

# The BALANCED Project



A Tool for Conducting Population,  
Health and Environment Behavior  
Monitoring Surveys

*June 2013*




**USAID**  
FROM THE AMERICAN PEOPLE



**PATH Foundation Philippines, Inc.**  
ALLEVIATING POVERTY • IMPROVING HEALTH • PROMOTING ENVIRONMENTALLY SUSTAINABLE DEVELOPMENT





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**Photo:** Focus Group with Women Living near Saadani National Park, Tanzania

**Credit:** Catherine McNally

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## Introduction

The Population, Health and Environment Behavior Monitoring Survey Tool was developed by the Building Actors and Leaders for Advancing Community Excellence in Development (BALANCED) Project with support from the [United States Agency for International Development \(USAID\)](#).

The BALANCED Project is a five-year, multi-million dollar population, health and environment (PHE) technical leadership initiative awarded by the USAID Office of Population and Reproductive Health. The Project, which is implemented by the [University of Rhode Island's Coastal Resources Center \(URI/CRC\)](#) and its partners—[PATH Foundation Philippines Inc. \(PFPI\)](#) and [Conservation International \(CI\)](#)—promotes wider adoption and use of effective PHE approaches worldwide by:

- Enabling local communities to become PHE champions by building their capacity to plan, implement, and carry out demand-driven integrated programs in health and conservation. BALANCED builds capacity through peer-to-peer mentoring, south-to-south exchanges, and innovative learning techniques.
- Synthesizing and developing state-of-the-art PHE knowledge and communicating that knowledge to key audiences. This includes demonstrating the value of integrated approaches for development that take into consideration the environment and the people who live in it.
- Scaling-up, building on, and fostering the implementation of field-based PHE initiatives in areas of high biodiversity, particularly in East Africa and Asia.

### What is PHE?

PHE is a development approach that recognizes the interconnectedness between people and the environment. It focuses on the interactions among population, health and environment dynamics—particularly in biodiversity rich areas—and supports multi-sectoral collaboration and coordination. It works across these three domains in an integrated fashion—resulting in improved outcomes for each sector as well as for the community/target population at large. PHE can also be defined as “the linkage, within a community or group of communities, of natural resources management or similar environmental activities and the improvement of reproductive health—always including but not limited to the provision of family planning services” (Engelman 2008). Effective PHE interventions are conceptually linked and operationally coordinated and apply multi-disciplinary interventions delivered through private-public partnerships in a coordinated and cost-effective fashion.

### What is the PHE BMS Tool?

The Population, Health and Environment (PHE) Behavior Monitoring Survey (BMS) tool is designed to help PHE practitioners develop and implement situational and behavior monitoring surveys. It recognizes that PHE intervention designs must be tailored to the specific needs of the place where they are implemented. Understanding the context of the place will help identify possible entry points where PHE activities might have the potential to improve the quality of life

and environment in the field sites. The survey data can also provide a baseline, which is a benchmark from which to measure the impact of PHE interventions. Baselines can help us address two fundamental questions:

- 1 What is the status of current population, socio-economic, health, and environmental conditions of the community and its members in the place that the PHE project will be implemented?
- 2 What aspects of current conditions or behaviors do we aspire to modify through the PHE intervention?

A baseline is designed to engage all the members of a project team and local stakeholders in a collaborative exercise of analysis and strategic thinking. The baseline conditions of interest will depend on the project's causal theory and goals and objectives. In general they should provide a snapshot of the current conditions and behaviors from which to measure the impact of project activities and should assist in developing a shared understanding of the need for change. A baseline can be simple or complex, and can be based on either quantitative or qualitative information—or both. It could be as simple as a day or two of participatory rural appraisal activities with the targeted communities. Follow-up surveys are usually conducted two to three years after the baseline survey (and can be repeated every two to three years thereafter). Having two (or more) sets of data allows you to measure changes in behaviors and perceptions and assess the impacts of your PHE activity. Follow-up surveys can also measure the effectiveness of project implementation and provide information that helps refine the project goal, objectives, or implementation actions.

**Qualitative information** describes observations and perceptions. The goal with qualitative assessments is to get a detailed, complete description of a situation. It provides rich information, but the data collection can be time consuming.

**Quantitative information** deals with numbers and data that can be measured (length, time, members, ages, etc.). The goal with quantitative assessments is to classify features, count them and construct statistical models that explain what is observed. Quantitative data is more efficient and is able to test hypotheses, but may miss contextual detail.

### **Who should use the PHE BMS Tool?**

Anyone designing a new PHE project or developing surveys to monitor behaviors and/or perceptions related to PHE can use this tool. It can also be used by those who are conducting a follow-up survey. It is primarily written for PHE practitioners (from non-governmental organizations/NGOs, local government personnel, etc.) who need to develop a survey, but who have limited training and expertise in survey methodologies. A secondary audience includes students or other researchers who plan to conduct behavior monitoring surveys.

### **What is included in the PHE BMS Tool?**

While this Introduction section has outlined the “what” and “why” of the PHE BMS Tool, the following pages provide the reader with detailed step-by-step instructions on the “how to” of:

- Preparing the survey instrument and its associated documents—from the questionnaire instructions to coding guide
- Developing a research protocol and determining sample size and method
- Preparing for securing institutional review board approval of your survey
- Implementing the survey
- Analyzing the results

The final section is a series of annexes with templates of forms, sample surveys, etc. that can be used “as is” or adapted to the specific needs of your survey and its purpose and audience. For readers who use these resources—in their current or in an adapted format—in your field research, we welcome hearing from you as to their utility and to learn of any adaptations you have made.

This Tool and the background, instructions, and resource materials it includes should allow those who are “new” to baseline surveying to gain a solid understanding of the purpose of, methodology for, and tools used in implementing such surveys.

## **Preparing the Survey and Associated Documents**

### **Developing the questionnaire**

To cover the entire breadth of population, health and environment issues that are addressed by projects, PHE surveys tend to be long and all-encompassing. However, it is not good if a survey is too long. Try to keep the surveys to a length that will require no longer than 30-40 minutes to administer. Longer surveys will exhaust both the interviewer/enumerator and interviewee. This means that PHE survey designers need to think strategically and include only questions that are relevant to the project—focus on what you need to know and do not include everything that “would be nice to know.” What you need to know is information that will help you understand the: 1) socio-economic, health, and environmental situation and context of a place; and 2) behaviors and perceptions that the project aims to influence. There is also information about the village that is needed (e.g., its name, population density, growth rate, etc.) but which is the same for all respondents from the same village. This information can be gathered through key informant interviews rather than asking all respondents for the same information.

Examples of information that can be included in PHE baseline, follow-up, and/or end of project survey questionnaires are:

1. General survey information (date, respondent number, interviewer)
2. Household information (number of members, age, etc.)
3. Material style of life (household wealth indicator—determined by looking at house construction, facilities and appliances)
4. Current household livelihood activities (rank importance of fishing, aquaculture, farming, livestock, tourism, etc. to household)

5. Household income (disaggregated per livelihood activity)
6. Reproductive health (age at first sex, concurrent partners, contraceptive use, where birth control is obtained, etc.)
7. Opinions related to reproductive health (Should adolescents have access to information about sexuality? Should everyone have the right to choose how many children they want and when to have them? What should be the ideal size of a family?)
8. Health status (incidences of disease, access to safe water and sanitation, etc.)
9. Perceptions related to health and health-related behaviors (HIV/AIDS, condom use, sanitation and hygiene, etc.)
10. Community empowerment and livelihood security (questions designed for the participants to rank their perception of current status)
11. Perceptions regarding biodiversity indicators (e.g., abundance of key species)
12. Perceptions related to biodiversity conservation (e.g., knowledge of conservation rules, involvement in conservation, and perceived benefits of conservation) and the perceived status of threatened/economically important species
13. Perceptions related to the interconnectedness between P, H, and E (e.g., this village may soon face a crisis because there are too many people and not enough fish for everyone)

In Appendix 1, you will find a sample survey, which we conducted in Tanzania in 2012. This survey was conducted as an end-of-project survey for the BALANCED Project's PHE activities in Tanzania (see box on next page). End surveys aim to assess changes in household standing, perceptions, and/or behaviors as a result of project interventions. If you are conducting a mid- or end-of-project survey, you might choose to ask a smaller set of questions than during a baseline survey. Since end surveys focus on understanding the changes that may or may not have happened as a result of the project, it is unnecessary to ask questions about topics over which the project has had no influence. For example, in our Tanzania baseline survey, we asked questions about water and sanitation. We did this to understand the water and sanitation situation in the communities in which we were working. However, in the end, the PHE project did not implement any water and sanitation activities. Since we had no influence over any changes in the water and sanitation status in the project area, we decided not to ask questions on this topic in the end survey.



### **The BALANCED/Pwani PHE activities in the Saadani National Park Area**

In northeastern Tanzania, Saadani National Park (SANAPA) is one of the newest parks in Tanzania. The park invites tourists with the slogan, “where the bush meets the beach,” since it is Tanzania’s only national park with a contiguous marine zone. Home to the rare Roosevelt Sable antelope and several endangered species of marine turtles, the park is surrounded by rural villages, where residents put pressure on the park’s natural resources. Community members are highly dependent on natural resources for their livelihoods and several of the villages are almost totally dependent on a single livelihood—usually fishing or farming. Meanwhile, both agriculture and fisheries are suffering from a decline in productivity and profitability.

Village men and women and their families are at risk for even greater poverty and food insecurity in the near and long term. For women, there are additional disadvantages. They often have little or no education, and they lack a voice in household and community decision-making and finances because of the social structure and religious beliefs. Despite having the primary responsibility for rearing children and ensuring sufficient resources to meet family needs, women’s livelihoods are limited and women have little access to monetary income. Further, poor access to modern contraceptives—and the lack of communication between partners about when and how to prevent pregnancies—restricts women’s choices about when to bear children.

