objective of the question. When this occurs, interviewers should use non-directive probing (probing that does not influence the answer a respondent provides) and question repetition.

The interviewer will need to provide clarification and/or probe further under the following circumstances:

- Respondent seems to understand the question but provides an inappropriate answer
- Respondent does not seem to understand what is asked
- Respondent seems to misinterpret the question (or response options)
- Respondent is not sure what to answer and either states not to know or refuses to answer a specific question
- Respondent provides irrelevant information
- Respondent gives incomplete information or his/her answer is not clear

If there is any indication that the respondent has not heard the entire question or heard only parts of it, the question needs to be repeated. If the respondent seems to understand only parts of the question, the entire question or the portion of the question that is not understood needs to be repeated. If a respondent asks to repeat parts of the question or response options or didn't understand the entire question, the interviewer needs to repeat as requested and ensure that the respondent has understood the question. The interviewer may omit a response option only if the respondent has clearly eliminated that specific option.

6.5. Confidentiality of responses

If the respondent is hesitant to participate in the interview or to respond to specific survey questions due to confidentiality concerns, explain that the collected information will remain confidential, assure that the purpose of the survey is to get an overview of the situation of older persons in the country in general (and not on specific individuals) to provide Government and related actors with the basis for policy making and program development.

As discussed earlier (section 5) the interview should be conducted in a confidential environment without the presence of other family members, friends or neighbors without the explicit consent of the respondent. Ensure that also no one can hear the responses. If privacy cannot be established and maintained within the house, another more private venue needs to be identified, possibly in consultation with the respondent. In a village this may be a place outside of the house, under a tree or sitting in the middle of a field/garden). Should the interview be interrupted through the presence of other persons, suspend the interview and resume only if privacy could be restored. Should this not be the case, resume the interview at another venue or at a different time.

Interviewers should never mention other interviews or show completed questionnaires to the supervisor or field editor in front of a respondent or any other person.

6.6. "Relationship" with the respondent

As discussed earlier, it is important that the interviewer establishes a trustful relationship with the respondent. This includes being frank with the respondent and answer any survey related questions from the respondent honestly. Before agreeing to be interviewed, the respondent may ask the interviewer some questions about the survey or how he or she was selected to be interviewed. The interviewer should give a direct, honest and pleasant answer; however avoid technical details, such as sampling methodology, etc. The respondent may also be concerned about the length of the interview. State that based on your experience, the household interview takes on the average one hour and the individual interview about one hour and 30 minutes. This might vary, depending on the specific circumstances of the household and interviewees. If the respondent appears to be under time pressure and is reluctant to conduct the interview at the given point in time, offer returning at a more convenient time.

6.7. The neutral tone of the interview.

It is expected that interviewers remain neutral during the entire interview process. Interviewers must also be non-judgmental in the verbal as well as non-verbal feedback (facial expressions or body language) they provide to avoid influencing the interviewing process and to ensure to solicit accurate and complete answers. To do this they must take care that nothing they say, or do, implies any evaluation or judgment about the content of the respondent's answers (definition adapted from Fowler and Mangione, 1990:48–9). This includes that the interviewer neither expresses any personal opinion or values nor discloses personal information. Interviewers should neither through facial expression nor through the tone of his/her voice communicate any clues about the 'correct', 'expected' or 'usual' answer[4]. Never appear to approve or disapprove of any of the respondent's replies!

6.7.1. Never suggest answers to the respondent.

It's the respondent who answers the questions in the surveys, not the interviewer; therefore the interviewer should never suggest answers to the respondent. The interviewer should not ask the respondent questions like: "I suppose you mean that …, is that right?".

Read the response options to the questions to the respondent as instructed. Sometimes it is necessary to re-read the questions and answers several times, particularly in the case of interviews with older persons. Make sure that the respondent understands the questions as well as the response options.

4 Methodological standard for interviewer behavior, Statistics NZ; website http://www.stats.govt.nz/methods/survey-design-data-collection/interviewer-behaviour/glossary.aspx accessed on 23 August 2016

6.7.2. Never change the wording or sequence of questions.

The exact wording of the questions and their sequence in the questionnaire must be maintained. If the respondent does not understand the question, repeat the question slowly and clearly. If there is still a problem, you may reword the question providing only minimum information, being careful not to alter the meaning of the original question.

6.7.3. Showing respect to the respondent and his/her environment

While respondent to the Household Questionnaire may be under age 60, all respondent to the Individual Questionnaire are men and women age 60 years and older, some of whom will have physical and mental health issues, or just might need more time to understand or respond to a question. Handle all respondents with dignity and respect regardless of age, gender, ethnicity, health status, education or socioeconomic situation.

Also, do not categorize respondents based on negative stereotypes that describe older persons as frail, weak and helpless or boring and forgetful, as illiterate and not able to provide meaningful answers to the survey. Older persons are as diverse as other age-groups and therefore merit the same respect, decency and care.

6.8. Interview Tempo

Do not hurry the interview. Always leave time for the respondent to think about the question. As stated earlier, the majority of respondents are older people who may have a slower response time. Therefore, do not rush the interviewee to provide you just with just “any” response. If the interviewer notices that a respondent may need additional time to answer a question, he/she tells the respondent: “Please take your time”.

If the interviewer encounters a situation in which he/she notices that the respondent is answering without thinking just to speed up the interview, the interviewers should say to the respondent: “There is no hurry. Your opinion is very important, so consider your answers carefully. Take your time.” If the interviewer notices that a respondent is under time pressure because she/he has to attend to other things, the interviewer should suggest coming later and do/finish the interview at the respondent’s convenience.

6.9. Language of the Interview

The household and individual questionnaire will be translated from English into Chichewa and Tumbuka. The field teams will be arranged to ensure interviewers are fluent in the languages spoken in the assigned areas. At the beginning of the interview the interviewer determines in consultation with the respondent which language will be used for the interview. Should the interviewer not be familiar with the chosen language, the interview should not be continued and the interviewer needs to consult with the supervisor as to how to proceed with this specific interview (depending on the resources available the supervisor will assign another team member with the required language skills to the respondent, or assign a translator to facilitate the interview. Do not proceed with the interview by asking someone to translate for you; it is the supervisor’s responsibility to make the respective interview arrangements under such circumstances.

Interviewers will be practicing the interview in the three languages of the survey. During the fieldwork, interviewers may encounter situations when they will have to modify the wording to the local dialect or culture. It is of a particular importance not to modify the meaning of the question in these cases.

7. Fieldwork Procedures

The fieldwork for this study will proceed according to a given time table. You are expected to follow all rules and do your best to support the team to proceed according to the established time table.

7.1 Assignment Sheets

Below are the general guidelines on what needs to be included in the assignment sheets for interviewers to locate the sampled households/respondents.

At the beginning of each working day, the team supervisor will brief the interviewers on the daily work assignment; explain where to go and how to locate the households that are assigned to each interviewer. The interviewers will receive an assignment sheet with the household's identification information (household number, structure number or address, etc.).

The assignment sheet serves as a summary of the fieldwork and needs to be completed carefully, reporting on each visit to a household.

Review carefully the assignment sheet and ask questions you may have. Make sure that:

1. The assignment sheet provided contains all the information required to locate a selected household. Detailed instructions will be provided in the CAPI manual and during the training.

2. You have household and individual questionnaires available. [If interviews are done on tablets, make sure that the tablet is charged and you have enough battery to complete the day's assignments.]

3. You know the location of the selected households you are to interview, and have sufficient materials and information (maps, written directions, etc.) to find them [The materials necessary to locate the sampled households/respondents will be prepared by the NSO and will be handed to you by the team-leader.]

4. You received any special instructions from your supervisor about contacting the households you are assigned.

Each contact with a selected household needs to be recorded in the Assignment Sheet; this includes contacts that did not lead to an interview, contacts to arrange an interview and contacts that lead to a complete household interview and/or completed individual interview.

The following template for an Assignment Sheet provides the type of information needed for the location of a household, the information to be recorded regarding members of the household, number of visits to the household and the final outcome of the visit/s. The information needs to be entered into the sheet immediately after a visit/interview in order to ensure accuracy of the information collected.

INTERVIEWER'S ASSIGNMENT SHEET

Cluster Number:	Interviewer Name:	Interviewer Number:

Households							Age-Eligible Adults 60+ Years Old						
Household Number: (1)	Structure Number or Address: (2)	Name of Household Head: (3)	Result of 1st Household Visit: (4)	Result of 2nd Household Visit: (5)	Result of 3rd Household Visit: (6)	Total Number of Age-Eligible Adults (60+ years old) in the Household: (7)	First Name: (8)	Last Name: (9)	Result of 1st Visit: (10)	Result of 2nd Visit: (11)	Result of 3rd Visit: (12)	Total Number of Individual Interviews completed in Household: (13)	Notes: (14)
1							Note: Up to 6 lines per household						
1													
1													
1													
1													
2													
2													
2													
2													
2													
2													
etc.													

Codes for	Columns 4, 5, 6	Codes for	Columns 10, 11, 12
1	Completed	1	Completed
2	No household member age 60+	2	Refused
3	No competent respondent at time of visit	3	Postponed (Enter in notes when interview is scheduled)
4	Entire household absent fro extended period of time	4	Respondent not competenet to answer questions because of illness disability
5	Refused	5	Respondent absent for extended period of time
6	Dwelling vacant/address not dwelling	6	Partly completed (enter in notes when to return and complete)
7	Dwelling destroyed	7	Other
8	Dwelling nout found		
9	Other		

At the end of each field day, the interviewer needs to submit the Assignment Sheet together with all completed questionnaires (in case the interview is conducted with paper and pencil) to the supervisor. The supervisor will ensure that the information on the assignment sheet is consistent with the information on the individual questionnaires (i.e., whether the household numbers agree, names of interviewed people are the same, number of interviews agree, etc.).

7.2. Locating households

The exact guidelines as to how the sampled households and respondents are to be located will be developed in detail by the NSO using CAPI and will be provided during the training and in the CAPI manual. Below are general guidelines for the identification and location of sampled households and /respondents.

Housing and living arrangements

A structure is a freestanding building, for a residential or commercial purpose. It may have one or more rooms in which people live; it may be an apartment building, a house, or a thatched hut. Within a structure, there may be one or more dwelling (or housing) units. A dwelling unit is a room or group of rooms occupied by one or more households. It may be distinguished from the next dwelling unit by a separate entrance. For instance, there would be one dwelling unit in a thatched hut, but there may be 50 dwelling units in an apartment building or five dwelling units in a compound. Within a dwelling unit, there may be one or more households. By definition in the MISA, a household is one or more persons, related or unrelated, who live together and make common provision for food, they regularly take their food together from the same pot, and/or share the same grain store (nkhokwe) or pool their incomes for purchasing food. Persons in the same household may live in one or more dwelling units. In some cases one may find a group of people living together in the same house, but each person has separate eating arrangements; they should be counted as separate one-person households. Collective living arrangements such as hostels, army camps, boarding schools, or prisons are not considered as households in the present study, and are therefore excluded from the survey.

In many instances, households can be located through the structure number of their dwelling. The structure number is usually written above the door of the house, but sometimes it may be on the wall. It is important for the interviewer to be able to locate the structures in the sample by using a sketch map if provided.

The following are some of the possible challenges when locating a sampled household that are either due to errors that occurred during the preparation of the household lists or the target household no longer resides at the location the list provides.

1. The household has moved and a new household is now occupying the dwelling. In this case, interview the new household.

2. The household has moved within the same cluster (and no new household has moved into the dwelling) the household that moved has to be interviewed.

3. The structure number and the name of the household head do not match with what the interviewer finds in the field. If the interviewer has located the correct dwelling, he/she should consider the household that is currently living in the dwelling as the selected household and proceed with the interview. Should the original household have relocated and the new address is known, this household is not to be interviewed.

Example: An interviewer is assigned a household headed by James Smith that is listed as living in structure ES-1. Upon establishing contact with the household, the interviewer finds the household is not headed by James Smith, but by John Clark. The interviewer needs to verify that he/she has identified the proper structure or dwelling unit. If this is the case, he/she will interview the household headed by John Clark. If this is not the case, the interview will not be conducted and the proper structure/dwelling needs to be identified. Should it be known that the household of James Smith has moved to ES-9, this household is not to be interviewed.

3. The listing shows only one household in the dwelling, but two or more households are living there now. When the listing shows only one household and the interviewers finds two households, interview both households. Make a note on the cover page of the household that was not in the listing. The supervisor will assign this household a number, which the interviewer should enter on the questionnaire.

4. If the listing shows two households, only one of which was selected, and the interviewer finds three households there now, only interview the one that had been selected and ignore the other two.

5. The head of the household has changed. In some cases, the person listed as the household head may have moved or passed since the listing. Interview the present head of household.

6. The house is all closed up and the neighbors say the people are on the farm (or away visiting, etc.) and will only return after the end of the survey. It might be advisable to double check at different days and different times (undertake three efforts to establish contact) to confirm this information. Should this be the case, note this information in the Assignment Sheet accordingly.

7. The house/dwelling is all closed up and the neighbors say that no one lives there; the household has moved away permanently. It might be advisable to double check at different days and different times to confirm this information (undertake three efforts to establish contact). Select Code ‘DWELLING VACANT OR ADDRESS NOT A DWELLING’ into the Assignment Sheet.

8. A household is supposed to live in a structure that when visited is found to be a shop and no one lives there. Check very carefully to see whether anyone is living there. It might be advisable to double check at different days and different times to confirm this information (undertake three efforts to establish contact). If this is the case, select the code for ‘DWELLING VACANT OR ADDRESS NOT A DWELLING’.

9. A selected structure is not found in the cluster, and residents tell you it was destroyed in a recent fire. Select code ‘DWELLING DESTROYED’.

10. No one is home and the neighbors tell you the family has gone to the market. Enter Code ‘NO HOUSEHOLD MEMBER AT HOME OR NO COMPETENT RESPONDENT AT HOME AT TIME OF VISIT’, and return to the household at a time when the family will be back (undertake three efforts to establish contact).

The interviewer will need to address all problems encountered with locating the assigned households with the team supervisor. Remember that the usefulness of the survey's sample in representing the entire country depends on the interviewers locating and visiting all selected households.

7.3 Identification of a Sample Person for Individual Interview

During the household interview all age-eligible household-members are to be identified: An age-eligible household member is any member of the household (male or female) who is 60 years or older. All age-eligible members of a household are to be interviewed individually. It is vital for the MISA that the age of household members, particularly the target population age 60 and older is established as accurately as possible.

Interviewers may encounter the following challenges when determining the age of respondents:

1. *An individual may claim that he/she is 60+ years old and eligible for an individual interview, but the person looks younger than 60 years (age-overstatement)*. However, it appears that the person is indeed under 60 years of age. In this case try to probe if this individual is indeed this age by asking about the age of children, or his/her age when some historic events happened in the country (see event list Annex 1). There are several ways to probe for age:

1) Ask the respondent how old the person was when she/he got first married or had the first child, and then try to estimate how long ago she/e got first married or had the first child.

Example: If the respondent states the listed person [NAME] was 20 years old when s/he had her/his first child and that the child is now 55 years old, consequently, the person should be currently 75 years old.

2) Relate the age of the listed person to that of someone else in the household whose age is more reliably known.

3) Try to determine how old the listed person was at the time of an important event such as a war, a flood, an earthquake, a change in political regime, etc. and add her age at that time to the number of years that have passed since the event.

If you notice discrepancies between these facts and the stated age, answer politely that you need to conduct the interview at another time and go back and consult with your supervisor who will give you instructions on how to proceed. You might also inquire if the individual has a voter registration card that would provide the age information. Including individuals who are younger but look older (possibly due to less healthier conditions) falsely into the survey could introduce a systematic bias into the sample since the results would point to a less healthy population than if only age-eligible individuals (individuals 60 and older) would be selected.

2. *Also an individual may claim he/she is under 60 years of age and thus not eligible for an individual interview (age-understatement)*. However, it appears that the person is indeed 60 years or older. In this case try to probe as suggested above if this individual is indeed under age 60 by asking about the age of children, or his/her age when some historic events happened in the country (see event list Annex 1). If you notice discrepancies between these facts and the stated age, answer politely that you need to conduct the interview at another time and go back and consult with your supervisor who will give you instructions on

how to proceed. You might also inquire if the individual has a voter registration card that would provide the age information. Missing individuals who should be in the sample due to age-underreporting could cause a systematic bias to the sample, since healthier older persons might look younger than less healthy individuals and would thus be falsely excluded from the survey since they are assumed to be not eligible (less than 60 years old).

With regard to the above it is of utmost importance that the age of the survey population 60 years and over is determined as accurately as possible since systematic under- or over reporting of the age of the individuals could lead to a systematic bias in the sample population and thus negatively impact on the representativeness of the sample and thus the survey and the data quality and finally the results of the study.

Additional challenges to be expected when identifying the target individual for the survey:

3. Age-eligible respondent not available. If the eligible respondent is not available when you first visit the household, enter the respective information as the result for the visit on the Assignment Sheet and ask a household member when the eligible person will return. You should contact the eligible person at least two additional times with an interview attempt, trying to make each visit at a different day and time of the day. Under no circumstances is it acceptable to undertake all three visits on the same day and then stop attempting to contact the respondent.

3. Respondent refuses to be interviewed. When you approach the respondent, ensure that your first impression is positive (see section 6). Introduce yourself politely, showing respect to the older person; explain the purpose of the survey and emphasize the importance of the respondent's inputs; emphasize that all information will be kept confidential and will be used only for statistical purposes. If the respondent is still unwilling to participate, suggest returning at another day/ at another time at the convenience of the respondent. Should the respondent still be unwilling to be interviewed, enter the respective code 'REFUSED' into the Assignment Sheet and report to your team leader.

4. Interview not completed. It is possible that you may have to interrupt an interview because the respondent was called away or for other reasons (such as somebody else joined you and the respondent which is a violation of confidentiality). If an interview is incomplete for any reason, you should arrange for a later appointment to complete the interview. Be sure that you record this information on the assignment sheet and indicate the time you agreed on for the follow-up revisit and report the problem to your supervisor.

5. Respondent incapacitated. There may be cases when you cannot interview a person because he/she is too sick, disabled, for example intellectually unable to understand your questions, or because they are deaf, etc. In these cases, record respective code 4 'disabled/sick' on the cover page of the questionnaire and on your Assignment Sheet and report to supervisor.

It is important to emphasize that an age-eligible household respondent cannot be substituted with another not-eligible person from this household. Also, an eligible household respondent cannot be substituted with another age-eligible person from another household. In addition, a sampled household cannot be substituted with another household.

The interviewer must complete the cover page of an Individual Questionnaire for each eligible respondent that he/she identifies in the household before starting the interview. If the interviewer cannot finish the interview for whatever reason, he/she writes the reason on the cover page. Take care to note any information that may be useful for contacting the person later.

Should there be no age-eligible individuals in the sampled household, only the Screen Form and the Assignment Sheet will need to be completed and no interviews are to be conducted.

7.4. Checking Completed Questionnaires

Below are general instructions on how to check the completeness of the questionnaires in paper & pencil interviews. In case the interviews will be conducted using CAPI, these checks are performed automatically by the system.

To be completed for CAPI applications

For the current purpose, the general guidelines follow a paper-based approach for the data collection.

It is the interviewer's responsibility to review each questionnaire when the interview is finished. This review should be done before the interviewer leaves the household to ensure that every question was asked, that all answers are clear and reasonable, and that all responses are coded appropriately. Also, the interviewer is supposed to check that the skip instructions are followed correctly. Also important is that all informed consent sheets are completed and signed by the respondent and the interviewer and that a copy of that document remains with the respondent. Further, ensure that the form for the hand-written sentence in response to question DM14 'Now I would like to write this sentence to me … ' in the Individual Questionnaire is completed for all individual interviews. Ensure that the sheet with the sentence also has the Name of the respondent (first & last name), household ID, individual ID, date of the interview, name of the interviewer (first & last) to make sure that the sentence can be assigned to the appropriate interview (see Annex 3). The consent form as well as the hand-written sentence in response to question DM14 need to be handed over to the team-leader at the end of each field-day. Interviewers are encouraged to keep a log of these survey related documentation to ensure that nothing gets lost.

You may be able to make minor corrections to the questionnaires yourself, but in many cases you will need to seek clarification from the respondent. Should this be the case, simply explain to the respondent that you made an error and ask the question(s) again. Do not recopy questionnaires since the chance of an error increases. All notes about the interview should be recorded in the provided fields or on the margins next to the relevant questions for review by the team leader.

Record anything that you think is relevant for the interview. These comments are very helpful for the supervisor and field editor when checking the questionnaires. These comments are also critical to resolve any problems with the completed questionnaires encountered during the data entry and data analysis.

7.5. Return of Work Assignments

At the end of each interview and the fieldwork each day, check to make sure that the cover page of the Household Questionnaire for each household has been completed, and whether the status of all visits/interviews scheduled for the day has been logged appropriately in the Assignment Sheet. Ensure also that the cover page of all Individual Questionnaires for each respondent identified has been completed, providing the information on the status of the interview. For all completed interviews, provide the final result on the Interviewer Assignment Sheet and add any notes in Column 14 that may be of help to the Supervisor, such as problems experienced locating a household, or completing a household or individual interview. All completed interviews and related forms (informed consent and written sentence) need to be handed in to the team leader at the end of the working day.

In the case of CAPI interviews, the forms need to be handed over to the team-leader at the end of the working day.

7.6. Recording Information

To be completed for CAPI applications

For interviews collected on paper follow the instructions below.

- It is very important to write neatly and legibly.
- Questions with pre-coded responses: All responses to questions in the household and individual interviews are precoded. Make sure that you circle neatly the correct answer (avoid making big circles over 2-3 response options, since this will not uniquely identify the respondent's answer).
- Some questions include the precoded response 'OTHER'. The OTHER code should be circled only when the respondent's answer is different from any of the precoded responses listed for the question. Before using the OTHER code, you should make sure the answer does not fit in any of the specified categories. When you circle the OTHER code for a particular question you must always write the respondent's answer in the space provided. If you need more room, use the margins or the comments section at the end. If you use the comments section, write, "see note in comments section" next to that question. Always write the exact response given by the respondent, do not modify respondent's options. In some cases, you may need to shorten a very long description; in this case, be careful not to modify the substance of the response in order to accurately reflect the response as provided by the interviewee. If necessary, add any clarifying comments in the comment section.
- Correcting entry mistakes: sometimes you may make a mistake by crossing the wrong response option. In this case, cross out the false response and circle the correct response.
- Skip patterns and skip instructions: Some questions do not pertain to all respondents and are therefore posed only to those respondents to whom they are relevant (for example: questions on support to children will only be posed to those respondents who do have children). All other interviewees will skip these questions. All skip patterns in the questionnaires are clearly marked and guide you to the next applicable question. It is very important to thoroughly follow the skip patterns as presented and to not ask questions that are not relevant for the present respondent.

8. Sequence of Questionnaire Administration

To following instructions are for the paper & pencil version of the survey. Questionnaire administration in CAPI is presented in the separate CAPI manual.

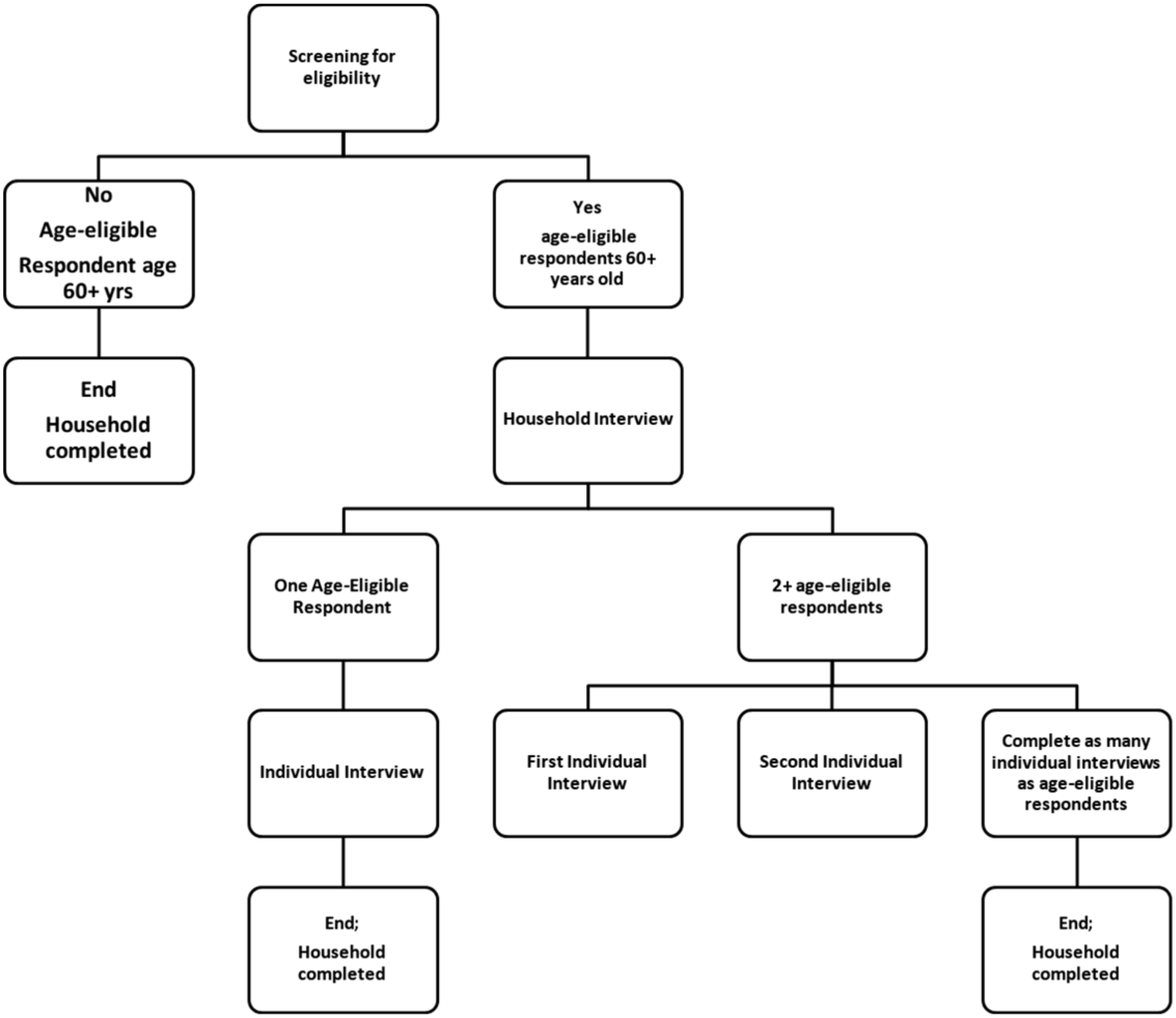
There are two questionnaires to be administered in this study: the Household Questionnaire and the Individual Questionnaire. Upon establishing contact with a selected household, the interviewer needs to screen the household to determine its eligibility to participate in the survey (see section 9.1). Only households who have members aged 60 years and older are eligible to participate in the survey. If the household is eligible, the interviewer will proceed with the Household Questionnaire. Remember, the person who answers the household questionnaire is not necessarily an age-eligible respondent. After completing the Household Questionnaire, the interviewer will proceed with the Individual Questionnaire.

In case there is no age-eligible member in the household, no interview will be conducted and the interviewer will complete the respective section of the Assignment Sheet and proceed with the next assignment.

Ideally, the Household and the Individual Questionnaire will be administered during the same visit. However, should this not be possible, a follow-up visit needs to be scheduled at a time convenient for the respondent. The interviewer needs to keep a log of the visit and the time and date for the next visit on the Assignment Sheet.

There will be households with more than one age-eligible respondent. Ideally the interviewer should interview all qualifying household members at the same visit. Should this not be possible, appropriate dates and times for the outstanding interviews need to be set and the information needs to be entered in the Assignment Sheet. Please note that only ONE Household Questionnaire is required per household, regardless of the number of age-eligible members.

Below is a flow chart summary of the sequence of interviews:



8.1. General Instructions for completing the Household Questionnaire

To guide the interviewer through the interview process, the paper & pencil version of the questionnaire as well as the CAPI application provide detailed interviewer instructions and explanations that are either for information for the interviewer *[‘**Interviewer**’: …]* or to be read to the respondent *[**Interviewer read:** …]*. These are placed throughout both questionnaires, at the beginning of sections or before questions. Please read the text as presented and neither shorten nor summarize with your own words. Do not skip sentences or paragraphs, and do not rephrase the information provided. If the respondent is not able to understand the introductory text, you may repeat it to him/her. If he/she still does not understand the text, you may explain it in your own words without changing the meaning of the text.

Follow the skip patterns indicated in the questionnaires. If a question is not applicable to a respondent, do not burden the respondent by asking an irrelevant question.

9. Household Questionnaire

The main goal of the Household Questionnaire is to provide information on the composition of the respondent's household, the household's general characteristics and to identify age-eligible respondents 60+ years old who will be subsequently interviewed with the Individual Questionnaire. The Household Questionnaire is to be administered to the head of the household or any other household member aged 18 or older who is most knowledgeable about the household and household members' socio-economic conditions. For details as to how to identify the appropriate respondent, please see sections 6 & 7.

Should you not be able to obtain consent for the household survey, but you have been informed that at least one age-eligible person lives in that household, you should undertake efforts to conduct the individual interview with the target person/s, but only if this would be appropriate (you may have to consult your supervisor on how to proceed). Should the circumstances permit, engage with the age-eligible individual/s to obtain consent for the interview. They may give you consent only for the individual interview. You may try to obtain consent for the household interview, and if separate consent is given by the head of household, you can also administer the Household Questionnaire.

9.1. Cover Sheet for Screening for Eligibility

To be completed for CAPI applications

The purpose of the cover sheet for screening for eligibility is to record the identifying information about the interviewed household and to determine if the household has age-eligible individuals aged 60 years and over to participate in the individual survey.

Fill in the required information on the cover sheet for the screening of eligibility; make sure the household identifying number (ID) is entered correctly in the respective field on top of the first page. Once the household information is recorded, proceed with the screening questions to determine if the household has age-eligible respondents (for details on how to determine the age of household members, see section 7.3).

Read the introduction to the screening questions (SCR) as recorded in the Screening Form exactly as provided.

SCR1. Your next step is to screen the household for age-eligible respondents (age 60 years and over). If the household does not have age-eligible members, fill in response option 2 (No).

Note: Older individuals aged 60 and older to whom the household members provide food, but who do not reside/stay in the same dwelling as the household members are not to be interviewed for this household.

Fill in the result of the screening questions in the section 'Result of Screening Form for Household Eligibility' following the description below:

The following are descriptions of the various result codes:

- Code 1. Select this code if there is one or more age-eligible person in the household. Enter Code 1 if the response to SCR1 is “1. Yes”.
- Code 2. Enter if there is no age-eligible person in the household. Select Code 2 if response to SCR is “No”: no age-eligible individual in the household (there is no older person aged 60 and older who lives in the household.)
- Code 3. No competent respondent at home at time of visit. In this case, try to find out when other household members will be available, record the time in the notes of the Assignment Sheet and schedule a second visit. If after the third visit no competent respondent was at the dwelling, select option “Code 3” and report to your team leader.
- Code 4. Entire household absent for extended period of time. This code is to be used only in cases when nobody can be reached at the dwelling and the neighbors indicate that nobody will return for several days or weeks. Since the neighbors may be mistaken, you should return to the household twice on different days and different times to check if anybody returned. Code 5. Refused. Should nobody in the household be willing to participate in the survey, select Code ‘5’ and report the situation to your team leader.
- Code 5. Dwelling vacant/Address not dwelling. If a dwelling assigned to you is unoccupied /vacant (indicators: it is empty, no furniture or utilities and is not being lived in), select Code ‘6.’ Also, structures that are not a residential unit, such as shops, churches, schools, workshops, or similar types of non-residential facilities, with no residential units in the back or above, are to be coded as ‘6’.
- Code 6. Dwelling destroyed. This code is to be selected in case the dwelling was burned down or was demolished.
- Code 7. Dwelling not found. You should make a thorough search, asking people in the area whether they are familiar with the address or the name of the household head. If you are still unable to locate the structure, you should enter Code ‘8’ as the result for the visit to that household and inform your team leader.
- Code 8. Other. There might be other reasons and circumstances (not listed above) that a household cannot be interviewed. Examples of such situations could be that the entire cluster is flooded and inaccessible or the household might be quarantined because of a disease.
- Code 9. Refused. If the household refused to participate in the survey, select Code ‘9’.