To address these interlinked issues, the USAID Tanzania-funded Conservation of Coastal Eco-Systems in Tanzania: the *Pwani* Project implements a number of activities in the SANAPA area, including sea turtle conservation, HIV/AIDS prevention, leadership strengthening, livelihood development, provision of micro-credit, and the promotion of fuel efficient stoves. Since 2009, the BALANCED Project has provided modest funding to support the integration of community-based family planning into *Pwani*’s integrated activities—specifically by supporting community-based distribution, peer education, behavior change communication and advocacy for District governments to adopt the PHE approach. The BALANCED Project also collaborated with the *Pwani* Project to implement a BMS baseline in 2009 and a follow-up/end of project survey in 2012 (see Appendix 1).

### **Developing questionnaire instructions and coding guide**

A simple document with instructions for how to administer the questionnaire and code the responses helps enumerators ask the questions in a consistent way (see Appendix 2). It gives each of the enumerators a common understanding of how to ask the questions and record the answers. It also explains the flow of the survey, indicating if there are questions that should be skipped based on the respondents’ answers.

## **Developing a Research Protocol**

A research protocol is a detailed instruction of the methods that will be used to conduct a research project and collect data. The protocol is a reference document for the research team and for the ethics board, which reviews the protocol to protect those interviewed. A research protocol can include the following components:

1. Project title
2. Names and contact information for each of the research team members
3. Assertion that all research team members have completed training in the responsible conduct of research with human subjects
4. Information on how the research is funded
5. Description of collaborating institutions
6. Summary of the research activities, including the research study design
7. Description of risks and measures to minimize risks, including risks of psychosocial and economic harm
8. Description of any potential direct benefit to the individual subjects
9. Description of the characteristics of the subject population and location of study
10. The recruitment and informed consent process
11. Privacy and confidentiality, including the provisions made to maintain anonymity and/or confidentiality of data collected, and how data will be stored
12. Statement about potential conflicts of interest

## **Determining the Sample Size and Sampling Method**

The sample size needs to be large enough to get data that is valid and represents the target population. As a general rule, you need to interview at least 30 individuals in each village to have data that can be disaggregated by village. In Tanzania, we targeted 50 respondents per village (400 respondents in total as the survey was conducted in eight villages).

If you are interested in questions related to sexual and reproductive health, you must target individuals in the reproductive age group. This definition can vary—e.g., in the Philippines we defined this as those aged 15-49 years, while in Tanzania we targeted those aged 18-49. It is sometimes sensitive to interview young adults (15-17). Hence, in the case of Tanzania, we determined the survey would be better accepted by village leaders and other key stakeholders if we limited the survey to those between the ages of 18 and 49.

Developing a sampling method is a balance between collecting perfectly representative data and collecting what is practically feasible. Optimally, you should aim to select the respondents (which are all members of a household) systematically so that, across the entire sample, all possible household member-types are represented in the same proportions as in the population. This means using a random sampling method so that you get an approximately even number of men, women, young, and old household members. In our first Tanzania survey, we used the Kish

selection method (McBurney 1988). This randomizes the household selection and selection of the subjects from within a household. This method, however, proved impractical; it resulted in numerous visits to households where the randomly selected household member could not be interviewed because they were not home. In the 2012 survey, we developed a simplified sampling method. While households were still randomly selected, we were allowed greater flexibility in selecting which person to interview within each household. For example, if an enumerator had been assigned to interview a young woman in a household, but only a young man was at home, the enumerator could interview the young man and target a young woman at the next household. The simplified procedures are outlined in Appendix 3.

### **Field testing the survey**

Field testing the survey allows you to assess the reliability of the survey questionnaire. It is *critical* in terms of identifying problems the questionnaire could potentially present for either the respondents and/or the interviewers. Field tests will reveal if questions are clear (Is there confusion with the overall meaning of a question? Are individual terms and concepts being misinterpreted?). Field testing also allows you to assess how well the questionnaire formatting works (e.g., are there problems with the “skip patterns” or other formatting?). It can also test the recording/codifying system. For example, if you get many “other” responses that are similar to each other, it is easier to codify these versus repeatedly inputting “other.”

You can field test using respondent focus groups or using individual interviews with respondents who have characteristics similar to those of individuals you intend to interview. For example, if your intended survey population is individuals from rural areas with an average of seven years of schooling, it would make no sense to test the survey with medical students in the capital city. Also, if you have the enumerators onboard by the time you are ready to field test, it is very useful to include them as well so they too can also test the survey questionnaire and get a “feel” for how it works. After the field testing, the team should debrief and discuss what worked with the survey and what did not—and agree on any necessary changes to the questionnaire or the survey process.

### **Preparing for Institutional Review Board Approval**

Before implementation, all questionnaires and research protocols must be approved by the appropriate Institutional Review Board (IRB), which is basically an ethics review board. The Board, which can be connected to a university or national agency, reviews the research protocols (e.g., how the surveys will be conducted, how the subjects will be selected, where the data will be stored, etc.), the survey questions and any related materials to ensure the privacy and rights of the human subjects participating in the survey are protected. The review board also assesses the ethics of the research and its methods, promotes fully informed and voluntary participation by

**Tip:** Most countries and universities have institutional review boards. Before preparing a survey, you should identify any protocols or procedures you will need to follow in order to ensure you are in compliance with requirements for any human subjects survey conducted in that country/place. There could also be a government-run review board that must review the survey and research protocol. If the survey is administered through a university, the research will likely have to be reviewed and approved by this board as well.

prospective subjects, and seeks to maximize the safety of subjects. Depending on your institution, there will likely be some form of established IRB application process that includes standardized forms. You will *always* be required to:

1. Develop an informed consent form that ensures that the subjects are fully informed and are willing to participate in the survey. See Appendix 3 for a sample informed consent form.
2. Ensure you and all key individuals administrating the survey (potentially including all the survey enumerators) are IRB certified.

If the survey is funded by the US Government, it is recommended that all key individuals have gone through the **USAID family planning compliance training** and understand the principles of volunteerism and informed choice. The training takes one to two hours to complete. The web link to the FP compliance website is: <http://www.globalhealthlearning.org/login.cfm>

## Implementing the Survey

### Pre-interview Preparations

Once the survey and research protocols have been developed and approved, you are cleared to implement the survey. The next step is to hire and train a team of survey enumerators. In the BALANCED Project's survey in Tanzania, our survey enumerators were community outreach and extension workers and graduate students who received training from the PATH Foundation Philippines Inc. (PFPI) and the University of Rhode Island (URI) Coastal Resources Center (CRC) on survey processes, informed consent and interview methods. The enumerators received a two-day training on the nature and purpose of the study, and on survey procedures, fieldwork techniques, informed consent, and other specific aspects of the study to be carried out by the team. During such training, it is very important to review the survey carefully with the entire team to make sure all of the enumerators thoroughly understand the questions, that they can define all terms in the same way, and that they are able to ask the questions in a consistent way. If the enumerators misunderstand a question or if each of them does not ask the question in the same way, it can render the entire data set useless. In Tanzania, the basis for the enumerator training was an interview guideline adapted from a document developed by Pathfinder International as part of the Health of People and the Environment-Lake Victoria Basin (HOPE - LVB) Project. The interview guidelines are presented in Appendix 5.

**Tip: Qualities of a good enumerator:** A good enumerator is one who is good at listening and accurately recording, who pays attention to detail, follows procedures, and is able to solve problems in the field, but also knows which problems require advice from a supervisor.

After the training, the survey coordinators and enumerators should make courtesy calls to local officials and community leaders to inform them about the survey and research project and seek their endorsement. It is important to have their permission and support for the study before the survey work begins. During the Tanzania survey preparations, the team combined the courtesy calls with securing master lists of households from the selected villages. They used the household lists to systematically select 480 sample households. With a goal of completing 400

surveys, this provided 80 extra households to work with, in case some of the households were unable to participate (e.g., the household had moved, or the household did not have any eligible household members, etc.).

If there is no list of households available, there are ways to conduct a random selection. For example, if you have a map of the village and know how many households it comprises, you can divide the number of households you want to survey by the total number of households in the village, then multiply that result by 100 and round-off to the nearest multiple of 5. For example, if the village has 88 households and you will survey 30 of these, you would divide 30 by 88 and multiply by 100 to get the result of 34. Each surveyor will have a sheet of randomized numbers from 1 to 100. As they walk through the village, they stop at each house and look at the next number on the list. If that number is less than or equal to the calculated number (in this case 34), then the house is surveyed. If that number is greater than the calculated number, it is skipped. This process is repeated at each house until all surveys have been conducted. To prevent houses from being included multiple times, the supervisor should “divide up” the village into clearly delineated areas and assign the different areas to different survey teams. This method works well if the village is one where the households are clustered together.

### **Conducting the Surveys**

Once you have the random sample of households, and the village leaders and other key stakeholders have endorsed the research, it is time to implement the surveys. It is best to set up a sampling schedule that will allow time to meet with the village leaders to discuss the work in each village prior to starting the actual surveys. Once in the field, the enumerators should conduct the surveys through face-to-face interviews administered in the local language. After selecting a respondent using the determined sampling method, the enumerator should begin each interview by introducing the project and going through the informed consent form—the enumerator can either read the consent form out loud or ask the respondent to read it on their own. Depending on the context where the survey is being implemented, you can ask those interviewed to verbally agree to the informed consent form—or you can ask each individual to sign the form. In Tanzania, we chose to read the consent forms out loud and asked for verbal consent so that individuals who could not read and write were still able to participate.

Depending on the length of your survey and the distance between households, an enumerator can manage to conduct between three and seven surveys per day. At the end of each day, the survey coordinator(s) should meet with all enumerators to review the day’s surveys. This gives the team a chance to look at the responses, check if there are gaps, mistakes, or things that are unclear in the surveys. The team leader can also discuss the questionnaire with the enumerators to make sure that everyone has asked the questions in the same way, and defines terms within the survey instrument in the same manner. During the first day or two, the team should assess how well the survey is working and/or if there are questions that are problematic—you might identify problems even if you have pilot tested the survey instrument. The team also can discuss difficult questions to make sure everyone on the team interprets those questions the same way. And, if respondents are having a problem with certain questions, the team can brainstorm ways they might better explain the question(s) to the respondents so those question(s) are more easily and clearly understood. Consistency is essential! If, after the first day, you find there have been

inconsistencies in how a question has been asked, you can tweak the question so it is easier for every enumerator to ask the question in the same way. When that happens, however, you must NOT include the first day's answers to that specific survey question in your overall dataset, as that would skew the results.