9.2. Cover Sheet for Household Interview

Once it has been determined that the household has at least one age-eligible member proceed first with the administration of the Household Questionnaire.

First, fill in the identification information of the household in the box located on the top of the “Cover Sheet for Household Interview”.

- Household ID: Enter the household’s identification information in the box on the top of the cover page. The identification information is obtained from the sample household listing and will be provided by your steam leader. This information will be also included in the Assignment Sheet.

- Make sure that the household identification number on the “Coversheet for screening for eligibility” is the same as the household number that you fill in the “Coversheet for household interview”.
- Enter the remaining information into the Cover Sheet.
- Take the GPS coordinates and fill them in.
- Ask the respondent about his/her language preferences for the interview and provide the language in which the interview is to be conducted. The questionnaires are available in three languages: English, Chechewa and Tumbuka.

For region, District, TA, STA use the official codes provided by the IA.[5]

9.4. Section 1: Information on the household questionnaire (HQ) respondent

Read the introductory text exactly as provided in the questionnaire/CAPI.
Explanation of what constitutes a household in this survey: A household is defined as one or more persons, related or unrelated, who live together and make common provision for food, they regularly take their food together from the same pot, and/or share the same grain store (nkhokwe) or pool their incomes for purchasing food. Persons in the same household may live in one or more dwelling units.

By asking “who lives at this household?” you need to identify all individuals who live regularly in this household for a period of six months or longer within a calendar year. Included are also individuals who recently moved into the household but are considered regular members of the household. Further, newborn children under six months are also to be counted as members of the household. If in doubt if someone is a member of the household, ask the respondent to answer the following question *“where does the person spend most of his/her time?”*. If a person spends more than six months of the year in that household, then he/she will be considered a member of this household.

Household members: The following persons are NOT considered to be household members:

- A spouse residing separately and belonging to another household;
- All children who reside separately and belong to another household;
- Temporarily visiting or residing friends or relative(s) (for a duration less than six months);
- Non-relatives such as a housemaid, driver, or boarder who live separately from the household;
- Family members (other than spouse) who reside separately, or are long-term institutionalized;

HQ1: Interviewer to record the sex of the respondent without asking.

HQ2: What is your name? Write the first, middle and last name of the respondent.

HQ3: Are you the head of the household?
The goal of this question is to confirm that the respondent is indeed the household head. If yes, follow the

5 In the case of Malawi, we suggest to use the codes from the last Malawian population and household census 2008.

skip patterns. Before you pose this question, read the explanatory text that defines who is to be considered head of household.

HQ4: What is your relationship to the household head? If person currently interviewed is the household head (as coded in HQ3), do not ask this question and enter code "1" for household head; otherwise as the question and code the respective relationship to household head as listed in the following response options.

HQ7: What is the total number of people who usually live in this household? Include yourself and any family members who are temporarily absent for less than six months due to health, education, work-related or other reasons.

HQ7a. Total number of household members currently at home

HQ7b. **Total number of household members temporarily absent**

Ask questions HQ7a and HQ7b separately by asking the respondent first to tell you the total number of household members currently at home (HQ7a); "Currently at home" means that these household members are in the household (i.e., are not temporarily away), this does not mean that they have to be physically present in the dwelling at the time of the interview. If necessary, clarify this with the respondent.

Record the total number of household members who are temporarily absent (i.e., for less than six months). Individuals absent for more than six months are not considered temporarily absent and are not to be counted as members of the household.

You should probe if the respondent included himself/herself when providing the total number of people living in the household.

HQ7c. Ask the respondent to tell you the total number of household members (those currently at home and those temporarily absent). If this number is different than the sum of the numbers reported in HQ7a + HQ7b, probe the respondent to ensure that all household members were accounted for and nobody was included who is not a member of the household as per definitions provided above.

HQ8. **Is there anyone in the household aged 60 and older to whom you regularly provide food to, and he/she is not residing in this dwelling?** Complete and move to the next section.

9.4. Section 2: Household Listing

Information in this section relates to all members of the sampled household and collects information on the household composition as well as information related to age, marital status, education and general health conditions of all household members.

Remember, a household is defined as one or more persons, related or unrelated, who live together and make common provision for food, they regularly take their food together from the same pot, and/or share the same grain store (nkhokwe) or pool their incomes for purchasing food. Persons in the same household may live in one or more dwelling units.

Read the introductory text and emphasize that you want to start the household listing with the Head of household, followed by the oldest person living in the household, followed by the second oldest, third-oldest, etc.

Format of the household listing questions: The household listing questions contain [NAME]. This [NAME] refers to the person for whom you are collecting information in the respective line of the listing. When you ask the respondent about this person, refer to the person's name. Example: the respondent lists in line 4 Jane Mary Smith (questions HQ9 and HQ9a, HQ9b). In each of the following questions, you will ask about Jane Mary Smith such as "HQ10. Relationship of Jane Mary Smith to household head?" or "HQ12. What is Jane Mary Smith's age?" or, etc.

Before starting with the household listing, read the instructions as provided prior to the household listing sheet. The household listing sheet contains the following questions:

HQ8: Line Number: The line number is used to identify each person listed in the household. For each household member listed by the respondent write in a line number in a sequential order (1, 2, 3, etc.) in Column 1, that is assigned to each individual listed in the household. This number is referred to as the 'Line Number'. It is used to identify the person listed on that row and to link all information collected later in the household and individual interviews to that person.

HQ9, HQ9a, HQ9b: NAME's name: Write the first, middle and last name of the listed person.

HQ10: Relationship of [NAME] to Household Head: This question asks about the relationship of the listed person ([NAME]) to the household head. If respondent is the household head, then select " 1";

HQ11: Sex of NAME: Complete the information for the head of household interviewed earlier. Ask respondent about the sex of the listed person; do not make any inferences about the sex of the listed person based on the first and/or last name.

HQ12: Age of NAME: The questionnaire provides two options for the respondent to provide information on the age of household members: the age can be provided as age in completed years or providing the year of birth (if known). Probe the respondent to provide both the age and the date and check for consistency between the information provided. If the age in completed years is not consistent with the birth year, probe again. Should you not be able to reconcile both types of information, preference is to be given to the age in years. Also refer to section 7.3 for additional information and guidance on establishing the age of respondents and related individuals in a survey.

Emphasize that you are asking about age in **completed** years. For instance, if the interview takes place in August 2016 and the respondent was born in April 1950, then his/her age in completed years is 66; if the respondent was born in December 1950, then the age in completed years is 65 (the respondent has not yet celebrated his/her 66th birthday).

If the is not able to provide the age of household members in years, inquire if the respondent knows the year of birth of that person. Should that not be possible, refer to the list of events provided to establish an age estimate for this individual. If the respondent is not able to provide any answer, leave it empty (do not make calculations by yourself).

For children less than one year of age, enter "00". For anyone age 1 to 9 years, enter a leading zero such as "01" for a one year old person, "09" for a nine-year-old person.

HQ13: What is NAME's ethnicity: Ask about the ethnicity of the listed person; do not make conclusions based on names or ethnicity of the household head.

HQ14: Marital status of NAME: This question asks about the **current** marital status.

Questions HQ14, HQ14a, HQ14b, HQ14c are asked only about currently married (2) or cohabitating, living together with a partner (3). If response to HQ14 is 1, 4, 5, 8 or 9 proceed with HQ16.

HQ14a: Is NAME in a polygamous marriage: Ask this question only for those who are currently married (2) or cohabitating living together with a partner (3).

HQ14b: Does NAME's spouse live in the household: Ask only for those who are currently married (2) or cohabitating or living together with a partner (3).

HQ14c: Line number of NAME's spouse: Ask only for those who are currently married (2) or cohabitating or living together with a partner (3).

HQ16: What is the highest level of schooling NAME completed: Read responses and probe if NAME did finish or did not finish the given level of education and circle the correct answer after probing.

HQ17: How would you rate NAME's health in general: The question emphasizes the general health status; this should not only focus on the present or past health status, but give a general indication of the health status of the person in general. Read the responses provided. Note that a person can be presently ill with a cold, but can be healthy in general. Should this be the case, seek clarification on the general health status of the individual.

HQ18: Has NAME been ill in the past 12 months? If yes, for how long? If listed person [NAME] has not been ill, than circle "0". If listed person was ill, than clarify for how long and select the respective response.

HQ19. Just to make sure I have a complete listing of everyone in the household - you said previously that _____________people live in this household *[Interviewer verify and insert the number of people listed in HQ7c]***. Did you include yourself when I asked you about the household members?**

Before you ask this question, go back and verify the response given on HQ7c. Enter this number in the field in HQ19 (_________ people) and then ask the question. Emphasis is on whether the respondent included himself or not when listing the household members. If respondent did not include himself/herself, than go back to the household listing and obtain the respective information about the respondent himself (i.e., add a new line and complete the questions). If respondent included himself, continue with HQ20.

To be finalized for CAPI

HQ20. Are there any other persons in your household that are age 60 and older who are temporarily absent (e.g., being currently hospitalized, or visiting relatives in another town/village) that we have not listed above?

Emphasis is on individuals age 60 and over who may be temporarily (less than six months) absent. If respondent missed listing such an individual, go back to household roster and complete all questions about this person who will be added as a new person (new line) in the household roster.

HQ21. Are there any other persons in your household, such as small children or infants or other individuals who are temporarily absent (less than six months) (e.g., being currently hospitalized, or visiting relatives in another town/village) that we have not listed?

Emphasis is on young individuals such as children or infants or other people who may be temporarily absent. If the respondent missed listing such an individual, go back to the household roster and complete all questions about this person who will be added as a new person (new line) in the household roster.

Once you have completed this section, compare the number of listed individuals in the household roster with the total number of people in HQ7c. If the numbers are different, probe the respondent whom he/she may be missing and add the respective information to the household listing.

9.5. Section 3: Housing Environment (HE)

The goal of this section is to obtain information about the dwelling/residence where the respondent and the members of his household currently live. Read the instructions as provided prior to proceeding with the questions in the section.

HE1: Is your current dwelling/residence owned by you or any household member(s)? Follow skip patterns as presented.

HE2: Do you pay rent for your current residence? Ask only if dwelling/residence is not owned by a household member.

HE3. How much rent do you pay each month? Make sure to note the exact amount for the rent paid by the household. Because zeros in large numbers can be easily missed, write the given number and use also abbreviation such as 1 mio. for 1,000,000 Kwacha.

HE4. How many rooms does this dwelling/residence have in total, without counting the bathrooms/ toilets or hallways/passage ways? Emphasize that respondent should not count bathrooms, toilets or hallways/passage ways. Write the number with a leading zero such as “01”, “02” up to “09”, and then “10”, “11”, etc.

HE5. Do you have a separate room for the preparation of food? Complete as applicable.

HE6. Is cooking in your household usually done in the house, in a separate building, or outdoors? Fill in as applicable.

HE7. What type of roof does your dwelling have? Follow the instruction provided to the question: if possible, this question should be completed by the interviewer – select from the picture images provided in the Annex of this manual (Annex 4). If in doubt, ask the respondent for clarification. If more than one material is used, please select the more durable material.

HE8, HE8a, HE8b, HE8c, HE8d, HE8e, HE8f. The purpose of these questions is to assess the source and cleanliness of the drinking water used by the household during the rainy and dry seasons. If drinking water is obtained from several sources, probe to determine the main source from which the household obtains the majority of its drinking water. The interviewer should make sure that the source of drinking water is recorded for the rainy and the dry season, also in those cases where the source is the same for both seasons. If the source varies by season, record the main source for each season. When a respondent answers, probe if this answer corresponds to the source the household uses as a drinking water source. The following table provides a more specific description of what is meant by the respective source of drinking water:

Piped into dwelling	Pipe connected with in-house plumbing to one or more taps, e.g. in the kitchen and bathroom. Sometimes called a house connection.
Piped to yard/plot	Pipe connected to a tap outside the house in the yard or plot. Sometimes called a yard connection
Public tap or standpipe	Public water point from which community members may collect water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete
Tube well or borehole	A deep hole that has been driven, bored or drilled with the purpose of reaching ground water supplies. Water is delivered from a tube well or borehole through a pump, which may be human, animal, wind, electric, diesel or solar-powered.
Protected dug well	A dug well that is (1) protected from runoff water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well and (2) covered so that bird droppings and animals cannot fall down the hole. Both conditions must be observed for a dug well to be considered as protected.
Unprotected dug well	A dug well which is (1) unprotected from runoff water; (2) unprotected from bird droppings and animals; or (3) both.
Protected spring	A spring protected from runoff, bird droppings, and animals by a "spring box" which is typically

	constructed of brick, masonry, or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution.
Unprotected spring	A spring that is subject to runoff and/or bird droppings or animals. Unprotected springs typically do not have a “spring box”.
Rainwater collection	Rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern.
Commercially bottled water	Water that is commercially bottled and sold in bottles.
Small scale vendor	Water is obtained from a provider who transports water into a community using a cart and then sells the water. The means for pulling the cart may be motorized or non-motorized (e.g., a donkey).
Tanker truck	Water is obtained from a provider who uses a truck to transport water into the community. Typically the provider sells the water to households.
Surface water	Water located above ground and includes rivers, dams, lakes, ponds, streams, canals, and irrigation channels.

HE8c and HE8f: Record the average number of hours and minutes it takes for a household member to get to the water source, get water and come back to the dwelling. Record the information in hours and minutes. For instance, if it takes less than one hour, for example 45 minutes, then write for hours “00” and for minutes “45”. If it takes 1h 45 min then write for hours “01” and for minutes “45”.

HE9. Do you treat your water in any way to make it safer to drink? This question assesses whether the household drinking water is treated within the household. “**HE10. What do you usually do to make it safer to drink? Check all that apply”** asks about the type of treatment used. The type of treatment used at the household level provides an indication of the quality of the drinking water used in the household. The following table provides a more specific description of what is meant by the respective source of treating drinking water:

Boil it	Boiling or heating of water with fuel.
Soda alum from potassium	Chemical used for purification of drinking water
Add water guard/chlorine tablets	Add bleach/chlorine may be in the form of liquid sodium hypochlorite, solid calcium hypochlorite, or bleaching powder.
Strain through a cloth	Pouring water through a cloth which acts as a filter Strain it through a cloth for collecting particulates from the water.
Use water filter (ceramic/sand/composite/etc.)	The water flows through media to remove particles and at least some microbes from water. Media used in filtering systems usually include ceramic, sand and

	composite
Let it stand and settle	Holding or storing water undisturbed and without mixing long enough for larger particles to settle out or sediment by gravity.
Light	Exposing water, which is stored in buckets, solar disinfection containers, or vessels, to sunlight.

HE11. What type of toilet facility do members of your household usually use? Check all that apply.
The purpose of this question is to obtain a measure of the sanitation level of the household, since toilet facilities are important for disease control and health improvement. If the respondent answers in general terms such as "flush toilet," probe to determine where the toilet flushes to; likewise, if the respondent answers "latrine", probe to determine the type of latrine. If you are not able to determine the type of toilet facility in the household based on your conversation with the respondent, ask to visit. The following table provides a detailed description of the different types of toilets.