If possible, it is best to start entering the survey data into a database (e.g., Excel or SPSS) while still in the field. This allows the data entry clerk to immediately ask the enumerators for clarification when an entry is unclear for any reason. If it is not possible to enter data in the field, the entry should begin as soon as possible after returning to the office.

**Tip: Selecting and training your data entry clerk:** A data entry clerk need not be highly educated. However, it is important to select a person who knows how to work with database programs— ideally the database or statistics program that will be used for the analysis. The person must also have the skills to enter data accurately and in a timely fashion. Attention to detail is also important. Noticing that some data seems out of sync with other data and double checking if the data was recorded correctly can help avoid more complicated errors later on. Provide hands-on training to the data entry clerk. This includes reviewing the survey, the data entry program, and entering a number of surveys together. Make sure the data entry clerk has a way to contact the survey team when there are questions on the survey forms.

Once the surveys have been completed and the data entered into a database, the next step is to analyze and write up the results. This is a critical task that requires one to know which statistical calculations are most appropriate for the data, how to make sense of the data and interpret the results, and how to write up the results and conclusions. While this guide does not explain how to analyze and document the survey results, the section below includes useful references on data analysis.

Between the information and resources provided in this guide and the resources you can find in the references below (and others), we believe you will be well prepared to design, implement, and analyze the results of your baseline surveys.

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## Appendix 1. Sample Survey Instrument

### Pwani/BALANCED 2012 BMS Survey

GENERAL SURVEY / VILLAGE INFORMATION		CODE
NUMBER	Respondent Number: — —	<input type="text"/> <input type="text"/>
VILLAGE	Village: _____	<input type="text"/> <input type="text"/>
VILPOP	Village population: _____	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Interviewer	Office Edited	Encoded
Name: _____ <input type="text"/> <input type="text"/>	Name: _____ <input type="text"/> <input type="text"/>	Name: _____ <input type="text"/> <input type="text"/>
Date: _____	Date: _____	Date: _____

GENERAL RESPONDENT INFORMATION		CODE
Q1	Gender / Sex 1 – Male 2 – Female	Q1 <input type="checkbox"/>
Q2	How old are you? — —	Q2 <input type="text"/> <input type="text"/>
Q3	What is your religion? 1 – Muslim 2 – Christian 3 – Others, [specify] _____	RELIGION <input type="checkbox"/>
Q4	Are you currently married or living with someone? 1 - Single, never married 2 – Currently married 3 - Currently living with someone 4 - Divorced/Separated/Widowed 5 – Others, [specify] _____	Q4 <input type="checkbox"/>
Q5	What is the highest level of schooling you completed? 0 – None/No Education 1 – Primary education (Standard 7) 2 – Secondary education Form 4 (O-level) 3 – Secondary education Form 6 (A-level) 4 – College Certificate level 5 – College Diploma level 6 – University Degree 7 - Vocational school 8 – Others, specify _____	Q5 <input type="text"/> <input type="text"/> <input type="text"/>

HOUSEHOLD AND LIVELIHOOD INFORMATION		CODE
Q6	How long have you lived in this village? 1 – Less than a year (# months: __ __) 2 – One year or more (# years: __ __) 3 – Since birth – all my life ( <i>Skip to Q8</i> )	Q6 <input type="checkbox"/>  Q6 month/year <input type="text"/> <input type="text"/>
Q7	Before moving here, where did you live? 1 – In another village in the Pangani/Bagamoyo district 2 – Outside the Pangani/Bagamoyo district	Q7 <input type="checkbox"/>
Q8	What is your current main source of income? 1 – Fisheries/fishing 2 – Farming/Agriculture	Q8 <input type="checkbox"/>

	3 – Seaweed 4 – Small business (mama lishe, selling kangas, duka) 5 – Sex 6 – Salary from government work (teacher, politician, etc.) 7 – Salary from NGO or Private Institution 8 – Sisal industry 9 – Other _____																																													
Q9	<p>Aside from your main occupation, what is your other source of household income?</p> <table border="0"> <thead> <tr> <th></th> <th><b>Yes</b></th> <th><b>No</b></th> <th></th> </tr> </thead> <tbody> <tr> <td>a. No other source of income</td> <td>1</td> <td>2</td> <td>Q9a <input type="checkbox"/></td> </tr> <tr> <td>b. Fisheries / fishing</td> <td>1</td> <td>2</td> <td>Q9b <input type="checkbox"/></td> </tr> <tr> <td>c. Farming / Agriculture</td> <td>1</td> <td>2</td> <td>Q9c <input type="checkbox"/></td> </tr> <tr> <td>d. Seaweed</td> <td>1</td> <td>2</td> <td>Q9d <input type="checkbox"/></td> </tr> <tr> <td>e. Small business</td> <td>1</td> <td>2</td> <td>Q9e <input type="checkbox"/></td> </tr> <tr> <td>f. Sex</td> <td>1</td> <td>2</td> <td>Q9f <input type="checkbox"/></td> </tr> <tr> <td>g. Salary from government work (teacher, politician)</td> <td>1</td> <td>2</td> <td>Q9g <input type="checkbox"/></td> </tr> <tr> <td>h. Salary from NGO or private institution</td> <td>1</td> <td>2</td> <td>Q9h <input type="checkbox"/></td> </tr> <tr> <td>i. Sisal industry</td> <td>1</td> <td>2</td> <td>Q9i <input type="checkbox"/></td> </tr> <tr> <td>j. Others</td> <td>1</td> <td>2</td> <td>Q9j <input type="checkbox"/></td> </tr> </tbody> </table> <p>Specify: _____</p>		<b>Yes</b>	<b>No</b>		a. No other source of income	1	2	Q9a <input type="checkbox"/>	b. Fisheries / fishing	1	2	Q9b <input type="checkbox"/>	c. Farming / Agriculture	1	2	Q9c <input type="checkbox"/>	d. Seaweed	1	2	Q9d <input type="checkbox"/>	e. Small business	1	2	Q9e <input type="checkbox"/>	f. Sex	1	2	Q9f <input type="checkbox"/>	g. Salary from government work (teacher, politician)	1	2	Q9g <input type="checkbox"/>	h. Salary from NGO or private institution	1	2	Q9h <input type="checkbox"/>	i. Sisal industry	1	2	Q9i <input type="checkbox"/>	j. Others	1	2	Q9j <input type="checkbox"/>	
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Q10	Material Style Of Life (Household Wealth Indicator) <sup>1</sup> <i>[Circle items that apply]</i> <p><b>WALLS</b></p> 1 – thatched 2 – wood/mud 3 – concrete block 4 – other, <i>[specify _____]</i> <p><b>FLOOR</b></p> 1 – dirt	<b>WALLS</b> <input type="checkbox"/>  <b>FLOOR</b> <input type="checkbox"/>																																												

<sup>1</sup> The material style of life options should be adapted to common building materials used where one’s study is being conducted.

	2 – wood 3 – concrete 4 – tile 5 – other, [ <i>specify</i> _____]	
	<b>ROOF</b> 1 – thatched 2 – wood 3 – corrugated iron sheet 4 – tile 5 – other, [ <i>specify</i> _____]	ROOF <input type="checkbox"/>
	<b>WINDOWS</b> 1 – open 2 – wood shutters 3 – glass 4 – other, [ <i>specify</i> _____]	WINDOWS <input type="checkbox"/>

	<u>FACILITIES, APPLIANCES AND BELONGINGS<sup>2</sup></u>			
		<b>Yes</b>	<b>No</b>	
Q11	Electricity/Generator	1	2	ELECTRIC <input type="checkbox"/>
	Solar power	1	2	SOLPW <input type="checkbox"/>
	Electric fan	1	2	EFAN <input type="checkbox"/>
	Refrigerator	1	2	FRIDGE <input type="checkbox"/>
	Matched living room set	1	2	LIVESET <input type="checkbox"/>
	Display cabinet	1	2	DISCAB <input type="checkbox"/>
	Radio/cassette player	1	2	RADIOC <input type="checkbox"/>
	Video game	1	2	VIDGAME <input type="checkbox"/>
	Television	1	2	TV <input type="checkbox"/>
	Burner gas cooking range	1	2	RANGE <input type="checkbox"/>
	Chairs	1	2	CHAIRS <input type="checkbox"/>
	Wood bench	1	2	BENCH <input type="checkbox"/>
	Cellular phone	1	2	
	Boat with motor	1	2	
	Boat without motor	1	2	
	Bicycle	1	2	

<sup>2</sup> This list should be adjusted to what the common household appliances and belongings are in the area where the survey is being conducted.