Flush/pour flush to piped sewer system	A system of sewer pipes (also called sewerage) that is designed to collect human excreta (feces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater.
Flush/pour to septic tank	An excreta collection device consisting of a water-tight settling tank normally located underground, away from the house or toilet.
Flush/pour to pit latrine	A system that flushes excreta to a hole in the ground
Flush/pour to other location	A system in which the excreta are deposited into or nearby the household environment in a location other than a sewer, septic tank, or pit, e.g., excreta may be flushed out to the street, yard/plot, drainage ditch or other location.
Ventilated improved pit latrine (VIP)	Dry pit latrine, ventilated by a pipe, extending above the latrine and an improved pit latrine roof. The open end of the vent pipe is covered with gauze mesh (VIP) or fly-proof netting. If the vent pipe is not covered by a gauze mesh or fly-proof netting, the facility should be classified as a pit latrine with slab not a VIP latrine. The inside of the VIP latrine is kept dark. If the door of the VIP superstructure is missing so that it is no longer dark inside the latrine, the facility should be classified as a pit latrine with slab, not a VIP latrine.
Pit latrine with slab	A dry pit latrine whereby the pit is fully covered by a slab or platform that is fitted either with a squatting hole or seat. The slab or platform should be solid and can be made of any type of material (such as concrete, logs with earth or mud, or cement). The

	slab or platform should adequately cover the pit so that pit contents are not exposed other than through the squatting hole or seat.
Pit latrine without slab/open pit	A latrine without a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected.
Composting toilet	A dry toilet into which excreta and carbon-rich material are combined (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce inoffensive compost. A composting latrine may or may not have a urine separation device
Bucket latrine	The use of a bucket or other container for the retention of feces (and sometimes urine and anal cleaning material), which is periodically removed for treatment, disposal or use as fertilizer.
Hanging toilet/hanging latrine	A toilet built over the sea, a river, or other body of water allowing excreta to drop directly into the water

HE12. Do you share your toilet facility with other households? Fill in as applicable.

HE13. What are the sources of energy used by your household for activities such as cooking, lighting, etc.? Please check all that apply. Information on the type of energy used in the household is another indicator of socioeconomic status. The question asks about **all** sources of energy used in the household for different purposes (such as cooking, lighting, etc.) A household can use several sources of energy, so check all that apply.

9.6. Section 4: Household Income

The questions in section 4 “Household income” ask about the income of all household members, not only that of the household head or respondent only. The questions also include income from all paid sources, *excluding* income from agricultural work and assets that will be collected at a later stage. It is important be ensure that the respondent does not include any income from agricultural and farming activities. These will be collected in the following section.

The questions refer to the period of the last 12 months before the interview and not the calendar year; that is, if the interview is conducted in September 2016, the reference period is from September 2015 to September 2016 (and not calendar year 2015 or calendar year 2016). Clarify this timeline to the respondent after you read the introductory text at the beginning of the section.

Before you ask the first question in this section (HI1) read the introductory text to the section and make sure that the respondent understands the concept behind “regular income”; if necessary, repeat the explanation.

HI1. Does your household have a regular source of income?

Clarify that the questions refer to the average household income from various sources listed and that this should combine the income generated by all household members.

For questions HI2 to HI10, follow the exact skip pattern. Explain, if necessary (i.e., respondent answers "Don't Know") that it might be difficult to recall exact figures over a longer period of time and offer the respondent sufficient time to answer the questions. Also, inform the respondent that he/she only needs to provide information on income either in weekly, monthly or yearly average. Seek clarification from the respondent which reference period he/she prefers to relate the income information to and then proceed with reading out all response categories before the interviewee will answer the question. If respondent is not sure about the amount, emphasize that only the broad range is needed and not the exact figures. Probe to make sure that the answer is correct and does not fall into one of the higher or lower income brackets that might be more desirable for the respondent. If the respondent is not able to relate the income information to a specific period of time, select the last column and (that does not have a time reference) and enter the figure provided there.

HI11. What is the total income of the household in the last 12 months? Please consider all sources of income from all household members during the last 12 months (previous of today) from paid work and other sources excluding household income from agriculture and other farming sources. Write the number for total income provided. The provided number does not have to be the exact sum of all previous income questions; however it should be consistent with the previously provided information. Should this number be inconsistent with the previous responses regarding income, probe gently to ensure that the information provided is correct.

HI12. How many people in total, including yourself and people outside of your household depend on this income? Emphasize that this question refers to the total number of people depending on the income of the household, including people outside of the household (such as for example relatives and family members who are not or no longer part of the household but who are still supported through this income). This number should include the respondent - so enter "01" if only the respondent depends on/is supported by this income.

HI13.Thinking about the income for this household generated from non-farming sources, do you believe that it is enough money to cover your household's daily living needs and obligations? Complete as applicable.

HI14. Does your household or any members of your household have current debt or outstanding loans? Complete the information as received and follow the skip pattern. If 'No', 'DK' or 'RF' skip to the next section, question AG1

HI14a. What is the approximate total amount of this household's debt or loan(s)? Read response categories. Note that this question should only be posed to those respondents who answered "Yes" to HI14 (code "1").

9.7. Section 5: Household Agricultural Income and Assets:

The questions in section 5 "Household agricultural income and assets" refer to household income from agriculture and farming sources only. The questions also refer to the period of the last 12 months before the interview and not the calendar year; that is, if the interview is conducted in September 2016, the period which the respondent needs to consider is from September 2015 to September 2016 (and not calendar year 2015 or calendar year 2016).

Read the introductory text to this section as in the questionnaire.

AG1. Does your household have any cultivated or pastured land (farm land), either owned, rented or both, and/or free land or community land given to the household for cultivation? Check all that apply. Fill in as applicable.

AG2. How many acres of land do you/your household own? Ask the respondent about the size of his/her farmland. If s/he is able to provide you with the size in acres, fill in the number. If the respondent is not able to give you the size in acres, ask him/her in terms of football field size and enter that information received.

Read the instructions as provided prior to the question.

AG3. Did you rent out any of your land in the past 12 months? Complete as applicable.

AG4. How much land did you rent out during the past 12 months? This question inquires about the size of any rented-out farmland. If the respondent is able to provide you with the size in acres, enter the number. If the respondent is not able to give you the size in acres, ask him/her in terms of football field size and enter that information.

AG5. How much rental income did you earn from land in the past twelve months (before tax)? Emphasize that this question asks about income before tax.

AG6. Did you rent any land from others in the past 12 months? Fill in as applicable.

AG7. How much land rent did you pay in the past 12 months? Do not read the responses provided, but let the respondent first tell you the amount of rent paid. If the respondent is not able to do so, then probe by reading the responses one by one and ask the respondent to identify the appropriate category.

AG8. Does your household own any farming assets, such as farming equipment like tractor, cart, or tools? Fill in as applicable. Read the instructions provided prior to asking the question.

AG9. How many of the following farming assets does your household currently own? Read each response separately and ask how many of each of the listed assets the household currently owns. If the household owns none of any of the assets listed, enter "0".

AG012. What is the current market value of the livestock owned by the household all together? Do not read out the responses, but encourage the respondent to provide you with the current value of all livestock the household owns. If the respondent is not able to do so, probe by reading the responses and invite the respondent to identify the respective category. Clarify that the question asks about the current value, not the value of the livestock when first purchased.

AG13. Did your household engage in crop growing, forestry or fishing in the past 12 months? Fill in as applicable.

AG14. What is the value of all crops, forestry products, and fishing produced and sold by your household in the past 12 months? Do not read responses, but let respondent first tell you the amount sold. If the respondent is not able to do so, then probe by reading the responses one by one and ask if it falls into the respective category.

9.8. Section 6: Household Financial and non-financial Assets

The focus of this section is to obtain information on financial and non-financial assets owned by the household. Read the instruction as provided before asking the question.

HA1. How many of the following items does your household currently own? Read each response separately and ask how many of each of the listed assets the household currently owns. If the household owns none of any of the assets listed, enter "0".

HA2. Do you or members of your household currently own any of the following financial assets? If the household owns none of the assets you ask about, enter "0" and skip to the next listed asset following the skip pattern. Read the instruction as provided before asking the question.

If the respondent owns the asset ask "**HA2x. What is the approximate total value of these assets? When you respond, please consider all household members for whom the answers pertain."** Do not read responses, but let respondent first tell you the amount of the owned asset. If respondent is not able to do so, then probe by reading the responses one by one and asking if the asset falls into the respective category.

9.9. Section 7: Access to Social Programs and Benefits

The goal of this section is to capture if any members of the household have been enrolled in any social program and benefits over the past 12 months. Respondents may be concerned that by answering these questions they may lose their benefits or their eligibility for benefits and transfers. Interviewer should emphasize that the response to this section does not have any impact on the respondent's or the household's current or future eligibility for any of these social transfers programs or benefits.

Please emphasize that the questions in this section pertain to ALL members of the household, independent of age and sex. When asking these questions make sure the respondent understands that and, if necessary probe to ensure that his/her answer does indeed include all household members.

Before proceeding with the interview, read the instruction as provided.

SB1. In the past 12 months, did anyone in your household receive any of the following social benefits or transfers? Check all that apply. Emphasize that the question does not ask about one single individual participating in different programs, but about all household members' benefits from different programs and their eligibility for these programs/social benefits.

SB2. In the past 12 months, did anyone in your household benefit from any Social Cash Transfer Program? Fill in as applicable.

SB2a. What was the reason for your household to be included in this program? Read responses and complete. Complete as applicable.

SB3. In the past 12 months, did anyone in your household benefit from the targeted support to school meals program? Fill in as applicable.

SB3a. In the past 12 months, did anyone in your household participate in the Take Home Ration (THR) as part of the school meal program? Fill in as applicable.

SB4. In the past 12 months, did anyone in your household participate in the Public Works Programs (PWP)? Fill in as applicable.

SB4a. In which Public Works Program (PWP) did this person/these persons in your household participate? Check all that apply. Read response options to the respondent and ensure that all household members who have participated/are presently participating in different programs are reflected in the response.

SB5. In the past 12 months, did anyone in your household participate in any other social benefits program(s) not mentioned here? If response is "No", skip to next section, otherwise ask SB5a.

SB5a. In which other social benefits program(s) did this person/these persons in your household participate in the past 12 months? If several household members have participated/are participating in different programs, record all programs.

9.10. Section 8: Overall Household Economic Conditions

The goal of this section is to evaluate how the respondent perceives the overall economic situation of the household. Read the instructions as provided prior to continuing with the interview.

HC1. How well would you say your household is managing financially these days? Fill in as applicable.

HC2. Would you say your current household's overall economic condition has improved, worsened, or stayed about the same compared to the same time one year ago? Fill in as applicable.

HC3. Comparing your household's income now with your household's expected income for the next year, which of the following is true? Fill in as applicable.

HC4. Compared to other households in this (geographic) community, how do you consider your household? Emphasize that the comparison is with other households in the geographic community, not any other households in the wider country. If respondent is hesitant to answer this question, reaffirm that all answers are confidential.

9.11. End of Household Interview

To be revised with CAPI

Once you have completed the household interview, enter the number of eligible 60+ years old individuals in the household to whom an individual interview will be administered. This number will be based on the household listing.

If you have any comments about the interview, provide those in the comment field provided at the end of the questionnaire. Enter any notes that you may have either about responses to questions, any general remarks about the interview process, if there was any interruption during the interview and any other observations that you think may be relevant to understand the outcome of the interview.

Next, enter the time when the interview was completed using a 24 hour-system. If there was an extended break during the interview for example, the respondent excused him/herself to take care of other things and returned to complete the interview 40 minutes later, note the length of the break.

Next, go back to the Result for the Household Interview section and enter that the household interview was completed.

The following are descriptions of the various result codes:

- Code 1. Household Interview Completed. Enter this code when you have completed the household interview.
- Code 2. Enter if there is no age-eligible person in the household. Select Code 2 if response to SCR1 is “No”: no age-eligible individual in the household and SCR2 is “2. No” (there is no older person aged 60 and older who lives in the household and also there is no older person 60 years and over to whom the household provides food, but who does not live in the same dwelling.)
- Code 3. No competent respondent at home at time of visit. In this case, try to find out when other household members will be available, record the time in the notes of the Assignment Sheet and schedule a second visit. If after the third visit no competent respondent was at the dwelling unit, select option “Code 3” and report to your supervisor.
- Code 4. Entire household absent for extended period of time. This code is to be used only in cases when nobody can be reached at the dwelling and the neighbors indicate that nobody will return for several days or weeks. Since the neighbors may be mistaken, you should return to the household twice on different days and different times to check if anybody returned.
- Code 5. Dwelling vacant/Address not dwelling. If a dwelling assigned to you is unoccupied /vacant (indicators: it is empty, no furniture or utilities and is not being lived in), select Code ‘6.’ Also, structures that are not a residential unit, such as shops, churches, schools, workshops, or similar types of non-residential facilities, with no residential units in the back or above, are to be coded as ‘6’.
- Code 6. Dwelling destroyed. This code is to be selected in case the dwelling was burned down or was demolished.
- Code 7. Dwelling not found. You should make a thorough search, asking people in the area whether they are familiar with the address or the name of the household head. If you are still unable to

locate the structure, you should enter Code '8' as the result for the visit to that household and inform your supervisor.

- Code 8. Other. There might be other reasons and circumstances (not listed above) that a household cannot be interviewed. Examples of such situations could be that the entire cluster is flooded and inaccessible or the household might be quarantined because of a disease.
- Code 9. Refused. Should nobody in the household be willing to participate in the survey, select Code '9' and report the situation to your team leader.

10. Individual Questionnaire

The main goal of the individual questionnaire is to obtain detailed information directly from older individuals age 60 and over on their socioeconomic, social, psychological and overall-health well-being. "Directly" in this context means that the questionnaire is administered to the age-eligible individual and no proxy interviews will be conducted.

The Individual Questionnaire is to be administered only to age-eligible respondents 60 years old and older identified through the household interview.

The age-eligible respondent is not necessarily the respondent who participated in the household interview.

A household can have more than one age-eligible respondent. In this case, all age-eligible individuals in the household are to be interviewed (granted their consent). These interviews are to be conducted separately, following the rules for conducting confidential interviews described in "Section 6.5. Confidentiality of responses".

In some cases, the respondent may ask for assistance during the interview (see "Section 2.3. Assisted and proxy interviews with older respondents"). However, a full proxy interview, i.e. interview in the absence of the age-eligible respondent, should not be conducted.

In the case of an assisted interview, make sure that all the information reported has been provided by and refers to the age-eligible respondent, not the person who assists him/her during the interview.

The Individual Questionnaire will need to be administered to all age-eligible respondents identified through the household interview in the Household Listing section of that questionnaire. Should you notice during the individual interview that the age of the respondent was reported incorrectly and you are informed by the interviewee that he/she is younger and hence not eligible for this individual interview, do not continue with the interview, provide this information on the cover sheet (Result of Individual Interview, "code 6. Respondent was not age-eligible (younger than 60+ years)") and proceed with the next assignment and report to your supervisor if necessary.

An age-eligible respondent identified through the household interview can under no circumstances be substituted with any other individual age 60 and older (e.g., age-eligible person from a different household).

After you introduce yourself, you must seek the respondent's consent for participation in the individual questionnaire. Please follow the instructions given in sections 5 'Informed consent' and section 6.5 'Obtaining Consent'. Please note that you can only proceed with the interview if you have received written consent from the respondent him-/herself. Consent cannot be provided by another member of the household for the age-eligible interviewee.

10.1. Cover Sheet for Individual Questionnaire

Fill in the identifying information on the cover page of the individual questionnaire. Do not forget the copy the household identification number from the household interview. This information is essential so the individual and household interviews can be linked.

On the cover sheet, write the name of the age-eligible respondent for this interview identified from the Household Listing in the Household Questionnaire; write the name exactly as listed in the Household Listing. In addition, enter also the line number from the Household Listing assigned to this individual. This line number is important so the household and individual questionnaires can be linked.

- Fill in the household's identification information in the box on the top of the cover page. The identification information is obtained from the sample household listing and will be given to you by your supervisor. This information will be also included in the Assignment Sheet.
- Fill in the Individual's Identification Number. This information will be provided to you prior to the survey.
- Fill in the remaining information on the Cover Sheet.
- Enter the GPS coordinates as provided.
- Enter the language in which the interview will be conducted (the interview can be conducted in English, Chichewa or Tambuka).

For region, District, TA, STA use the official codes provided by the IA.[6]

10.2. Section 1: Demographics

The purpose of this section is to obtain basic demographic information such as age, marital status, education, relationship to household head, etc.

DM1. [Interviewer record the sex of the respondent]: Record the respondent's sex without asking him/her the question.

DM3. How old are you? When were you born? Please tell us your date of birth (DOB), on which date, month and year you were born and tell us your age in completed years at your last birthday. If the reported date of birth (DOB) or age at last birthday is younger than 60 years, make sure you probe the age provided. Review and follow the guidelines provided in Section 7.3. Should the respondent in deed be under age 60, end the interview in a polite way and emphasize that eligibility for the individual interview is based on age (being 60+ years old) and indicate there might have been some misunderstanding regarding the respondent's age. Enter Code 5 in the 'Result of the Interview' section to indicate that the respondent is not eligible. If there is another age eligible respondent in the household, begin a new interview with this other age-eligible household member.

6 In the case of Malawi, we suggest to use the codes from the last Malawian population and household census 2008.

Both questions - DM3a and DM3b – need to be asked, since this will allow for age verification. If the respondent is not able to provide information to any or all of the age-related questions, select the 'don't know' – DK' option in the response section as applicable.

Should the respondent not be able to provide his/her age, if applicable fill in DM3c and DM3b.

Interviewers may encounter several problems when trying to determining the age of the respondent. Capturing the correct age of the respondent is of high importance for this study. In some country-specific contexts, respondents will have birth certificates or other official documents, such as voter-registration cards stating their age. In this case ask to see the document and write down the respective information. In other contexts, such official documents are not available, and respondents may not know their "true" age and birth information. You need to probe very carefully to obtain this information. This can be a very tedious process, but it is important to take time to obtain the best information possible. While it is important to collect the most accurate age information for all age-groups, it is absolutely critical to determine the correct age closely above or closely below age 60 in order to avoid including respondent who are under-age and thus not eligible or excluding participants who are 60 years or older due to age-underestimation (more details on the consequences of incorrect age-determination are available in section 7.3). Minor incorrect age-determination (e.g. stating age 65 instead of the true age 67 or 87 instead of 87) in other age-groups have a far less negative impact on the results of the study.

DM4. What is your relationship to the household head? Record the relationship of the respondent to the household head. If the respondent is also the household head, select Code "1".

Explanation for code 16: Should you need to clarify the following relationships: Half-brother/half-sister/step-brother/step-sister" please refer to the following explanations:

- Half-brother/half-sister: refers to a brother or sister with whom the respondent has a blood relationship: the respondent shares the same biological mother or biological father with this sibling;
- Step-brother/step-sister: refers to situations in which a respondent's parent remarried and the new spouse brought children from a previous marriage into the new relationship; that is, the respondent does not share a blood relationship with the sibling.

DM5. What is your current marital status? Emphasize that you are asking about the *current* marital status. People who live together as husband and wife or who regard themselves as husband and wife, should be coded as currently married – Code "2", unless the respondent answers "Cohabitating/living with a partner but not married" – Code '3'.

DM6. Are you in a polygamous marriage? Fill in as applicable.
DM8. What is your highest level of schooling? Read the response options aloud and fill in as appropriately. It should be emphasized that the highest level of schooling attended (not completed) should be provided. For example: If a respondent has some primary education, but never completed primary education, 'some primary education' Code '2' needs to be selected. If the respondent completed primary education (or higher level), but has attended some secondary education, Code '4'4 needs to be selected. Always probe if

he/she has attended some higher education without completing it. Should the latter be the case, the highest attended education (even if not completed) needs to be selected.

DM9. Interviewer: Is the respondent blind/visually impaired? Do not ask respondent, fill in option "1" if respondent is obviously blind/severely visually impaired, meaning the person suffers from functional vision problems or eye conditions that compromise vision to an extent that the person is not able to read and follow the skip pattern and move on to the next section.

DM10. Can you read numbers (such as from 0 to 1,000)? Fill in as applicable. If respondent answers "NO", probe that this is not because of eye/vision problems.

DM11. Can you write numbers such as from 0 to 1,000? Fill in as applicable.

DM12. Can you read a sentence meaningfully in any language? If respondent answers "NO" probe that this is not because of eye/vision problems.

DM13. Now I would like you to read a sentence to me. Please let me know in which language you would prefer to read the sentence.
Ask the respondent to read the following sentence **"Children help their parents at home"** on card 1 in the chosen language and select the code that reflects his/her reading level. If respondent cannot read the entire sentence probe to see if he/she can read at least parts or words by asking as follows: Can you read any part of the sentence to me?

DM13a. [Interviewer: record in which language the respondent read the sentence.] Do not ask respondent this question.

DM14. Now I would like you to write this sentence for me: "Children work hard at school." You can write the sentence in the language you prefer. Provide respondent with the as well as with a pencil and ask him/her to write the sentence. If necessary, repeat the sentence and the words to the respondent. Code if the sentence was written correctly or only part of it was written correctly, following the provided response options. Make sure you complete the form with the information required.

DM14a. [Interviewer: type sentence as written by respondent] Do not ask respondent this question, but the response should be based on the actual language written by the respondent. In the space below, copy exactly how the respondent wrote the sentence.

10.3. Section 2. Children

The objective of this section is to obtain information about children of the respondent, independent of their age or biological relationship to the respondent. This information is important to get an overview of the size, composition and relationships of the respondent's family.

CH1. Can you give me the total number of your biological children (that is children to whom you have given birth or fathered)? Please include also children who died, children not living with you anymore and children from other relationships outside of your current marriage/relationship.

Read the interviewer instructions as provided.
This question asks about the total number of <u>biological</u> children. Make sure that the respondent understands this and includes children who have died, no longer/never live/d in the household or are from other/previous marriages/relationships and confirm that he/she considered only biological children.

CH2. Can you give me the total number of your non-biological children (that is step children or adopted children)? Please include also children who died, children not living with you anymore and children from other relationships outside of your current marriage/relationship.

This question asks about the total number of <u>non-biological</u> children. Make sure that the respondent understands this and includes step-children or adopted children, including those who died, lived/live somewhere else or are from other marriages/relationships and confirm that he/she considered only non-biological children.

CH3. How many of all your children are currently below age 18? Remind the respondent to include biological children, step-children, adopted children as well as children from other relationships. The question asks about living children, so probe that the respondent does not include children below the age of 18 who died.

CH4. How many of your children below age 18 live in the same household as you? Remind the respondent to include biological children, step-children, adopted children as well as children from other relationships.

CH5. How many of your children age 18 and above live in the same household as you? Read the instruction as provided prior to asking this question. Remind the respondent to include biological children, step-children, adopted children as well as children from other relationships.

CH5a. How many of your children age 18 and above live in the same community/village/town as you? Remind the respondent to include biological children, step-children, adopted children as well as children from other relationships.

CH5b. How many of your children age 18 and above live elsewhere? The focus of this question is on children who live outside of the respondent's geographical community. This can include children who live in a different village, town/city, district or country. Remind the respondent to include biological children, step-children, adopted children as well as children from other relationships.

CH6. Have you ever taken care of orphan children younger than 18 years, who have lost either one or both parents, for a period of 6 months or longer? Explain that orphans are children under age 18 who have lost one or both parents. A maternal orphan is a child whose mother has died, a paternal orphan is a child whose father has died and a double orphan is a child whose both parents have died.

CH6a. For how many orphans in total under the age of 18 have you taken care of for a period of 6 months or longer? Explain that the question asks about orphans the respondent has ever taken care of, including the present and the past. That is, if the respondent does not take care of orphans at the time of the interview, but he/she has done so in the past, the respondent should report the latter.

CH6b. Do you currently have any orphans under the age of 18 years who are living with you? How many? In case no orphans are living with the respondent, enter “0”.

10.3. Section 3: Physical Health

This section addresses health, access to food and activities of daily living over the last 12 months.

PH1. In general, would you say your health is excellent, very good, good, fair or poor? Read the instruction as provided prior to posing the question. Then read response options and circle the answer chosen.

NU1. In the last 12 months, have you ever gone hungry or have you ever eaten less than you felt you should? Read the instruction as provided prior to posing the question. In case you receive the following responses: “2. No”, “8.DK” or “9.RF”, skip the remaining questions in this section and continue with the next section. Ask NU2, NU3, NU4 and NU5 only if respondent answers “1.Yes” to NU1.

NU2. In the last 12 months, how often did you ever eat less than you felt you should because there wasn’t enough food? The question asks if respondent had ever eaten less than necessary because there was not enough food available. Fill in as applicable.

NU3. In the last 12 months, were you ever hungry, but didn’t eat because you couldn’t afford enough food? The question differs from NU2 in such a way that it asks if the respondent went hungry because he/she could not afford enough food (i.e. did not have money to buy food). If necessary, clarify this difference between the two questions).

NU4. In the last 12 months, did you ever run out of money to buy food? Fill in as applicable.

NU5.In the last 12 months, did you ever cut the size of meals or skip meals because there was not enough money for food? Fill in as applicable.

10.4. Section 3A. Activities of Daily Living

The goal of this section is to understand difficulties that people may have with various activities of daily life because of health or physical problems. Difficulty means that the daily activity requires increased effort, discomfort or pain, slowness or changes in the way the respondent normally does the activity. Emphasize that the question asks about the last 30 days and should take into account both good and bad days. Explain that the questions ask about the respondent performing these activities by himself/herself without any help.

ADL1. Because of a health or a physical problem, do you have difficulties with: (followed by different sub-questions focused on one specific activity of daily living)? Read the instructions as provided prior to posing the question. Follow the skip patterns and ask questions ADL2 and ADL3 only if applicable (i.e. respondent reported having a difficulty with a specific activity).

ADL2. What is the level of difficulty you have with this activity? Read responses and if necessary repeat. Fill in as applicable.

ADL3. For how long have you had this problem with [INSERT ACTIVITY]? [Insert activity] refers to the activity you asked about in the respective question ADL1x (i.e., ADL1a, ADL1b, etc.). Explain that he/she can either provide the duration in months or years or since age or year when difficulty first occurred. Only one response is needed.

ADL4. You said that you have difficulty doing some of the everyday activities. Please tell me, does anyone help you with any of these activities? This question is to be asked only if any difficulty was reported in questions ADL1a to ADL1f; otherwise follow the skip pattern.

ADL4a. During the last month, on about how many days did you receive help with any of these activities? The questions refer to the last month (previous 4 weeks) therefore it is important to emphasize that the day reported reflects a monthly "average".

ADL4b. On the days, when you received help with any of these activities, about how many hours per day did you receive help? Focus of the question is on the average amount of hours per day. If the respondent has problems to estimate this number, probe by asking him/her how many hours did he/she get help in the morning, in the afternoon, and the evening; sum up the respondent's reported hours and enter the result.

ADL5. Do you have difficulty walking or climbing stairs? Emphasize that the question asks about walking or climbing stairs. Should the respondent indicate not having problems with climbing stairs, probe that this is not because there are no stairs in the respondent's surroundings; choose 'Not applicable' if the respondent does not use stairs in his/her daily life.

10.5. Section 3B: Non-Communicable Diseases and Chronic Conditions

The focus of this section is on non-communicable diseases and chronic conditions. These are diseases and conditions that are well-known among older individuals so the respondent should be well familiar and understand which condition is addressed with the respective question. However, some of these diseases may only be known by local names. The country's IA will provide a list with the respective local names of these diseases.

[IA] INCLUDE HERE A LIST WITH LOCAL NAMES FOR THE NON-COMMUNCABLE DISEASES AND CHRONIC CONDITIONS ASKED IN THIS SECTION. TRANSLATE THE LIST IN ALL LANGUAGES IN WHICH THE INTERVIEW WILL BE CONDUCTED. INSERT THE LOCAL NAMES INTO THE RESPECTIVE QUESTIONS AND TABLES.

Read the instructions as provided prior to posing the question. Follow the skip patterns in this section and ask if the respondent is taking any medications prescribed by a doctor or health professional to treat the condition only if it applies (i.e. the respondent reports having this condition).

Clarify that a doctor or health professional in this study is a person who received formal medical/health professional training such as a medical doctor or nurse; this excludes traditional healers or people who did not receive any formal medical/health care training.

For questions NCD1 to NCD7 in addition to using the official name, tell the respondent the "local" name of the disease following the code provided by the IA.

NCD3. Explain that emphysema gradually damages the air sacs (alveoli) in the lungs, making the person affected by the disease progressively more short of breath. Emphysema is one of several diseases known collectively as chronic obstructive pulmonary disease (COPD).

NCD4. High cholesterol: Cholesterol is a waxy substance that's found in the fats (lipids) in the blood. While the body needs cholesterol to continue building healthy cells, having high cholesterol is associated with an increased risk of heart disease.

When a person has high cholesterol, he/she may develop fatty deposits in the blood vessels. Eventually, these deposits make it difficult for enough blood to flow through the arteries. The heart may not get as much oxygen-rich blood as it needs, which increases the risk of a heart attack or result in a decreased blood flow to the brain that can cause a stroke.

NCD7. Has a doctor or health professional ever told you that you have cancer? If response is "No" follow the skip pattern. If response is "Yes" ask NCD7a.

NCD7a. Have you ever received treatment for cancer? A respondent who has had cancer may have been treated with several different treatment options, hence circle all that apply. If a respondent provides one option, probe if he has received another (additional) treatment for his/her cancer and circle if it applies.

10.6. Section 3C: Bones and Joints Problems

This section focuses on joints and bones problems. Follow the skip patterns and instructions in the questionnaire.

NCD8b. Which of your bones were broken? Read response options one by one and confirm if respondent has ever broken any of the listed bone(s) and select all codes that apply.

10.7. Section 3D: Stroke

This section focuses on strokes and associated problems. Follow the skip patterns and instructions in the questionnaire.

NCD9b. Which of the following problems do you have resulting from your stroke? Read response options one by one and confirm if respondent has this problem. The question refers to persistent problems resulting from the stroke, i.e. current problems and not problems that have been resolved. Check all that apply.

10.8. Section 3E: Eye and Hearing Problems

This section focuses on eye problems that the respondent may have. In addition, it includes one question on hearing problems. Read introduction as provided.

NCD10. Respondent is blind/visually impaired. Interviewer: do not ask respondent, just check box if respondent is obviously blind/visually impaired and continue to NCD13.

NCD11. Do you have difficulty seeing, even if wearing glasses? Fill in as applicable.

NCD12. When was the last time you had your eyes examined by a doctor or health professional? Ask respondent to report how many years ago he/she had the last eye examination. Enter "00" if less than 1 year. If respondent doesn't remember probe by asking if it was last year, 2 years ago, etc.

NCD12a. Do you have access to glasses or other corrective devices? Other corrective devices include different types of contact lenses. Glasses include not only glasses worn permanently for correcting vision problems, but also reading glasses worn only for reading or a magnifier to be used for reading. Probe if respondent has included access to reading glasses when responding to this question.

NCD12b. How good is your eyesight for seeing things at a distance, like recognizing a person across the street (or 20 meters away) [whether or not you wear glasses, contacts, or corrective lenses]? Read response options and fill in as applicable.

NCD12c. How good is your eyesight for seeing things up close, like weaving, or reading ordinary newspaper print, [whether or not you wear glasses, contacts, or corrective lenses]? Read response options and fill in as applicable.

NCD13. Do you have difficulty hearing, even if using a hearing aid? Read response options and fill in as applicable. If respondent does not understand the meaning of hearing aid, clarify as following: Hearing aid is a small device that fits in or on the ear and is worn to amplify sound.

10.9. Section 3F: Dental Health, Teeth

This section focuses on the oral health.

Read interviewer instruction prior to continuing with the interview.