		PHONE <input type="checkbox"/>
		BOAT MOTOR <input type="checkbox"/>
		BOAT NOMOT <input type="checkbox"/>
		BIKE <input type="checkbox"/>
Q12	<p>How do you assess the standing of yourself and your family as to meeting your daily needs now?</p> <ol style="list-style-type: none"> <li>1. We have difficulty in meeting our basic needs (3 meals/day, soap,)</li> <li>2. We just meet our basic needs, and we have no extra things</li> <li>3. We have enough to meet our daily needs and we have some extra things</li> <li>4. We can meet our daily needs and save money afterwards too</li> </ol>	Q12 <input type="checkbox"/>

ENVIRONMENTAL		CODE
Q13	<p>Are you aware if there is any natural resource management (NRM) in this area?</p> <ol style="list-style-type: none"> <li>1 – Yes</li> <li>2 – No (<i>Skip to Q17</i>)</li> </ol>	Q13 <input type="checkbox"/>
Q14	<p>What are the names of the NRM areas?</p> <ol style="list-style-type: none"> <li>1 – SANAPA</li> <li>2 – Maziwe</li> <li>3 – Collaborative fisheries management no-take zones</li> <li>4 – Don't know</li> <li>5 – Other [<i>Specify</i>]: _____</li> </ol>	Q14 SAN <input type="checkbox"/> MAZ <input type="checkbox"/> CFM <input type="checkbox"/> DKN <input type="checkbox"/> OTHR <input type="checkbox"/>
Q15	<p>What are the benefits of the NRM areas?</p> <ol style="list-style-type: none"> <li>1 – Protect the fisheries resources</li> <li>2 – Has no benefit</li> <li>3 – Negative impact</li> <li>4 – Other [<i>Specify</i>]: _____</li> </ol>	Q15 <input type="checkbox"/>
Q16	<p>What is your involvement in the NRM?</p> <ol style="list-style-type: none"> <li>1 None</li> <li>2 Management committee member</li> <li>3 Local government official</li> </ol> <p>Other [<i>Specify</i>]: _____</p>	Q16 <input type="checkbox"/>

<b>Project “Participation”</b>		CODE
<b>Read the following sentence:</b> “There have been a number of health, environment and livelihood activities implemented in your community by TCMP and UZIKWAZA and in cooperation with the District health and NRM offices over the last several years including HIV/AIDS awareness, family planning, fuel efficient technologies, microcredit scheme, beekeeping, etc.”		
Q17	Are you aware of any of these activities in your community? 1 – Yes 2 – No ( <i>Skip to Q19a</i> )	Q17 <input type="checkbox"/>
Q18	If yes, have you participated in any of the following activities?  1 – Acted as a CBD 2 – Acted as a Peer Educator 3 – Visited a CBD or Peer Educator 4 – Member of a SACCO 5 – Promoted Fuel Efficient Stoves 6 – Owner of Fuel Efficient Stove 7 – Member of VMAC 8 – Member of Theater for Development group 9 – Beekeeper 10 – Bakery 11 – Attended trainings for fishermen on HIV 12 – Other[ <i>Specify</i> ]: _____ 13 – Aware, but do not participate	CBD <input type="checkbox"/>  PE <input type="checkbox"/> VISIT <input type="checkbox"/> CBD/PE <input type="checkbox"/>  SACCO <input type="checkbox"/>  STOVE PR <input type="checkbox"/>  STOVE Own <input type="checkbox"/>  VMAC <input type="checkbox"/>  TFD <input type="checkbox"/>  BEE <input type="checkbox"/>  BAKE <input type="checkbox"/> FISH <input type="checkbox"/> TRAIN <input type="checkbox"/>  OTHER <input type="checkbox"/>

<b>HIV/AIDS</b>				CODE
<b>Encircle the appropriate code in the table</b>				
	<b>Opinion Statement</b>	<b>True</b>	<b>False</b>	<b>Don't know</b>
Q19a	Having only one faithful partner can protect against HIV	1	2	3
Q19b	Condoms can prevent HIV	1	2	3
				Q19a <input type="checkbox"/> Q19b <input type="checkbox"/>

Q19c	A healthy looking person can have HIV	1	2	3	Q19c <input type="checkbox"/>
Q19d	Mosquitoes do not transmit HIV	1	2	3	Q19d <input type="checkbox"/>
Q19e	Sharing food does not transmit HIV	1	2	3	Q19e <input type="checkbox"/>
Q19f	Witchcraft can cause AIDS	1	2	3	Q19f <input type="checkbox"/>
Q19g	Washing a dead body of an HIV infected person is safe <sup>3</sup>	1	2	3	Q19g <input type="checkbox"/>
Q19h	Shaving equipment at Barbers shop can transmit HIV/AIDS <sup>4</sup>	1	2	3	Q19h <input type="checkbox"/>
Q20	Do you know about UZIKWASA's work in your community? 1 – Yes 2 – No ( <b>Go to Q22</b> )				Q20 <input type="checkbox"/>
Q21	Do you think the UZIKWASA activities have made a difference in your community? 1 – Yes 2 – No ( <b>Go to Q22</b> )				Q21 <input type="checkbox"/>
Q21a	If Yes, what kinds of differences have you noticed?				
		<b>Yes</b>	<b>No</b>		
	1. VMAC more active than before	1	2		Q21a1 <input type="checkbox"/>
	2. People are using condoms more	1	2		Q21a2 <input type="checkbox"/>
	3. There are fewer rapes	1	2		Q21a3 <input type="checkbox"/>
	4. People know where to get condoms	1	2		Q21a4 <input type="checkbox"/>
	5. People are drinking more responsibly	1	2		Q21a5 <input type="checkbox"/>
	6. People have fewer sex partners	1	2		Q21a6 <input type="checkbox"/>
	7. There are fewer early marriages	1	2		Q21a7 <input type="checkbox"/>

<sup>3</sup> Respondents from Sange and Mikocheni were confused on this question. Many asked "...with or without gloves?" In an attempt to collect more consistent data, the words "without gloves" were added to this opinion statement.

<sup>4</sup> For future surveys, it might be useful to add a statement about tools/small knives used in circumcisions.

				<input type="checkbox"/>
	8. There are fewer temporary marriages	1	2	Q21a8 <input type="checkbox"/>
	9. There is less trading of sex for fish	1	2	Q21a9 <input type="checkbox"/>
	10. People feel better about the community	1	2	Q21a10 <input type="checkbox"/>
	11. People feel more trusting of the VMACs	1	2	Q21a11 <input type="checkbox"/>
	12. People are working more	1	2	Q21a12 <input type="checkbox"/>
	13. Communities are more outspoken about their issues (“wanabanja”)	1	2	Q21a13 <input type="checkbox"/>
	14. Women are more empowered to voice their concerns	1	2	Q21a14 <input type="checkbox"/>
	15. Women have better access to family resources	1	2	Q21a15 <input type="checkbox"/>
	16. People are more aware about gender roles and rights	1	2	Q21a16 <input type="checkbox"/>
	17. Leaders follow up more on reported cases (e.g. sexual violence, gang rape (“kula mande” and early forced marriage)	1	2	Q21a17 <input type="checkbox"/>
	18. There is less stigma with HIV/AIDS	1	2	Q21a18 <input type="checkbox"/>
	19. Other <i>[Specify]</i> : _____	1	2	Q21a19 <input type="checkbox"/>



Q22	<p>Have you ever been tested for HIV, the virus that causes AIDS?<sup>5</sup> (<i>If NO, go to Q24</i>)</p> <p>1 - No, and I am not considering getting tested.  2 - No, but I am thinking about getting tested in the next 6 months  3 - No, but I am thinking about getting tested in the next 30 days  4 - Yes, I got tested within the past 6 months.  5 - Yes, I got tested more than 6 months ago</p>	Q22 <input type="checkbox"/>
Q23a	<p><b>[Only If Yes, got tested]</b> Where did you get tested?</p> <p>1 - Pangani Hospital  2 - Mwera health centre  3 - Dispensary (all dispensaries have VCT services)  4 - Mobile VCT  5 - TAWG (Tanga AIDS Working group site)  6 - Another testing site _____</p>	Q23a <input type="checkbox"/>

<b>ADVANTAGES / PROS OF CONDOM USE</b>						
Here are some good things about using condoms.						
Please rate <b>HOW IMPORTANT</b> each one is <b>TO YOU</b> in <b>YOUR</b> decisions to use condoms or not use condoms. Use the following scale <sup>6</sup>						
<b>Encircle the appropriate Code in the table</b>						
		<b>Not at all important</b>	<b>Slightly important</b>	<b>Somewhat important</b>	<b>Very important</b>	<b>Extremely important</b>
<b>Q24a</b>	I would feel more responsible.	1	2	3	4	5
<b>Q24b</b>	I would fear sexually transmitted diseases, like AIDS, less.	1	2	3	4	5
<b>Q24c</b>	It would build trust in our relationship.	1	2	3	4	5
<b>Q24d</b>	My partner would feel respected.	1	2	3	4	5
<b>Q24e</b>	Condoms would protect both of us.	1	2	3	4	5
<b>Q24f</b>	Pregnancy would be less likely.	1	2	3	4	5

<sup>5</sup> For future surveys, one might want to consider adding a question for those who answer “no.” Ask “Why?”

<sup>6</sup> This question was problematic as some enumerators asked to what extent the interviewee agreed or disagreed with the statements about good and bad things about condoms. They did not ask how important the statements were in the respondent’s decision-making as to whether or not to use condoms.

<b>DISADVANTAGES / CONS OF CONDOM USE</b>						
Now, here are some bad things about using condoms.						
Please rate <u>HOW IMPORTANT</u> each one is TO YOU in YOUR decisions to use condoms or not. Use the same scale as just used above.						
<b>Encircle the appropriate Code in the table</b>						
		<b>Not at all important</b>	<b>Slightly important</b>	<b>Somewhat important</b>	<b>Very important</b>	<b>Extremely important</b>
<b>Q25a</b>	My partner would refuse.	1	2	3	4	5
<b>Q25b</b>	Asking my partner to use condoms would be too embarrassing.	1	2	3	4	5
<b>Q25c</b>	My partner would think I don't trust him/her.	1	2	3	4	5
<b>Q25d</b>	Sex would feel less natural.	1	2	3	4	5
<b>Q25e</b>	It would be too much trouble.	1	2	3	4	5
<b>Q25f</b>	Sex would be less enjoyable.	1	2	3	4	5
<b>Q25g</b>	Condoms would prevent pregnancy.	1	2	3	4	5

<b>SEX</b>	<b>CODE</b>
For this survey sex means either <u>vaginal</u> (penis in vagina) or <u>anal</u> (penis in anus, rectum or butt) sex ONLY. Please do <u>not</u> count oral sex (mouth on genitals) or other kinds of sex. Also, people can have many different types of relationships. For this survey, steady partner means someone that you have sex with on a regular basis – you could be married or not, but more than a casual relationship. All other sex partners, for the purposes of this survey, will be called OTHER partners.	
Q26	Have you ever had sex? 1 - Yes 2 - No ( <i>If No, Go to Q40</i> )
Q27	How old were you the first time you had sex? ___ years
Q28	The last time you had sex with anyone, was a condom used? 1 - Yes 2 - No
Q29	Do you have a steady partner that you have sex with? 1 - Yes 2 - No ( <i>Go to OTHER partner section, Q36</i> )