NCD14. Have you lost some of or all your natural teeth? Read all response options and probe if respondent lost some of or all his/her teeth.

NCD14a. Do you wear dentures? Fill in as applicable. If necessary, explain that a denture is an artificial replacement of one or several (partial denture) or all teeth (full denture) of either or both jaws; it is also called a dental prosthesis. A denture can be also a removable plate or frame holding one or more artificial teeth.

NCD14b. How well can you chew solid foods such as meat, maize, etc.? Fill in as applicable.

10.10. Section 3G: Infectious Diseases

The focus in this section is on infectious diseases, excluding HIV/AIDS that are common in sub-Saharan Africa and thus should be familiar to the respondent. Some of these diseases may be known by local names to the respondent. The country's IA will provide a list with the respective local names of these diseases.

[IA] INCLUDE HERE A LIST WITH LOCAL NAMES FOR THE INFECTIOUS DISEASES ASKED IN THIS SECTION. TRANSLATE THE LIST IN ALL LANGUAGES IN WHICH THE INTERVIEW WILL BE CONDUCTED. INCLUDE THE LOCAL NAMES OF THE INFECTIOUS DISEASES IN THE RESPECTIVE FIELDS IN THE QUESTIONNAIRE.

Follow the skip patterns in this section and ask if the respondent is taking any medications prescribed by a doctor or health professional to treat the condition only if it applies (i.e., the respondent reports having this condition).

Clarify that a doctor or health professional in this study is a person who received formal medical/health professional training such as a medical doctor or nurse; this excludes traditional healers or people who did not receive any formal medical/health care training.

ID4. This question asks about diseases they are very likely to be known by their local names. Make sure you refer to these names as used in the respective local context. If necessary, explain the diseases using the following references:

- Guinea worm: a disease caused by a very long parasitic nematode worm that lives under the skin of infected humans and other mammals in rural Africa and Asia.

- Trachoma: Trachoma is a bacterial infection of the eyes that may result in blindness after repeated re-infections. It is the world's leading cause of preventable blindness and occurs where people live in overcrowded conditions with limited access to water and health care. Trachoma spreads easily from person to person. The trachoma infection usually first occurs in childhood but people do not became blind until adulthood. The disease progresses over years as repeated infections cause scarring on the inside of the eyelid, earning it the name of the "quiet disease". The eyelashes eventually turn in. This causes rubbing on the cornea at the front of the eye. The cornea becomes scarred leading to severe vision loss and eventually blindness.

- Onchocerciasis: also known as River Blindness, a tropical disease caused by the parasitic worm onchocerca volvulus. It is transmitted through repeated bites by blackflies. The disease is called River Blindness because the blackfly that transmits the infection lives and breeds near fast-flowing streams and rivers and the infection can result in blindness. In addition to visual impairment or blindness, onchocerciasis causes skin disease, including nodules under the skin or debilitating itching. Worldwide onchocerciasis is second only to trachoma as an infectious cause of blindness.

- Lymphatic filariasis: a parasitic disease caused by microscopic, thread-like worms. The adult worms only live in the human lymph system. The lymph system maintains the body's fluid balance and fights infections. The disease spreads from person to person by mosquito bites.

ID6. Do you have access to a mosquito net? Fill in as applicable and follow skip pattern as indicated.

ID6a. How often do you usually sleep under a mosquito net? Fill in as applicable.

10.11. Section 3H: HIV/AIDS

Read the introduction to this Section as provided.
HIV is a virus that weakens the immune system and causes AIDS, an illness that can lead to death if not treated with antiretroviral medication (ART). HIV/AIDS can cause secondary infections such as pneumonia. HIV is transmitted through sex or through contact with contaminated blood. The focus in this section is on knowledge about HIV, behavior (such as being tested for HIV) and access to treatment if infected.

The questions about HIV/AIDS require a high level of confidentiality. Ensure the respondent that the confidentiality of his/her responses is guaranteed and no names or personal information will be made public. Ensure the respondent's privacy and confidentiality when asking these questions.

If there is a local term for HIV or AIDS, use the local term in addition to the words "HIV or AIDS".

HIV1. Do you know places where people can be tested for HIV/AIDS? This question is used to verify whether a respondent has heard of HIV or AIDS.

HIV2. Have you ever been tested for HIV, the virus that causes AIDS? When you ask this question and you notice that the respondent is hesitant to answer, clarify that you are not asking about his/her HIV/AIDS status. The question also verifies whether a respondent has heard of HIV/AIDS.

HIV3. When was your most recent test for HIV/AIDS? Ask respondent to tell either in which year or how many years ago he/she was tested for HIV/AIDS.

HIV4. What was the main reason for testing for HIV/AIDS? Read all responses and then ask respondent to select the main reason from the list or provide an additional response, should the main reason not be among the responses listed. If necessary, repeat responses.

HIV5. Would you mind telling me the result of your most recent HIV testing? If respondent doesn't want to share the result of his/her last HIV testing, you may want to probe and ask if this is because of confidentiality and if he/she wants to change the location of the interview and find a more secluded place to talk. If the respondent is still hesitant to share the result, follow the skip options and continue with the next section.

Questions HIV6 to HIV9b are to be asked only to HIV positive respondents.

HIV6. What was the result of your most recent HIV test? Ask only if respondent confirmed in question HIV5 that he/she doesn't mind informing you of the result of the testing.

HIV7. [Interviewer ask only if HIV positive]: Has a doctor or health professional ever prescribed you medications for treating you for HIV/AIDS? Emphasize here medication prescribed by a doctor or health professional, where doctor/health profession is someone who has completed formal medical training as such.

HIV8. [Interviewer ask only if HIV positive]: Are you currently taking medication for treating you for HIV/AIDS prescribed by a doctor or health professional? Emphasize that medication here refers to medication prescribed by a doctor or health professional, where doctor/health profession is someone who has completed formal medical training.

HIV9. [Interviewer ask only if HIV positive]: Have you ever been denied access to HIV/AIDS medication (I mean drugs recommended for HIV treatment by health officials from the government)?

HIV9a. What were the reasons to be denied access to HIV/AIDS medication (drugs recommended for HIV treatment by health officials from the government)? Read responses and ask which one is applicable. If none is applicable, ask the respondent to describe the reason he/she was denied HIV/AIDS medication and write the exact response in the field below.

HIV9b. [Interviewer: ask all respondents] If you needed access to medication to treat HIV/AIDS, do you think you could get it? Read responses and select the response as provided.

10.12. Section 3I: Urinary Problems

This short section focuses on problems common among older individuals of both sexes that affect people's quality of life. Make sure that the respondent feels comfortable in the interview situation. Emphasize that you understand that it might not be easy to talk about these issues but you know that urinary problems and urinary inconsistency are common among older people.

Read the introductory text to this section as included in the questionnaire.

UP1. During the last 3 months, have you lost any amount of urine beyond your control? Fill in as applicable.

UP1a. Do you ever limit your activities, for example, what you do or where you go, because of urinary incontinence? Fill in as applicable.

10.13. Section 4: Mental Health

Interviewer do not tell respondent that you are going to talk about depression and mental health, but start the introduction to this section with the explanation as provided.

MH1. Have you ever been diagnosed with depression? Explain to the respondent that the question asks not if the respondent himself/herself has ever felt depressed (i.e., self-assessment) but if a doctor/health professional has ever made a diagnosis of depression.

Questions MH2 to MH9 have to be read one by one, repeating the response options every time when a question is read. Emphasize that the questions refer to the last week. Fill in as applicable.

10.14. Section 5: Health Care utilization

This section covers access to and utilization of health care services. Begin the section by reading the introductory paragraph as presented.

The emphasis in the following questions HU1 to HU7 is on the <u>last</u> time when the respondent was seeking health care. This last time could be any time (today, yesterday, last week or longer than last year).

HU1. When was the last time you needed health care? Explain that the answer can either be given in weeks, months or years ago; select the option that applies.

HU2a. Have you ever seen a doctor? Fill in as applicable. If the response is 'No', following the skip pattern and proceed to question HU10.

HU2. The last time you needed health care, did you get health care? Fill in as applicable. If the respondent has never seen a doctor/health professional, follow the skip pattern.

HU3. Which reasons best explain why you did not get health care when you needed it last time? The question is asked only to respondents who did not receive health care the last time they needed it. Read response options and check all that apply.

HU4. When you last needed health care, did you seek to obtain it from? Read response options and check all options that apply.

HU5. Thinking of the last time you needed health care, what was the main reason you needed care, even if you did not get care? Emphasis here is on the **main** reason to seek health care. This question is asked to all respondents, even those who did not obtain health care when they needed it last.

HU6. Thinking of the last time you received health care, who covered the expenses for these services? **A**sk only for respondents who obtained health care last time they needed it, i.e. those who answered HU2="1". Check all that apply.

HU7. Thinking of the last time you needed health care, how was the quality of care you received? Make sure that this question is only posed to respondents who obtained health care last time they needed it, i.e. those who answered HU2="1".

HU8 and HU9 ask about health care needed in the past 12 months. Clarify this to the respondent since the time reference to the past 12 months is in contrast to the previous questions in this section, which referred to the last time the respondent needed health care.

HU8. In general terms, thinking about health care you needed in the past 12 months, where did you go most often when you felt sick or needed to consult someone about a personal health problem? Emphasis is on where the respondent went <u>most often</u> to seek health care in the past 12 months. If he/she visited equally often more than one location, probe if this is indeed correct and try to clarify which of these was his/her primary destination.

HU9. Thinking about YOUR health care visits, how much did you or your family/household members <u>pay out of pocket</u> for the health care YOU needed in the last 12 months for the following health care needs: Emphasize that this question and questions HU9a to HU9e ask about the health care the respondent himself/herself needed and not anyone else in the household. Explain that out of pocket payments could have been made either by the respondent him-/herself and/or by other people, such as family members or friends. For each of the following questions HU9a to HU9e select the appropriate payment range provided.

The next questions ask about health care expenses that could occur if the respondent would fall ill or would sustain an injury in the very near future (over the next four weeks). Indicate that this is a sort of "hypothetical" question, since it might not happen.

HU10. In case you will need medical care in the course of the next four weeks, how would you/will you pay for your health care needs? Costs can be covered in several different ways so check all that apply.

Questions HU10a to HU10d provide additional clarification to the responses provided in HU10.

HU10a is to be asked only if the respondent answered option "1. It would be for free" to question HU10. After completing this question, skip to Section 6, Health Insurance Coverage, question HC11.

HU10b is to be asked only if respondent answered options "2. It would be paid by myself", "3. It would be paid by family", "4. It would be paid by friends" to question HU10.

HC10c. is to be asked only if respondent answered option "5. It would be paid by my employer" to question HU10.

HC10d. is to be asked only if respondent answered option "7. It would be paid by borrowing money" to question HU10.

10.15. Section 6: Health Insurance Coverage

This section seeks information specifically about health care insurance coverage. Read the interviewer instructions as provided prior to posing the questions.

HC11: Do you have health insurance? Fill in as applicable and follow the skip pattern.

HC11a. What types of health insurance are you covered by? Read responses and check all that apply.

HC11b. Who else in the household is covered under your health insurance? Explain that the primary subscriber for a health insurance does not necessarily have to be the respondent, but that he/she can be included in someone else's health insurance. Check all that apply. If other people in the household in addition to the respondent are covered by this insurance, probe that he/she listed all these relationships.

10.16. Section 7: Support and Help Received and Provided within the Household

Read the interviewer instructions as provided prior to posing the questions. The next questions ask about help and support among the members **within the respondent's household**. Household members sometimes help one another in a variety of different ways, and each type of help or support can be important. Make sure that the respondent understands that all questions in this section ask about the support within the household. Emphasize that the questions refer to the last 12 months prior to the interview.

FS1. Thinking about the last twelve months, has any ADULT member of your household age 18 and older, including yourself, needed care or support for any reason? Emphasize that the question asks about adult members of the household 18 years and older and that the question also refers to the respondent himself/herself. Explain that support and help can include but are not limited to the following:

- Financial help: includes cash, paying for bills, school fees, food, medication;
- Practical help: includes help with household chores, gardening, transportation, going to the market, etc.;
- Emotional help: includes social support, counseling, spending time with the persons, "parenting time";

- Health care help: includes providing health care (administering medicines, changing bandages, arranging health care providers);

- Personal help: includes bathing, assistance with meals, dressing, toileting (relieving yourself, i.e. getting to and using the toilet), moving around (transfers), incontinence (bowels and bladder).

FS2. In total, how many adult members of your household age 18 and older, including yourself, needed care or support for any reasons during the last 12 months? Probe to ensure that the respondent provided the correct count. Explain that this number should also include household members age 18 and older who may have passed away during the past 12 months. Probe if the respondent included himself/herself if applicable.

The next questions FS3, FS3a, FS3b, FS3c, FS3d, FS3e, FS3f and FS3g should be asked for a maximum of two people in the household to whom any type of help was provided. If more than two people in the household are listed in question FS2 and one of these people is the respondent, ask the questions about the respondent first and then a randomly selected individual by selecting the one with the last celebrated birthday. If more than two people in the household are listed in question FS2 and none of them is the respondent himself/herself, select randomly two people by selecting those two with the last birthdays celebrated. If the birthdays are not known, select the two people whose first names are next in the alphabet.

FS3. What is your relationship to the member(s) of your household, adults or children, who needed care or support for any reason in the last 12 months? Emphasize that the question asks about the relationship of the respondent to the individual to whom any type of help or support as listed above was provided. Probe that the respondent provides his/her relationship to this person and not the relationship to the household head.

If it is the respondent who needed care and support, fill in response option 1 “Myself/respondent” and follow the skip pattern asking question FS3c.

FS3a. Is this household member alive or dead? Fill in as applicable.

FS3b. This question is to be asked in two versions depending on whether the person to whom it refers is alive or dead.
If person is alive ask: **What is the current age of this household member?** If the exact age of this individual is not known, try to probe by asking about the age of children, or his/her age when some historic events happened in the country to try to infer the age of this household member.
If person is dead ask: **At what age did this household member die?** If the exact age of this individual at his/her death is not known, try to probe by asking about the age of children, or his/her age when some historic events happened in the country to and try to infer the age of this household member.

FS3c. Why does/did this household member need care and/or support? Read response options one by one and ask if it applies. Check all that apply.

FS3d. Who is/was the main person (person primarily responsible) for providing the care for this adult? Is/was it you, someone else in the household or a person outside of the household? It is to be expected that more than one person has provided/is currently providing support and help. Emphasis is on the main person who has provided help and support.

Remember that the respondent himself/herself may be the person who needed help and care. If this is the case, and the respondent answers to FS3d. option “1. Myself (respondent)”, then probe by asking how he/she could have provided help and support to himself/herself? In general, response option “1. Myself (respondent)” should be circled/filled in only if the respondent was a care provider and not care receiver.

Questions FS3e, FS3f and FS3g should not be asked to the respondent if he/she was the recipient of care and help within the household (i.e., response to question FS3 was “1. Myself/respondent”. These questions should be asked only if the respondent was a provider of care and support to other members of the household.

However, it is important to remember that this section collects information on up to two members of the household who needed care and support. It is possible that one of these household members is the respondent and the second individual is someone else in the household. In this case, it is also possible that the respondent provided care and help to this second individual. In this case, questions FS3e, FS3f and FS3g are to be asked when the questions refer to the person who received care.

FS3e. Even if you were not the main person providing this care, did/do you provide care or support to this person? This question asks about the respondent’s own contribution to providing support. Fill in as applicable.

FS3f. Over the last 12 months, for how long have/had YOU provided care for this person? Fill in as applicable.

FS3g. What type of care/support do/did you provide to this person? Read response options one by one and ask if it applies. Check all that apply.

10.17. Section 8: Support and Help Received and Provided Outside of the Household

This section focuses on support and help provided and received from family members and friends outside the household, that is individuals who do not live with the respondent in the same household. Families and friends sometimes help one another in a variety of different ways, and each type of help or support can be important. Part of our survey involves finding out how they do that. Read interviewer instructions as provided.

Questions FS4, FS4a, FS4b ask about personal care and help received from the respondent by individuals outside of the household.

FS4. Thinking about the last twelve months, has any family member from outside your household, any friend or neighbor, given YOU personal care or help? Read the interviewer instruction as provided to make sure the respondent understands what is meant by personal care assessed in this question and explain that these are examples of personal care that can be provided but personal care may include also other things.

FS4a. Which family member(s) from <u>outside the household</u>, friends or neighbors, have helped you most often with personal care such as dressing, bathing/showering, eating, getting in or out of bed, relieving yourself (i.e., getting to and using the toilet). Read response options and check all that apply.

If respondent answers 'spouse', probe to make sure the spouse indeed does NOT live in the household.

FS4b. In the last 12 months, how often altogether have YOU received such personal care? Fill in as applicable.

Questions FS5, FS5a, FS5b ask about practical help given to the respondents by individuals outside the household.

Practical help includes tasks such as home repairs, gardening, transportation, going to the market, shopping, cooking, household chores, help with paperwork, etc., but is not limited to these examples and could include other tasks from similar categories.

FS5. Thinking about the last twelve months has anyone from outside your household given YOU practical help? Read interviewer instructions as provided and fill in as applicable.

FS5a. Which family members from <u>outside the household</u>, friends or neighbors, have provided you most often with practical help such as home repairs, gardening, transportation, shopping, going to the market, cooking, household chores , help with paperwork, etc.? Read interviewer instructions as provided. Read response options and check all that apply. If respondent answers 'spouse', probe to make sure the spouse indeed does NOT live in the household.

FS5b. In the last 12 months, how often altogether have YOU received such practical help? Fill in as applicable.

The next set of questions FS6 to FS7b follow a similar pattern, however, emphasize that now the questions ask about the help that the respondent has **provided** to individuals outside the household. Read interviewer instructions as provided prior to continuing with the questions.

FS6. Thinking about the last twelve months, have YOU given any family member from outside your household, any friend or neighbor personal care or help? Read interviewer instructions as provided and fill in as applicable.

FS6a. Which family member(s) from <u>outside the household</u>, friends or neighbors have YOU helped most often with personal care such as dressing, bathing/showering, eating, getting in or out of bed, relieving yourself (i.e., getting to and using the toilet). Read interviewer instructions as provided. Read response options and check all that apply. If respondent answers 'spouse', probe to make sure the spouse indeed does NOT live in the household.

FS6b. In the last 12 months, how often altogether have YOU provided such personal care? Fill in as applicable.

Questions FS7, FS7a, FS7b ask about practical help provided by the respondent to individuals outside the household.

Practical help includes tasks such as home repairs, gardening, transportation, going to the market, shopping, cooking, household chores, help with paperwork, etc., but is not limited to these examples and could include other tasks from similar categories.

FS7. Thinking about the last twelve months, have YOU given practical help to any family member from outside your household, any friend or neighbor? Read interviewer instructions as provided. Select all that apply.

FS7a. Which family members from outside the household, friends or neighbors have YOU provided most often with practical help such as home repairs, gardening, transportation, shopping, going to the market, cooking, household chores , help with paperwork, etc.? Read interviewer instructions as provided. Read response options and check all that apply. If respondent answers 'spouse', probe to make sure the spouse indeed does NOT live in the household.

FS7b. In the last 12 months, how often altogether have YOU given such practical help? Fill in as applicable.

10.18. Section 9: Financial Support

The focus in this section is on the financial support (help with money) and money gifts the respondent has received from others outside of the household over the course of the last 12 months. Emphasize that the following questions seek information on financial support received from individuals NOT living in the same household as the respondent.

Financial help is defined as help/financial support with money (giving you money) and it does not include help with personal care or practical help. If someone provided money to the respondent to hire and pay someone for personal care or practical help, this should be included in the answer.

Read the interviewer instructions as provided prior to continuing with the questionnaire.

FS8. Thinking about the last twelve months, have YOU received financial help from any family member from outside your household, any friend or neighbor? Read description defining financial support that is included with this question. Fill in as applicable.

FS8a. From whom living outside of your household have you received financial help during the last 12 months? Read interviewer instructions as provided. Read response options and check all that apply. If respondent answers 'spouse', probe to make sure the spouse indeed does NOT live in the household.

FS8b. What is the total value of financial help/money gifts you received from these persons outside of your household during the last 12 months? Read responses one by one and check the category that applies.

FS8c. What was the main reason you received this financial assistance or money gift? Read responses and if necessary repeat. Check only one response option since the question asks about the main reason for receiving the financial support.

Questions FS9 to FS9c follow the same structure as above, but they ask about the financial help the respondent has provided to other people outside of the household.

FS9. Now I would like to ask you about the financial help (help with money) or money gifts YOU have given to others. Thinking about the last twelve months have YOU given to any family member from outside your household, any friend or neighbor financial help? Read description defining financial support that is included with this question. If respondent has not provided financial help to others outside of the household, follow the skip pattern.

FS9a. To whom living outside of your household have you given financial help or money gifts during the last 12 months? Read interviewer instructions as provided. Read response options and check all that apply. If respondent answers ‘spouse’, probe to make sure the spouse indeed does NOT live in the household.

FS9b. What is the total value of financial help or money gifts you have given to this person outside of your household during the last 12 months? Read responses one by one and check the category that applies.

FS9c. What was the main reason you have given this financial assistance or money gift? Read responses and if necessary repeat. Check only one response option since the question asks about the main reason for giving the financial support.

10.19. Section 10: Caregiving to Children in the Household

This section focuses on care provided by the respondent to children under age 18 in the respondent’s household. This could include respondent’s own children/grandchildren/grand-grand-children/nephews/nieces, other blood-related children or any other children who are not related by blood to the respondent.

The time period to which the questions refer is the last 12 months before the interview.

The questions refer only to help provided to children under age 18 who live in the household.

Explain that support and help can include but is not limited to the following:

- Financial help: includes cash, paying for bills, school fees, food, medicines
- Practical help: includes help with household chores, gardening, transportation, going to the market, etc.;
- Emotional help: includes social support, counseling, spending time with the persons, "parenting time";

- Health care help: includes providing health care (administering medicines, changing bandages, arranging health care providers);
- Personal help includes bathing, eating, dressing, toileting (relieving yourself, i.e. getting to and using the toilet), moving around (transfers), incontinence (bowels and bladder).

Read the interviewer instructions as provided prior to posing the questions.

FS10. Have you provided care for any child aged 18 or under living in your household over the last 12 months? If response is "No", skip to next section, Section 11, Employment Status, question EMP1.

FS11. In total, to how many children under age 18 and living in your household have you provided care or support for over the last 12 months? Fill in as applicable.

If respondent answers to question FS11 that he/she helped up to three children, continue with questions FS12a to FS12e for all three children. If respondent reports to have helped more than three children, then refer in questions FS12a to FS12e to the three children below age 18 with the most recent birthdays to whom the respondent provided/is providing help.

Explain that the questions refer also to children below age 18 who may have died within the last 12 months, but to whom help and support was provided.

FS12a. What is this child's relationship to you? This question refers to the relationship of the child (the information is collected about) to the respondent, not to the household head.

FS12b. is this child alive or dead? Fill in as applicable.

FS12c. Are the parents of this child alive, ill, and dead or absent for other reasons? Ask this question even if the child has died in the last 12 months. Read first all response options and then ask the respondent which may apply. Check all that apply.

FS12d. What type of care did you provide to this child? Read response options one by one and check all that apply.

FS12e. For how long was this care provided to this child over the last 12 months? Fill in as applicable.

10.20: Section 11: Employment Status

The focus in this section is on the current employment status of the respondent. Read the interviewer instructions as provided prior to proceeding with the interview.

EMP1. Which of this best describes your current employment situation? Check all that apply. First, ask the respondent to tell you what his current employment status is. It is possible that a respondent has more than one job, hence probe if this is the case.

Then, read the response options and check all that apply. Make sure that this information is consistent with the first answer provided. For example, if the respondent stated that he/she is doing ganyu, and then when you read the responses he/she answers that he/she is working as an employee for public or private employer with a fixed salary, probe to ensure the answers provided are correct and check all that apply.

If respondent answers “10. Never worked before”, “11. Permanently disabled”, “12. Currently not working, but looking for work”, “14. Currently don’t work and don’t look for work”, or “15. Retired” skip the remaining questions in this section and continue with the next section.

EMP2. Where do you work? Please refer to your main job that is the job where you spend most of your time. For respondents holding several jobs explain that the question asks about the main job, i.e. the job where he/she spends most of the time. Read response options to respondent and repeat if necessary.

EMP3. Usually, which days and how many hours do you dedicate to your current primary job? Question refers to the primary (main) job. EMP3a refers to the days of the week dedicated to the primary job. If respondent works in his primary job during all days of the week, check all that apply. EMP3b refers to the hours worked each day. Record the number of hours worked for each day of the week (i.e., ask this question for each day of the week). Make sure that this question is also asked for: for EMP1=7 Family worker without pay EMP1= 8 Non-family worker without pay and EMP1=9.Home worker.

EMP4. How do you get paid in your current job/work? Read responses. Fill in as applicable.

EMP5. In the last week, did you have any secondary job/activity from which you obtained income in cash or in kind? Fill in as applicable.

10.21. Section 11A: Employment in Agriculture

The questions in this section should be asked to all respondents, even to respondents who said they work for a public or private employer or are retired, or not working at the moment and not looking for a job. It is common that some people do agricultural jobs for own consumption or for selling produce, or for both; they can do this agricultural work for payment or not, and they can spend a significant amount of time and effort devoted to this work in agriculture.

Clarify that the agricultural work includes also allied work like horticulture, fisheries, etc. (including work such as agricultural wage labor).

Read the interviewer instructions as provided prior to proceeding with the interview.

AW1. Did you engage in agricultural work, including crop cultivation, forestry, fishery, and livestock rearing, for more than 10 days in the past 12 months? Check all that apply. Read response options and fill in as applicable. If respondent has not engaged in agricultural work or allied work as defined above, refuses to answer the question or doesn’t know, do not ask the remaining questions in this section and skip to the next section, Section 12, Retirement Benefits and Pensions, question RP1.

AW2. Did you get paid for your agricultural work in the past 12 months? Fill in as applicable.

AW3. How many months did you do paid and/or unpaid farm work/work in agriculture during the last 12 months? Clarify that this question refers to both paid and unpaid agricultural work and the average amount of months should be reported for both separately.

AW4. How many days per week on average did you do agricultural work during a normal work month during the last 12 months? Emphasize that the focus is on days per week.

AW5. Do you have non-agricultural wage or wage from self-employment? This question serves for verification purposes. For instance, if a respondent answers that he/she doesn't have any other non-agricultural wage or income as self-employed, but in the employment section reported that he/she is being employed, then probe and remind the respondent about this inconsistency in responses; in this case, clarify which responses are correct and correct the data entry as necessary.

10.22. Section 12: Retirement Benefits and Pensions

This section focuses on arrangements for retirement and is to be asked to all respondents, regardless of their retirement status. Read interviewer instructions as provided prior to posing the questions. Follow the skip patterns accordingly.

RP1. Are you retired? If respondent is not retired skip to RP6. Questions RP2 to RP5 should be only posed to retirees.

RP2. In what year did you retire? Code year in 4-digit format such as 1998 or 2012.

RP3. When you retired, did you retire on a: Read the response options and check all that apply. A person may have different retirement arrangements so more than one option may apply.

RP4. How often do you receive your pension benefits? Read response options and fill in as applicable.

RP5. Which of the following benefits do you or did you receive? Read response options one by one and fill in as applicable. These are not mutually exclusive response options and a respondent may be receiving more than one benefit.

If necessary, clarify to the respondent the meaning of the response options as following:

- Public Service Pension: refers to a contributory pension received by individuals who retired from public service.
- Private Pensions (Voluntary): These are optional
- Private health Insurance or medical expenses insurance: These apply when a person was on medical insurance while working and are continued through retirement at the expense of the retiree.
- Life Insurance (Voluntary): Optional/voluntary form of insurance

RP6. At what age do you plan to retire? Read interviewer instructions as provided. Code as applicable if the respondent does not plan to retire. If the respondent plans to retire, clarify that he/she can provide the answer either as "age of planned retirement" or in how many years he/she plans to retire.

10.23. Section 12A: Access to Social Programs and Benefits

The goal of this section is to capture if the respondent has or has benefitted or been benefitting from any social program and benefits over the past 12 months. Respondents may be concerned to lose their benefits when answering these questions. Interviewer: emphasize that all responses will be kept confidential and that the response to this section does not have any impact on the respondent's or the household's present and/or future eligibility for any of these social transfers programs or benefits.

The questions in this section pertain to the respondent himself/herself. It is possible that respondents who as head of the household participated in the household survey seek clarification regarding the seemingly repetition of this segment. Clarify that in the household questionnaire these questions referred to participation in social programme by all members of the household, whereas at this point in time the focus is on the situation of the respondent him-/herself.

Read the interviewer instructions as provided.

SP1. In the past 12 months, did you receive any of the following social benefits or transfers? Check all that apply. Clarify that the question asks his/her participation in different programs.

SP2. In the past 12 months, did you benefit from any Social Cash Transfer Program? Fill in as applicable.

SP2a. In which Social Cash Transfer Program did you participate in the past 12 months? Fill in as applicable.

SP2b_1 through SP2b_3: What was the reason for you to be included in this program? Read interviewer instructions. Read responses to interviewee and fill in as applicable.

SP3. In the past 12 months, did you participate in the Public Works Programs (PWP)? Fill in as applicable.

SP3a. In which Public Works Program (PWP) did you participate? Read interviewer instructions as provided. Probe in case of a 'DK' response. Check all that apply.

SP4. In the past 12 months, did you participate in any other social benefits program not mentioned here? If response is "2. No" skip to next section, otherwise ask SP4a.

SP4a. In which other social benefits program did you participate in the past 12 months? Fill in as applicable.

10.24. Section 13: Abuse of Older People

This section focuses on abuse of older people and includes questions that are sensitive and private and the respondent may be very reluctant to respond, especially if he/she has experienced or is experiencing any form of abuse.

Definition of elder abuse: According to the National Center on Elder Abuse (NCEA) elder abuse refers to "intentional or neglectful acts by a caregiver or "trusted" Individual that lead to, or may lead to harm of a vulnerable elder." (National Center on Elder Abuse. Factsheet: Why should I care about elder abuse? March 2010. http://www.ncea.aoa.gov/Resources/Publication/docs/WhatIsAbuse_2010.pdf. Accessed July 13, 2016.)

Abuse of older people can take different forms such as:

- Physical abuse: refers to the use of force to threaten or physically harm and injure an older person;
- Neglect: refers to the refusal or failure of the caregiver to provide to the needs of an older and vulnerable person;
- Emotional or psychological abuse: includes acts such as verbal attacks, threats, rejection, isolation and others that can cause mental problems, emotional pain, distress;
- Financial abuse and exploitation: this could include use of undue influence and taking over the money and property of an older person;
- Sexual abuse: refers to forced sexual contact, inappropriate touching;
- Abandonment: refers to a situation when the caregiver abandons the vulnerable older person who needs care and support;

Abuse of older people occurs most often in domestic situations and involves caregivers, family members or other persons. Older people have different risk factors that can make them potentially vulnerable to different forms of abuse such as shared living arrangements, dependency on a caregiver, physical and cognitive impairment, and others (Hoover, R.M. and Polson, M,. 2014).

Abused older individuals may experience shame, fear or retaliation, dependency and as result they may be very reluctant to speak about abuse and answer the questions in this section. Specifically, the lack of privacy during the interview may create a barrier for the interview. Make sure that the respondent feels comfortable during the interview and has privacy and confidentiality. Use neutral, nonjudgmental tone when asking the questions in this section; respond with sensitivity and reassurance when talking to the respondent. If you notice that the respondent becomes hesitant to answer questions, explain that the questions do not ask about naming specific persons if a respondent has experienced any of the described situations.