Q30	<p>Have you had sex with your steady partner during the last 30 days or 2 months?</p> <p>1 - I had sex in the last 30 days  2 - I had sex in the last 2 months, but not the 30 days  3 No, we have not had sex during the past 2 months  <i>(Go To Q36)</i></p>	<p>Q30 <input type="checkbox"/></p>																														
Q31	<p>What type of birth control do you and your steady partner use? (<i>If None or Don't know, go to Q36</i>)?</p> <table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>a) None</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>b) Early withdrawal</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>c) Breastfeeding/Lactation Amenorrhea (LAM)</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>d) Rhythm / Calendar / Natural Method</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>e) Condoms</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>f) Oral contraceptive pills</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>g) Injections/Depo Provera</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>h) Vasectomy/tubal ligation</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>i) Other</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>		Yes	No	a) None	1	2	b) Early withdrawal	1	2	c) Breastfeeding/Lactation Amenorrhea (LAM)	1	2	d) Rhythm / Calendar / Natural Method	1	2	e) Condoms	1	2	f) Oral contraceptive pills	1	2	g) Injections/Depo Provera	1	2	h) Vasectomy/tubal ligation	1	2	i) Other	1	2	<p>Q31a <input type="checkbox"/></p> <p>Q31b <input type="checkbox"/></p> <p>Q31c <input type="checkbox"/></p> <p>Q31d <input type="checkbox"/></p> <p>Q31e <input type="checkbox"/></p> <p>Q31f <input type="checkbox"/></p> <p>Q31g <input type="checkbox"/></p> <p>Q31h <input type="checkbox"/></p> <p>Q31i <input type="checkbox"/></p>
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Q32	<p>Where do/did you/your steady partner(s) get birth control supplies/services?</p> <table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>a) Dispensary</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>b) Hospital</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>c) Small shop (mama lise/traditional practitioners)</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>d) CBD</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>e) Medical store</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>f) Other, [<i>Specify</i>]: _____</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>		Yes	No	a) Dispensary	1	2	b) Hospital	1	2	c) Small shop (mama lise/traditional practitioners)	1	2	d) CBD	1	2	e) Medical store	1	2	f) Other, [ <i>Specify</i> ]: _____	1	2	<p>Q32a <input type="checkbox"/></p> <p>Q32b <input type="checkbox"/></p> <p>Q32c <input type="checkbox"/></p> <p>Q32d <input type="checkbox"/></p> <p>Q32e <input type="checkbox"/></p>									
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		Q32f <input type="checkbox"/> <input type="checkbox"/>
Q33	<p>When you had sex in the LAST (30 days or 2 months) with your steady partner, how often did you use condoms?</p> <p>1 – Never 2 – Almost never 3 – Sometimes 4 – Almost every time 5 – Every time</p>	Q33 <input type="checkbox"/>
Q34	<p>Are you thinking about or planning to start using condoms <u>every time</u> you have sex with your steady partner?</p> <p>1. No, I am <u>not</u> thinking about starting to use condoms every time in the next 6 months 2. Yes, I am thinking about starting to use condoms every time in the <u>next 6 Months</u> 3. Yes, I am planning to start using condoms every time in the <u>next 30 days</u> 4. I already use condoms every time with my steady partner(s) and have been for <u>less than 6 mos.</u> 5. I already use condoms every time with my steady partner(s) and have been for <u>6 mos. or more</u></p>	Q34 <input type="checkbox"/>
Q35	<p>Aside from your spouse, have you had sex with anyone else in the past 30 days or 2 months?</p> <p>1. I had sex with other partner(s) in the last 30 days 2. I had sex with other partner(s) in the last 2 months, but not in the last 30 days 3. No, I have not had sex with any other partners during the past 2 months. (<b>Go to next section</b>)</p>	Q35 <input type="checkbox"/> <input type="checkbox"/>
Q36	<p>How many other PARTNERS have you had sex with in the LAST (30 days or 2 months)?</p> <p>— — (<b>If 0, go to next section</b>)</p>	Q36 <input type="checkbox"/>
Q37	<p>When you had sex in the LAST (30 days or 2 months) with your other partner(s), how often did you use condoms?</p> <p>1 – Never 2 – Almost Never 3 – Sometimes 4 – Almost every time 5 – Every time</p>	Q37 <input type="checkbox"/>

Q38	<p>Are you thinking about or planning to start using condoms <u>every time</u> you have sex with your other partner(s)?</p> <ol style="list-style-type: none"> <li>1. No, I am <u>not</u> thinking about starting to use condoms every time in the next 6 months</li> <li>2. Yes, I am thinking about starting to use condoms every time in the <u>next 6 months</u></li> <li>3. Yes, I am planning to start using condoms every time in the <u>next 30 days</u></li> <li>4. I already use condoms every time with my other partner(s) and have been for <u>less than 6 months</u></li> <li>5. I already use condoms every time with my other partner(s) and have been for <u>6 months or more</u></li> </ol>	Q38 <input type="checkbox"/>
Q39	<p>When you have sex with your other partner(s), who has <u>the final say</u> about using condoms?</p> <ol style="list-style-type: none"> <li>1 - My partner has more say</li> <li>2 - We have equal say</li> <li>3 - I have more say</li> <li>4 - We don't talk about it</li> <li>5 - I don't know</li> </ol>	Q39 <input type="checkbox"/>

<b>REPRODUCTIVE HEALTH ATTITUDES</b>						
Please rate how much you agree or disagree with the following ideas:						
<b>Encircle the appropriate Code in the table</b>						
	<b>Opinion Statements</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not sure / Neither</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Q40a</b>	Everyone should have the right to choose how many children they want and when to have them	1	2	3	4	5
<b>Q40b</b>	Adolescents should have access to information on sexuality	1	2	3	4	5
<b>Q40c</b>	Teens should NOT have access to contraceptives even if they are already having sex	1	2	3	4	5
<b>Q40d</b>	Condom use can protect us from unwanted pregnancy	1	2	3	4	5

<b>Q40e</b>	Condom use can protect us from sexual diseases	1	2	3	4	5
<b>Q40f</b>	People who can have children but don't are useless	1	2	3	4	5

<b>FOOD AND INCOME SECURITY</b>						
Please rate how much you agree or disagree with the following ideas:						
<b>Encircle the appropriate Code in the table</b>						
	<b>Opinion Statements</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not sure / Neither</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Q41a</b>	There has been a decline in fish availability in this village over the past few years	1	2	3	4	5
<b>Q41b</b>	If couples do not practice Family Planning, they may not be able to send all their children to school	1	2	3	4	5
<b>Q41c</b>	Sometimes there is not enough food to go around and the family goes hungry	1	2	3	4	5
<b>Q41d</b>	Aside from the sea we have other sources to turn to for income	1	2	3	4	5

<b>ENVIRONMENT AND EMPOWERMENT</b>						
Please rate how much you agree or disagree with the following ideas:						
<b>Encircle the appropriate Code in the table</b>						
	<b>Opinion Statements</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not sure / Neither</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Q42a</b>	Our community is helpless in protecting the environment	1	2	3	4	5
<b>Q42b</b>	Water is becoming more scarce in this area	1	2	3	4	5
<b>Q42c</b>	Only the government is responsible for conservation	1	2	3	4	5

Q42d	Mangrove forests can provide protection against the effects of erosion	1	2	3	4	5
Q42e	If we throw our garbage on the beach, the ocean takes it away and causes no harm	1	2	3	4	5

**POVERTY – ENVIRONMENT LINKAGES**

Please rate how much you agree or disagree with the following ideas:

**Encircle the appropriate Code in the table**

	Opinion Statements	Strongly Disagree	Disagree	Not sure / Neither	Agree	Strongly Agree
Q43a	This village may soon face a crisis because there are too many people and not enough fish to go around	1	2	3	4	5
Q43b	If couples do not practice Family Planning, there may not be enough natural resources to go around in the future	1	2	3	4	5
Q43c	The garbage problem is getting worse because there is overcrowding in this village	1	2	3	4	5
Q43d	Families with large number of children are better off economically than families with only a few children	1	2	3	4	5
Q43e	If you have children, the resources to raise them will come	1	2	3	4	5

FOR MEN ONLY		CODE
Q44	How many children have you fathered? ___	Q44 <input type="text"/> <input type="text"/>
Q45	Do you want more children? 1 – Yes 2 – No	Q45 <input type="checkbox"/>
Q46	How many children are ideal? ___	Q46 <input type="text"/> <input type="text"/>

Q47	<p>Have you ever exchanged a gift, favor, money, or food for sex?</p> <p>1 – No (<i>End of interview</i>)</p> <p>2 - Yes, more than 1 year ago (<i>End of interview</i>)</p> <p>3 - Yes, within the past year (<b>Interviewer: only ask next 3 Q's if yes in past year</b>)</p>	<p>Q47</p> <input type="checkbox"/>
Q48	<p><b>[Only If Yes]</b> How often in the last 30 days have you exchanged a gift, favor, money or food for sex?</p> <p>1 – Never</p> <p>2 – Rarely (a few times – less than monthly)</p> <p>3 – Sometimes (monthly)</p> <p>4 – Often (every week)</p> <p>5 – Very often (almost daily or daily)</p>	<p>Q48</p> <input type="checkbox"/>

FOR WOMEN ONLY		CODE
Q49	How many times have you been pregnant? __ __	<p>Q51</p> <input type="checkbox"/> <input type="checkbox"/>
Q50	How many children have you given birth to? __ __ <i>[if 0, skip to Q54 ]</i>	<p>Q49</p> <input type="checkbox"/> <input type="checkbox"/>
Q51	<p>Did you breastfeed your children?</p> <p>1 – No</p> <p>2 – Yes some of them</p> <p>3 – Yes all of them</p>	<p>Q50</p> <input type="checkbox"/>
Q52	How many pregnancies were planned ahead of time? __ __	<p>Q52</p> <input type="checkbox"/> <input type="checkbox"/>
Q53	<p>Do you want more children?</p> <p>1 – Yes</p> <p>2 – No</p>	<p>Q53</p> <input type="checkbox"/>
Q54	How many children is ideal? __ __	<p>Q54</p> <input type="checkbox"/> <input type="checkbox"/>
Q55	<p>Have you ever exchanged a gift, favor, money, or food for sex?</p> <p>1 – No (<i>End of interview</i>)</p> <p>2 - Yes, more than 1 year ago (<i>End of interview</i>)</p> <p>3 - Yes, within the past year (<b>Interviewer: only ask next 3 Q's if yes in past year</b>)</p>	<p>Q55</p> <input type="checkbox"/>
Q56	<p><b>[Only If Yes]</b> How often in the last 30 days have you exchanged a gift, favor, money or food for sex?</p> <p>1 – Never</p> <p>2 – Rarely (a few times – less than monthly)</p> <p>3 – Sometimes (monthly)</p> <p>4 – Often (every week)</p> <p>5 – Very often (almost daily or daily)</p>	<p>Q56</p> <input type="checkbox"/>



## Appendix 2. Sample Instructions for Questions and Coding

### Reminder:

- Write in black ink (ballpoint pen). (Note: Pencil and light ink are difficult for others to read.)
- If there is an error, do not write over. Instead, cross out incorrect answer with an X and mark the correct one.
- If a respondent stops the interview, draw a line under the last question answered and write “stopped.”
- Feel free to write extra comments, using white space on the questionnaire.

### General guidelines for Answers to the Questions

1. **Encircle** No/Yes/Don't know    Example: YES    NO    Don't know

2. **Write answers on** the provided **line**. Example

Q2. How old are you? 25

3. **Encircle** choices on opinion questions. Example:

Our community is helpless in protecting  
the environment.

Agree   Disagree   No opinion

1

②

3

**Respondent Number:** Assign a two-digit respondent number from 01 to 60

**Village Codes** Put name of village on the left blank and code on the right.

Sange	01
Mikocheni	02
Buyuni	03
Mbulizaga	04
Mkwaja	05
Mkalamo	06
Saadani	07
Matipwili	08

**Interviewer** Put name of the interviewer on the left blank and the 2-digit code on the right.

Name1	01	Name5	05
Name2	02	Name6	06
Name3	03	Name7	07
Name4	04	Name8	08

**Office edited** Put name of the office on the left blank and 2-digit code on the right.

**Encoded** Put name of the encoder on the left blank and the 2-digit code on the right.

### The Greeting

INTRO (**Greeting**.) I'm \_\_\_\_\_ [*name*] from \_\_\_\_\_ [*NGO's name*].

We're doing a survey to help us improve our programs for you. There are questions about several topics. Some of them are quite personal, and it's important to get your honest/true answers to them. This is confidential, and I will not write down your name so no one will know what your answers are. OK?

To gain confidence of the respondent, do not ask his or her name. Even if you've been introduced, refrain from referring to her/him by name, to maintain anonymity of her/his answers.

The **introduction** should be **memorized** to sound like ordinary conversation.

## The Questions

### GENERAL INFORMATION

**Q1 Determine the sex of the respondent.**

Do not ask this question. Encircle the code corresponding to the sex of the respondent.

Male	1
Female	2

**Q2 How old are you?**

Write the age of the respondent at the time of the interview (number of years completed).

*Note:* The response should be a whole number. Ex. 23, 18

**Q3 What is your religion?**

Encircle the code corresponding to the status of the respondent.

1 – Muslim
2 – Christian
3 – Other [specify]

**Q4 Are you currently married or living with someone?**

Encircle the code corresponding to the status of the respondent.

Single, never married	1
Currently married	2
Currently living with someone	3
Divorced/separated/widowed	4
Other, [specify]	5

**Q5 What is the highest level of schooling you completed?**

Write the level of education completed by the respondent.

*Example 1:* If the respondent says that he/she reached form 4 (O level)], confirm if he/she completed the year level. If he/she completed it, encircle **Secondary education Form 4** and indicate code “2” to refer to Form 4.

## HOUSEHOLD AND LIVELIHOOD INFORMATION

### **Q6 How long have you lived in this village?**

Encircle the corresponding code of the response.

- If less than a year, indicate the number of months in the space provided.
- If one year or more, indicate the number of years in the space provided.

<b>Less than a year</b>	<b>1</b>	
<b>One year or more</b>	<b>2</b>	
<b>Since birth</b>	<b>3</b>	(Skip to Q8)

### **Q7 Before moving here, where did you live?**

*Note:* It is important to find out if the person lived within the district or outside the district prior to moving to the village.

### **Q8 What is your current main source of income?**

*Note:* If interviewing a married woman, make sure she gives you her own source of income. If she asks “my income or my husband’s?” clarify that we are asking about her own source.

Encircle the appropriate code. If the respondent’s source of income is “others,” specify the occupation in the space provided.

<b>Fisheries /fishing</b>	<b>1</b>
<b>Farming /Agriculture [specify main crop]</b>	<b>2</b>
<b>Seaweed</b>	<b>3</b>
<b>Small business</b>	<b>4</b>
<b>Sex</b>	<b>5</b>
<b>Salary from government work</b>	<b>6</b>
<b>Salary from NGO or private institution</b>	<b>7</b>
<b>Sisal industry</b>	<b>8</b>
<b>Others</b>	<b>9</b>

### **Q9 Aside from your main occupation, what is your other source of household income?**

Encircle the corresponding code. If the respondent’s source of income is “others,” specify the occupation in the space provided.

<b>No other source of income</b>	<b>0</b>
<b>Fisheries/fishing</b>	<b>1</b>

<b>Farming/Agriculture [specify main crop]</b>	<b>2</b>
<b>Seaweed</b>	<b>3</b>
<b>Small business</b>	<b>4</b>
<b>Sex</b>	<b>5</b>
<b>Salary from government work</b>	<b>6</b>
<b>Salary from NGO or private institution</b>	<b>7</b>
<b>Sisal industry</b>	<b>8</b>
<b>Others</b>	<b>9</b>

#### **Q10 Material Style of Life**

Check whether the household has the items and appliances listed in this question.

<b>For:</b>	<b>Then:</b>
Walls, floor, roof and windows	<ul style="list-style-type: none"> <li>• Encircle the correct item (thatched, wood/mud, etc.)</li> <li>• Indicate the correct code in the box.</li> </ul>

#### **Q11 Facilities and Appliances**

Check whether the household has the items and appliances listed in this question. These household appliances must be owned by the household at the time of interview and must be in working condition.

<b>For:</b>	<b>Then:</b>
Facilities and appliances	For each appliance listed: <ul style="list-style-type: none"> <li>• Encircle code <b>1</b> for a “YES” response.</li> <li>- OR -</li> <li>• Encircle code <b>2</b> for a “NO” response.</li> </ul>
Household items that are out of order, such as a television, and there is a plan to have it fixed, or the item appears out of use temporarily	Encircle code <b>1</b> .
Household items that are NOT in working order and there are NO plan to fix them	Encircle code <b>2</b> .

**Note:** This survey has a special interest on fishing as an occupation in coastal areas. Thus, the ownership of boats is also asked.

**Q12 How do you assess the standing of yourself and your family as to meeting your daily needs now?**

- Let the respondent choose his/her answer from the categories listed in the questionnaire.
- Encircle the corresponding code.

**ENVIRONMENTAL**

**Q13 Are you aware if there are any natural resource management (NRM) in this area?**

<b>If answer is:</b>	<b>Then:</b>
“Yes”	Encircle code <b>1</b> .
“No”	<ul style="list-style-type: none"> <li>• Encircle code <b>2</b>.</li> <li>• Go to question Q17.</li> </ul>

**Q14 What are the names of the NRM areas?**

- Circle the NRM areas that the respondent is aware of.
- If the respondent is not aware of any NRM areas, circle “Don’t know” (4).

**Q15 What are the benefits of the NRM areas?**

- Ask the question open ended (DO NOT read the options).
- Circle the response. If the response is different from the three options, fill in other [specify].

**Q16 What is your involvement in the NRM?**

- Ask the question open ended (DO NOT read the options).
- Circle the response. If the response is different from the three options, fill in other [specify].

**Project Participation**

Provide an explanation of the project activities. For example, in Tanzania we used, “Start by reading the following sentence: “There have been a number of health, environment and livelihood activities implemented in your community by TCMP and UZIKWAZA and in cooperation with the District health and NRM offices over the last several years including HIV/AIDS awareness, family planning, fuel efficient technologies, microcredit scheme, beekeeping, etc.”

**Q17 Are you aware of any of these activities in your community?**

<b>If respondent answers:</b>	<b>Then:</b>
“Yes”	Move on to Question 18.

“No”	Skip to Question 19.
------	----------------------

**Q18 If yes, have you participated in any of the following activities?**

<b>If respondent has been involved in:</b>	<b>Then:</b>
One activity	Encircle the appropriate code.
More than one activity	Encircle all activities that apply.
An activity that is not listed	Note what the activity is in Field 12 “Other”.

### **HIV/AIDS and UZIKWASA**

#### **Q19a-h Opinion Statements**

Encircle if the respondents perceive the opinion statements to be true, false, or if they don’t know the answer.

**Q20 Do you know about UZIKWASA’s work in your community?**

<b>If answer is:</b>	<b>Then:</b>
“Yes”	Encircle Code <b>1</b> .
“No”	<ul style="list-style-type: none"> <li>• Encircle Code <b>2</b>.</li> <li>• Go to question Q22.</li> </ul>

**Q21 Do you think the UZIKWASA activities have made a difference in your community?**

<b>If answer is:</b>	<b>Then:</b>
“Yes”	Encircle Code <b>1</b> .
“No”	<ul style="list-style-type: none"> <li>• Encircle Code <b>2</b>.</li> <li>• Go to question Q22.</li> </ul>

**Q21a If yes, what kinds of differences have you noticed?**

- For each statement:

<b>If answer is:</b>	<b>Then:</b>
“Yes”	Encircle Code <b>1</b> .
“No”	Encircle Code <b>2</b> .