In case the interviewer suspects that an older respondent has been the victim of abuse the interviewer needs to keep a log of such abuses (together with household ID, participant ID and interviewer ID) and report it to the team-leader at the end of each field day.

Questions EA1 to EA5 are more general and do not refer to any specific time frame.

Read interviewer instructions prior to proceeding with the questions.

EA1. Have you relied on people for any of the following: bathing, dressing, shopping, banking, or meals? Fill in as applicable.

EA2. Has anyone prevented you from getting food, clothes, medication, glasses, hearing aids or medical care, or from being with people you wanted to be with? Fill in as applicable.

EA3. Have you been upset because someone talked to you in a way that made you feel shamed or threatened? Fill in as applicable.

EA4. Has anyone tried to force you to sign papers or to use your money against your will? Fill in as applicable.

EA5. Has anyone made you afraid, touched you in ways that you did not want, or hurt you physically? Fill in as applicable.

Questions EA6 to EA17 refer to the experience of the respondent in the last 12 months prior to the interview.

In the past 12 months, has anyone ever:

EA6. Taken things away or threatened to take things away from you? Fill in as applicable.

EA7. Abandoned or threatened to abandon you? Fill in as applicable.

EA8. Harmed or threatened to harm someone or something close to you (children, pets, etc.)? Fill in as applicable.

EA9. Used non-verbal behavior such as shaking a fist, pushing, poking, or slapping, to threaten or scare you? Fill in as applicable.

EA10. Manipulated you by withholding affection and love? Fill in as applicable.

EA11. Behaved in ways that frighten or intimidate you? Fill in as applicable.

EA12. Confined you against your will? Fill in as applicable.

EA13. Prevented you from contacting family, friends, or community resources? Fill in as applicable.

EA14. Kept things from you or lied about things that you should know about? Fill in as applicable.

EA15. Called you unkind names or put you down? Fill in as applicable.

EA16. Accused you of being a witch or using witchcraft? Fill in as applicable.

EA17. Felt entitled to use your money for themselves? Fill in as applicable.

10.25. Section 14: Social Life and Loneliness

The goal of this section is to obtain information about the social life and social activities of the older person, and specifically if the respondent has experienced social isolation and loneliness.

Questions SL1 to SL5 focus on how the respondent feels about different aspects of his/her life. The questions do not refer to a specific time period but are more general in nature.

Read interviewer instructions prior to proceeding with the questions.

SL1. How often do you feel you lack companionship? Fill in as applicable.

SL2. How often do you feel left out? Fill in as applicable. The question refers to being left out in general such as for instance from activities within the family or activities within the respondent's community.

SL3.How often do you feel isolated from others? Fill in as applicable. Others refer to family members, friends, neighbors, etc.

SL4. How often do you feel in tune with the people around you? Fill in as applicable. This can include people within the family, neighborhood, village, immediate community.

SL5. How often do you feel lonely? Fill in as applicable.

Questions SL6 and SL7 ask about the respondent's participation in recent social activities. The questions refer to the previous 12 months prior to the interview.

10.26. End of Individual Interview

Once you have completed the individual interview, fill in the time when the interview ended using a 24 hour-system. If there was an extended break during the interview time, for example, the respondent excused herself to take care of other things and returned to complete the interview 40 minutes later, make a note to report how long a break was taken.

If you have any comments about the interview enter them in the field provided for comments. Enter any notes that you may have either about responses to questions, any general remarks about the interview process, if there was any interruption during the interview and any other observations that you think may be relevant to understand the outcome of the interview.

Next, go back to the Result of Individual Interview section and enter that the individual interview was completed.

The following are descriptions of the various result codes:

- **Code 1 Completed by age-eligible respondent.** Enter this code when you have completed the individual interview.

- **Code 2 Completed with support.** Enter this code when you have completed the individual interview with the respondent and the assistance of another person who helped the respondent to answer part or all of the questions. For a description of an assisted interview see section 2.3. Assisted and proxy interviews with older respondents".
- **Code 3. Respondent not competent to answer questions because of illness/disability.** If a respondent is in a fragile health status, is sick and not able to participate in the interview enter this code and close the case. Do not proceed with the interview if other household members suggest to answer the questions instead of the respondent (i.e. respondent has to be able to provide inform consent by himself/herself, understand the questions and consciously participate in the interview; if this is not the case, do not proceed with the interview).
- **Code 4. Respondent absent for extended period of time.** This code is to be used only in cases in which the age-eligible respondent is not at home and the other household members report that he/she will not return for several days or weeks.
- **Code 5. Respondent was not age-eligible (younger than 60 years).** You will be provided with information on age-eligible respondents from the household survey. However, the person who participates in the household survey is not necessarily the age-eligible respondent for the individual survey, and it is possible that the household informant provides wrong information about the age of a potential respondent. When you start the interview, you will ask the respondent about his/her exact age. If during these questions it turns out that the respondent is younger than 60 years old, do not continue the interview but enter this code and close the case. Return to your supervisor and discuss the situation.
- **Code 6. Other.** There may be times that you cannot interview an age-eligible respondent and the above categories do not describe the reason. Examples of cases that would fit in the 'Other' category would be if for instance the respondent or entire household is quarantined because of a disease, or if respondent had an emergency and was brought to a hospital, etc.
- **Code 9. Refused.** The impression you make during your initial contacts with members of a household is very important. Be careful to introduce yourself and explain the purpose of the survey. Stress that the interview takes only a short amount of time and that the information will be kept confidential. If the age-eligible respondent is unwilling to cooperate, suggest that you can return at another time if it would be more convenient. If the individual still refuses to cooperate, enter Code '9' and report the problem to your supervisor.

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3. United Nations Statistics Division (2005). Designing household survey samples: Practical guidelines. New York: United Nations, Department of Economic and Social Affairs, Statistics Division, Studies in Methods, Series F No. 98, http://unstats.un.org/unsd/demographic/sources/surveys/Handbook23June05.pdf.

Annex 1: CALENDAR OF EVENTS

Mzimba District

AGE	YEAR	EVENT
114	1903	Outbreak of cattle diseases (Karonga and Mzimba)
113	1904	Establishment of Mzimba Boma.
111	1906	Mzimba District paid tax to the government for the first time
108	1909	Chief Mpherembe died
105	1912	Mzimba - Headquarters for tsetsefly fever investigation.
93	1924	Famine in Mzimba area, relief measures were taken.
84	1933	Ekwendeni - Post Office opened.
82	1935	Chicken pox and measles outbreak
77	1940	Mzimba - A bridge built over the kasitu river. A battle of K.A.R. under training at Ekwendeni
68	1949	Opening of Tung Oil Estates in Mzuzu-by Bordman
67	1950	Mzimba was divided to create Rumphi district.
62	1955	The transferring of the Headquarters from Mzimba to Mzuzu. Wenela organization closed at Mzimba
50	1967	Bus accident at Njakwa [UTM]killing almost everybody.
49	1968	Banning of Tumbuka language
40	1977	Construction of Chiweta/Kacheche road by International (W & C French Company) Ltd.
39	1978	Houses for mbumba were built and officially opened in Mzimba C.C.A.P. Livingstonia synod Headquarters moved to Mzuzu
38	1979	Foundation of new state lodge at Mzuzu
37	1980	Mzuzu Town declared as Municipality.
34	1983	Death of Inkosi ya makhosi M'mbelwa III
33	1984	visit by British Parliamentarians.
32	1985	Mzuzu Municipality declared City.
26	1991	Death of Inkosi Jalavikuba II. Freedom of the Mzuzu city to Dr.Hastings Kamuzu Banda.
25	1992	Death of T.A Mpherembe III
24	1993	Visit by Prince Henrick of Denmark
21	1996	Death of T.A. Chindi III
19	1998	Death of T.A.Mzikubola III
16	2001	Death of Mthwalo III.
15	2002	Death of mzukuzuku IV
14	2003	A Visit of President of Tanzania Benjamin Mkapa.
13	2004	Lightening killed 13 people at Chisengezi C.C A.P Church. Mzimba Secondary School students accident at Chikangawa. Petrol accident at Katula,T.A.Mthwalo-Mzimba.
12	2005	Natural disaster at Masasa[MZUZU]
12	2005	Death of Chakufwa Chihana president of aford
11	2006	Death of Mabulabo III

10 2007 Natural disaster at Msongwe[Mzuzu]

Lilongwe District

AGE	YEAR	EVENT
113	1904	Mombera's Angoniland taken over by government
107	1910	The Central Angoniland was divided into Lilongwe and Dedza District.
104	1913	Lilongwe district was divided into Dowa,(Ft. Manning) Mchinji and Lilongwe
93	1924	Bridges built at Linthipe and Diamphwe rivers.
		Lilongwe to Dowa road - Bridges over Lingadzi and Lumbadzi built.
89	1928	Lilongwe- Bridge erected.
		Dowa and Lilongwe hospitals were opened
85	1932	Lilongwe to Salima tarmac road constructed
78	1939	The unveiling of a memorial stone by the acting governor at nkoma
71	1946	Lilongwe Indian school was established
		Namitete Post Office under construction
66	1951	New training school for medical aids opened
64	1953	Chitedze agriculture and veterinary training centre was opened
		Completion of new post office
61	1956	Colby School of Agriculture and Veterinary Science opened
59	1958	New Airport started at Lilongwe.
51	1966	Bunda Collage of Agriculture was opened.
50	1967	Kamuzu Dam was Built
49	1968	2nd Famine
48	1969	Chester's Inn was built now called Lingadzi Inn.
48	1969	Capital City Development Cooperation was established [C C D C]
47	1970	Kamuzu Central Hospital was built
45	1972	Ministry of Works and Supplies Headquarters moved from Zomba to Lilongwe.
42	1975	The capital moved from Zomba to Lilongwe.
		Lilongwe Town declared city.
40	1977	Tarmac of Lilongwe/Kasungu road.
		Kamuzu Central Hospital started operating
39	1978	Tarmac reached Mchinji Boma.
		Lilongwe -Mchinji Railway line construction work reaches Mchinji.
38	1979	Railway line from Salima to Lilongwe officially opened by Dr.H. Kamuzu Banda.
37	1980	3rd Famine
35	1982	Headquarters of UMCA moved from Nkhotakota to Lilongwe
34	1983	Dr. H. Kamuzu Banda opened Kamuzu International Airport in Lilongwe.
31	1986	Malawi Congress Party annual convention held in Lilongwe
20	1997	Death of Dr. H. Kamuzu Banda, the first president of the Republic of Malawi.

16 2001 Famine in Lilongwe District

10 2007 Lilongwe Bottom Hospital was renamed Bwaila Hospital

Mangochi District

Age	Year	Event
116	1901	2nd Chancy Maples ship was assembled at Mpondas and launched.
		Construction of Queen Victoria memorial tower at Mangochi
114	1903	Lake Nyasa and Shire River very low
111	1906	A Government steamer "Guendolen" on lake Malawi
108	1909	Death of chiefs Mponda and Makwira
107	1910	The disablement of German Boat "Herman Von Vissmann".
		Namwera-Sub post-office opened
91	1926	First flying boat lands on Lake Nyasa.
87	1930	Maternity and child welfare centre was opened in Mangochi
		Mangochi district hospital under construction
81	1 936	Nyasaland railways took over services on Lake Nyasa from the
		Govt,MV Mpasa put into service
79	1938	Diesel -Engine "Nsipa" was put into service on the lake
		Floods in the lakeshore and lower shire areas
		Chief Makanjira crowned
71	1946	Floods in the Lakeshore and Lower shire areas
		Construction of MV Viphya memorial at Mangochi Boma.
68	1949	Illala 11 was assembled and launched at Monkey bay.
67	1950	Licensing of water transport vessels
66	1951	Monkey Bay launching of Illala
52	1965	Chipembere uprising after Cabinet crisis
46	1971	Roman cathedral was built at Mponda's
45	1972	Construction of Lake Shore Road.
44	1973	The first outbreak of Cholera in Malawi.
		The opening of the new Mangochi district hospital and new Boma
38	1979	MV Mtendere was assembled and launched at MonkeyBay
34	1983	MV Ufulu was assembled at and launched at MonkeyBay
33	1984	MV Viphya was assembled at launched at MonkeyBay
30	1 987	Influx of Mozambique refugees at Chiumbangame and Kalanje Camps-Mangochi East.
23	1994	Mozambican refugees return home [repatriation]from Mangochi.
16	2001	Hunger struck in Malawi
12	2005	Hunger struck again in Malawi

Nsanje District

Age	Year	Event
126	1891	Chiromo Post Office opened
115	1902	Lulwe Mission opened
114	1903	Lake Nyasa and Shire river very low
113	1904	Temporary railway Built to assist the transportation of goods between port Herald (Nsanje) and Chiromo. A 50 miles road built between Chiromo and Katunga
		Railway telegraph opened between port Herald (Nsanje)and
		European prison were built at Chiromo
		Completion of railway Bridge at Chiromo
109	1908	Famine in the lower Shire
106	1911	Chididi Mission opened
		Port Herald (Nsanje) a new post office built
		A railway extended from Port Herald (Nsanje) to Chindio
		Chikwawa and Port Herald (Nsanje) outbreak of cattle disease
102	1915	Railway extended from Port Herald [Nsanje] to Chinde
96	1921	Catholic Parish opened at Nsanje Boma
89	1928	Chiromo - Geological department completed the coal- boring operations
88	1929	Plane crashes at Ndione and related incidence to spirits of Mbona
87	1930	Port Herald (Nsanje) five grain stores built at experimental station and two more were in the villages at the Makoko's village filled with two tonnes grains
		Nsanje- maternity and child welfare centres were opened Nsanje Hospital under construction Nsanje locust from lower shire valley
85	1932	Old Hospital opens at Nsanje Boma
81	1936	Death of T.A Tengani succeeded by his Nephew Mollen
		Mosquito proofing of European Quarters
79	1938	Chikwawa and Nsanje -palm wine tapping began
		Nsanje - Chief Nyachikadza crowned
72	1945	Cotton Company moved from Nsanje Boma to Chiromo
		Chiromo bridge destroyed
71	1946	Floods in the lakeshore and lower shire areas
70	1947	Death of sub -Chief Benje
67	1950	Chief Ngabu and Chipwembwe died
		Chiromo - new bridge across the shire opened by the governor in January
		Nsanje Police Station Opened
		Lulwe school for the blind established under African Evangelical Church
57	1960	Nsanje Prison opened
53	1964	Nsanje secondary school opened
47	1970	The rail Link to the Mozambique Port of Nacala was opened by Dr. H.Kamuzu Banda.

36 1981 Nsanje District Hospital opened

32 1985 Chiromo Post Office moved to Bangula

Influx of Refugees from Mozambique

Annex 2: Informed Consent Form

Individual questionnaire/household questionnaire:

Household ID: _______, Individual ID _________, Interviewer ID ____________

Time & Date: _______________________

INFORMED CONSENT

Hello. My name is ____ and I am working with the National Statistical Office. We are conducting a survey on situation of older persons in this district about their health and well-being. We would very much appreciate your participation in this survey. This information will help the government to plan programmes suited for older persons. The survey usually takes between 60 to 90 minutes to complete. Whatever information you provide will be kept strictly confidential and will not be shared with anyone other than members of our survey team.

Participation in this survey is voluntary, and if we should come to any question you don't want to answer, just let me know and I will go on to the next question; or you can stop the interview at any time. However, we hope that you will participate in this survey since your views are important.

At this time, do you want to ask me anything about the survey?

May I begin the interview now?

Signature of interviewer: _______________________________

Signature of participant: ________________________________

Respondent agrees to be interviewed	1	☐	Continue with interview
Respondent does not agree to be interviewed	2	☐	End interview

Annex 3: Individual Questionnaire DM14 – Handwritten sentence form

Household ID: _______, Individual ID _________, Interviewer ID ____________

Respondent first name: _______, Respondent last name _________

Time & Date: ________________________

Ensure that the sheet with the sentence also has the Name of the respondent (first & last name), household ID, individual ID, date of the interview, name of the interviewer (first & last)

Handwritten sentence: ____

Annex 4: types of roofs – Household Questionnaire - question HE7