- For Statement 19, write down any additional impact that the respondent have seen as a result of UZIKWASA’s work.

**Q22 Have you ever been tested for HIV, the virus that causes AIDS?**

- Explain the five options and encircle the answer.
- If the answer is “No” (options 1-3), go to question 24.

**Q23 Where did you get tested?**

- If the respondent answered “Yes” on question 22, ask the person where they got tested and encircle the place where they got tested.
- If it is not listed, note where they got tested under “other.”

**CONDOM USE**

**Q24a-f Advantages/pros of condom use**

- Explain to the respondent that you will read six good things about using condoms.
- Ask the respondent to rate **how important** each one is to him/her in his/hers decision to use condoms, or not, using a five point scale: Not at all important; slightly important’ somewhat important; very important; or extremely important.
- Encircle the answer.

**Q25a-i Disadvantages/cons of condom use**

- Explain to the respondent that you will read six bad things about using condoms.
- Ask the respondent to rate **how important** each one is to him/her in his/hers decision to use condoms or not using a five point scale: Not at all important, slightly important, somewhat important, very important, or extremely important.
- Encircle the answer.

**SEX**

**Q26 Have you ever had sex?**

- Ask this question only of the single respondents (because we assume that all married respondents have sex experiences).
- Encircle appropriate code.

**Note:** Sex experience here means sexual intercourse: can be heterosexual or homosexual. This is one of the more difficult questions in the survey and care should be exercised in asking this question. You should not show any emotion as you ask and get an answer for this question. You need to convince the respondent by your body language that this is a serious question and you shall have his/her answer kept in confidence.



**Q27 How old were you the first time you had sex?<sup>7</sup>**

- Ask this question of married and non-married respondents – it refers to the first sexual intercourse experience.
- Enter age in completed years.

**Q28 The last time you had sex with anyone, was a condom used?**

<b>If answer is:</b>	<b>Then:</b>
“Yes”	Encircle Code <b>1</b> .
“No”	Encircle Code <b>2</b> .

**Q29 Do you have a steady partner that you have sex with?**

<b>If answer is:</b>	<b>Then:</b>
“Yes”	Encircle Code <b>1</b> .
“No”	<ul style="list-style-type: none"><li>• Encircle Code <b>2</b>.</li><li>• Go to Question Q36.</li></ul>

**Q30 Have you had sex with your steady partner during the last 30 days or 2 months?**

Encircle one of three answers:

1 - I had sex in the last 30 days

2 - I had sex in the last 2 months, but not the 30 days

3 - No, we have not had sex during the past 2 months. If the answer is 3, “no”, go to Q36

**Q31 What type of birth control do you and your steady partner use?**

**Note:** Do not ask about what birth control has been used in the past.

- Ask what birth control the respondent is currently using.
- Encircle the birth control used.

<b>If respondent is:</b>	<b>Then:</b>
Using one method	Encircle the method used
Currently using more than one method	<ul style="list-style-type: none"><li>• Encircle more than one method.</li><li>• Make sure the respondent is <u>only</u> referring to the birth control used with their <b>steady</b> partner.</li></ul>
Not using any form of birth control or don't know	Move to Question 36.

<sup>7</sup> From our experience, there were a few respondents who felt quite shy about this question. In the cases where they responded that they couldn't remember, the enumerators respectfully prodded by asking if they could remember what year they were in school to determine their age. In one or two instances, a range was given (i.e., 15-20), so we took the average.

**Q32 Where do/did you/your steady partner(s) get birth control supplies/services?**

- Ask where the respondent and/or partner are currently getting their birth control supplies.
  - Mark “Yes” for the places where they are getting supplies
  - Mark “No” for the places where they are not getting supplies.
- If they are getting supplies somewhere that is not among the “a – e” choices, fill in the place where they are getting birth control supplies under f: “other”.

**Q33 When you had sex in the LAST (30 days or 2 months) with your steady partner, how often did you use condoms?**

Encircle the answer:

- 1 – Never
- 2 – Almost never
- 3 – Sometimes
- 4 – Almost every time
- 5 – Every time

**Q34 Are you thinking about or planning to start using condoms every time you have sex with your steady partner?**

Encircle the answer:

1. No, I am not thinking about starting to use condoms every time in the next 6 months
2. Yes, I am thinking about starting to use condoms every time in the next 6 months
3. Yes, I am planning to start using condoms every time in the next 30 days
4. I already use condoms every time with my steady partner(s) and have been for less than 6 months
5. I already use condoms every time with my steady partner(s) and have been for 6 months or more

**Q35 Aside from your steady partner, do have you had sex with anyone else in the past 30 days or 2 months**

- Encircle the answer.
- If they answer “No” (I have not had sex with any other partners during the past 2 months), go to Question 40.

**Q36 How many other PARTNERS have you had sex with in the LAST (30 days or 2 months)?**

- If the person has had sex with another partner in the last 2 months, ask how many other partners they have had sex with.
- Ask either in the last 30 days or 2 months, depending on how they answered Q36.
- Note the number of other partners.

**Q37 When you had sex in the LAST (30 days or 2 months) with your other partner(s), how often did you use condoms?**

Encircle the answer:

- 1 – Never
- 2 – Almost never
- 3 – Sometimes
- 4 – Almost every time
- 5 – Every time

**Q38 Are you thinking about or planning to start using condoms every time you have sex with your other partner(s)?**

Encircle the answer:

- 1 - No, I am not thinking about starting to use condoms every time in the next 6 months
- 2 - Yes, I am thinking about starting to use condoms every time in the next 6 months
- 3 - Yes, I am planning to start using condoms every time in the next 30 days
- 4 - I already use condoms every time with my steady partner(s) and have been for less than 6 months
- 5 - I already use condoms every time with my steady partner(s) and have been for 6 months or more

**Q39 When you have sex with your other partner(s), who has the final say about using condoms?**

Encircle the answer:

- 1 - My partner has more say
- 2 - We have equal say
- 3 - I have more to say
- 4 - We don't talk about it
- 5 - I don't know

### **OPINION QUESTIONS**

Questions Q46a- to Q49e look at various factors associated with behavior change. Some questions will show the respondents' awareness of facts and situations; some will show views regarding wellbeing and reproductive health concerns; some will show aspects of management of coastal resources; and some will show the respondents' opinions about the environment around them.

Encircle the appropriate code for each of the following questions.

- Strongly Disagree 1
- Disagree 2
- Not sure/Neither 3
- Agree 4
- Strongly agree 5

- Q40a Everyone should have the right to choose how many children they want and when to have them.
- Q40b Adolescents should have access to information on sexuality.
- Q40c Teens should NOT have access to contraceptives even if they are already having sex.
- Q40d Condom use can protect us from unwanted pregnancy.
- Q40e Condom use can protect us from sexual diseases.
- Q40f People who can have children but don't are useless.
- 
- Q41a There has been a decline in fish availability in this village over the past few years.
- Q41b If couples do not practice Family Planning, they may not be able to send all their children to school.
- Q41c Sometimes there is not enough food to go around and the family goes hungry.
- Q41d Aside from the sea we have other sources to turn to for income.
- 
- Q42a Our community is helpless in protecting the environment.
- Q42b Water is becoming more scarce in this area.
- Q42c Only the government is responsible for conservation.
- Q42d Mangrove forests can provide protection against the effects of erosion.
- Q42e If we throw our garbage on the beach, the ocean takes it away and causes no harm.
- 
- Q43a This village may soon face a crisis because there are too many people and not enough fish to go around.
- Q43b If couples do not practice family planning, there may not be enough natural resources to go around in the future.
- Q43c The garbage problem is getting worse because there is overcrowding in this village.
- Q43d Families with large number of children are better off economically than families with only a few children.
- Q43e If you have children, the resources to raise them will come.

**Questions for MEN only**

**Q44 How many children have you fathered?**

Write down how many children the man has fathered.

**Q45 Do you want more children?**

Encircle 1 (yes) or 2 (no)

**Q46 How many children are ideal?**

Write down how many children the man thinks are ideal.

**Q47 Have you ever exchanged a gift, favor, money, or food for sex?**

<b>If the answer is:</b>	<b>Then:</b>
“No”	Encircle the answer and end the interview.
“Yes”, more than one year ago	Encircle this answer and end the interview.
“Yes”, within the past year	Encircle this answer and go to Question 49.

**Q48 How often in the last 30 days have you exchanged a gift, favor, money or food for sex?**

Encircle the answer:

- 1 – Never
- 2 – Rarely (a few times – less than monthly)
- 3 – Sometimes (monthly)
- 4 – Often (every week)
- 5 – Very often (almost daily or daily)

**Okay, we’re finished.**

**Thank you!** *[Put down pen and questionnaire to show you are done.]*

**Questions for WOMEN only**

**Q49 How many times have you been pregnant?**

Write down how many times the woman has been pregnant.

**Q50 How many children have you given birth to?**

- Write down how many children the woman has given birth to.
- If zero children, skip to Q 54.

**Q51 Did you breastfeed your children?**

Encircle the answer provided:

- 1 – No
- 2 – Yes some of them
- 3 – Yes all of them

**Q52 How many pregnancies were planned ahead of time?**

Write down how many pregnancies were planned ahead of time.

**Q53 Do you want more children?**

<b>If respondent answers:</b>	<b>Then:</b>
“Yes”	Encircle 1.
“No”	Encircle 2.

**Q54 How many children are ideal?**

Write down how many children the woman thinks are ideal.

**Q55 Have you ever exchanged a gift, favor, money, or food for sex?**

<b>If the answer is:</b>	<b>Then:</b>
“No”	Encircle the answer and end the interview.
“Yes”, more than one year ago	Encircle this answer and end the interview.
“Yes”, within the past year	Encircle this answer and go to Question 49.

**Q56** How often in the last 30 days have you exchanged a gift, favor, money or food for sex?

Encircle the answer:

- 1 – Never
- 2 – Rarely (a few times – less than monthly)
- 3 – Sometimes (monthly)
- 4 – Often (every week)
- 5 – Very often (almost daily or daily)

**Okay, we're finished.**

**Thank you!** *[Put down pen and questionnaire to show you are done.]*





## Appendix 3. Sampling Method

### Methods for Selecting the Tanzania 2012 Survey Participants

1. Meet with the village executive officer at each sub-village to update (or create) household lists. To maximize efficient use of time, this step should ideally be done by the survey coordinator prior to traveling to the field sites with the enumerators.
2. Using the numbers randomly generated by a software program,<sup>8</sup> determine which households will be surveyed at each sub-village. Look at the randomly selected households to ensure that they are geographically distributed. If not, pull another sample.
3. Each enumerator will visit five different households per day. However, if the selected households within a given sub-village are located very far from one another while those in another sub-village are located closer together, some enumerators may conduct less than five surveys per day while others may conduct more than five surveys per day.
4. Each enumerator will be given 5 surveys to complete. Four of these surveys will have four different age classes written at the top of the survey—i.e., older man (age 33-49) (#1), older woman (age 33-49) (#2), younger man (age 18-32) (#3), and younger woman (age 18-32) (#4). The fifth survey for each enumerator will repeat one of those age groups. However, that fifth survey and the age class written at the top will vary between the enumerators (i.e., enumerator A may have 1 younger woman (#4), 1 younger man (#3), 2 older women (#2), 1 older man surveys (#1); while enumerator B may have 1 younger woman (#4), 2 younger men (#3), 1 older woman (#2), 1 older man (#1)).
5. Go to the first household on your randomly selected list. If you get to the household on your list and no one is home (and not close nearby in the village), you will select a new household using the following approach. For example, if the household originally on your list was on the north side of the street you will flip a coin to determine if you visit the house to the left (west) or right (east) of the original house. If the flipped coin lands on heads, visit the house to the left. If the flipped coin lands on tails, visit the house to the right. Note which household was selected.
6. Once you are at the household, you will begin by asking for the total number of people residing in the house. Please then ask how many men between the ages of 18 and 49 live in the house and how many women between the ages of 18 and 49 live in the house. Next, please request permission to interview an individual who fits the description written on the top of the survey instrument (e.g., if young woman (#4) is written on the survey instrument, you will ask to interview a young woman (#4). However, if either a young woman does not live at this house, or is not home, then you can ask to interview one of the other groups (e.g., young man (#3), or older woman (#2), or older man (#1)). Please make sure that you use the corresponding survey (i.e., if you interview a young man, use the survey with young man (#3) written at the top of it).

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<sup>8</sup> It is also possible to generate a random sample using excel. If you do not have access to a computer in the field, there are also non-computerized options.

7. Go to the second household on your randomly selected list and follow steps 5 and 6 above. If you had wanted to interview a younger woman (#4) at household 1 and that was not possible, check to see if a younger woman (#4) resides at household 2. If not, then ask to speak with a respondent that fits one of your other remaining survey criteria (i.e., older man (#1), or older woman (#2)).
8. Go to the third, fourth and fifth households on your randomly selected list and follow steps 5-7. If you are unable to use the remaining survey instrument at household 5 (for example, your survey has younger woman (#4) written at the top, but there is no woman age 18-32 at that household), you will need to select a different household. Please follow the steps outlined in step 5. If a younger woman does not live at that next household either, please repeat step 5 until you come to a home that has a younger woman available for the interview.

\*At the end of each day, you will have interviewed 5 different people from 5 different households that fit the gender and age requirements listed on your five survey instruments.

#### Additional Comments:

- At the beginning of each day, the survey team leaders will determine where each household is roughly located and then assign each enumerator the 5 households that they will visit that day. As mentioned above, if some of the selected households are very spread out, then the enumerators visiting sub-villages where the households are located closer together may conduct an extra survey or two. It will be most efficient time-wise to determine 5 sets of 10 households located “closest together” from the random sample and a team of two enumerators will be sent to each location. When possible, the teams will be comprised of one male and one female so that if a randomly selected woman at one of the houses is not comfortable talking with a male enumerator, then the female enumerator could stop by later and conduct the survey.<sup>9</sup>
- For each sub-village, the survey team leaders will generate three random number lists in case the first random sample is not geographically distributed.

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<sup>9</sup> When designing the interview methods, we assumed that women would be more comfortable being interviewed by a woman. However, we learned that the male respondents were more comfortable being surveyed by female enumerators while the female respondents were more comfortable being surveyed by male enumerators. The lesson is that understanding in advance what makes the respondents most comfortable might lead to the collection of more accurate data.

## Appendix 4. Sample Informed Consent Form

### CONSENT FOR RESEARCH

**Project:** Assessing behaviors related to population, health and environment in coastal Tanzania

Dear Participant:

You are being asked to take part in the study described below. The purpose of this study is to understand people's attitudes and behaviors regarding population, health, and the environment and to study the impact of the theater shows and other work that UZIKWASA has done in your village to promote HIV/AIDS awareness. We will not ask your name. Your responses to all survey questions will remain confidential. This means that what you say here to the interviewer is private. We are using numbered surveys to help ensure that no one can be identified.

**YOU MUST BE AT LEAST 18 YEARS OLD** to be in this study.

If you decide to take part in this study, you will answer many questions asked by the survey staff person. These questions ask about household size, age, education, religion, and occupation. More questions ask about your food security, the environment, sexual behaviors, family planning, and HIV/AIDS attitudes. These questions will take about 30-40 minutes to finish.

There are no known risks to being in this study. You may feel some embarrassment or discomfort in answering questions about private matters (for example, sex). This information is important for research purposes and will be kept confidential.

Being in this study could benefit you by increasing your knowledge and awareness of healthier choices and behaviors. This research could produce important information about healthier behaviors for people in coastal Tanzania. Your honest answers to all questions are important.

Your part in this study is confidential. That means that your answers to all questions are private. No one else can find out your answers. Scientific reports will be based on grouped data and will not identify you or any individual as being in this project.

The decision to participate in this study is up to you. You do not have to participate and you can refuse to answer any question.

Rights and complaints: If you have any more questions or concerns about this study, you should write or call Elin Torell (phone #: 401-874- 6103 or email: [elin@crc.uri.edu](mailto:elin@crc.uri.edu)), Pwani Program Principal Investigator, Coastal Resources Center University of Rhode Island; or Juma Dyegula, (phone #: 22 278 0620 or email: [dyegula@yahoo.com](mailto:dyegula@yahoo.com)), PHE coordinator with the Tanzania Coastal Management Partnership. If you have other concerns about this study or if you have questions about your rights as a research participant, you may contact the University of Rhode Island's Vice President for Research, 70 Lower College Road, Suite 2, URI, Kingston, RI, (401) 874-4328, email: [compliance@ds.uri.edu](mailto:compliance@ds.uri.edu) .

Compensation in Case of Injury: There are no known risks associated with this study. As with any procedure, new risks resulting in injury may be discovered. The University of Rhode Island does not automatically pay people for injuries or other risks or for the costs of treatment that could be required as a result of such injuries or risks.

You are at least 18 years old. The interviewer has read to you the consent letter and your questions have been answered to your satisfaction. Your responses to the survey now mean that you consent to participate in this study.

Thank you,

Elin Torell, PhD  
Principal Investigator  
University of Rhode Island

Health Concerns:

Using condoms during sex reduces your risk of most sexually transmitted diseases, including HIV/AIDS.

Several villages have clinics and/or dispensaries where you can get condoms and/or birth control pills for free.

Pangani Hospital provides free HIV/AIDS counseling and testing.

Pangani Hospital and some village health clinics provide treatment for various health problems (including HIV/AIDS) to people in the Pangani region.

There are medications that allow people with HIV to live better and for longer. Please see a medical doctor or an HIV counseling and testing site for more information.<sup>10</sup>

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<sup>10</sup> In future surveys it might be helpful to have contact information for local HIV counselors and/or HIV testing sites on the consent form.

## Appendix 5. Interviewers Guide<sup>11</sup>

### **The Interviewer's tasks**

As an interviewer you will be expected to do the following tasks:

- a) Locate the households in the sample, and complete the questionnaires.
- b) Identify the person to be interviewed in the household (based on pre-assigned criteria: younger man, younger woman, older man, or older woman).
- c) Interview the correct respondent (i.e., an individual from the age class printed at the top of the survey form), using the questionnaire.
- d) Check completed interviews to be sure that all questions were asked and the responses neatly and legibly recorded.

### **Training of interviewers**

Although some people are more adept at interviewing than others, one can become a good interviewer through experience. Interviewers can learn a lot from each other by asking questions and talking about situations encountered in practice and actual interview situations. Each of you will receive a package with the following materials.

- Survey tool
- Survey guide
- Interviewer's survey procedures (this document)
- Stationery
- Pens

Please ensure that you carry these materials each day of fieldwork.

During the training, the questionnaire sections, questions, and instructions will be discussed in detail. You will practice reading the questionnaire to another person several times so that you may become comfortable with reading the questions aloud. You will also be asked to take part in role playing in which you practice by interviewing another trainee.

### **Supervision of interviewers**

Training is a continuous process and therefore you should not feel overwhelmed at the end of this training period. Observation and supervision throughout the fieldwork are a part of the training and data collection process. Your supervisors will play very important roles in continuing your training and in ensuring the quality of the survey data. Please utilize them fully.

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<sup>11</sup> This guide is adapted from the Pathfinder document "The HOPE LVB Project Baseline Study Interviewer's Manual".

They will:

- Spot-check some of the addresses selected for interviewing to be sure that you selected the correct households and interviewed the correct respondents.
- Review each questionnaire to be sure it is complete and consistent.
- Observe some of your interviews to ensure that you are asking the questions in the right manner and recording the answers correctly.
- Meet with you to discuss performance.
- Help you resolve any problems that you might have with finding the assigned households, understanding the questionnaire, or dealing with difficult respondents.

### **Fieldwork procedures**

Fieldwork for the survey will proceed according to a timetable that will be given to you by the survey manager. The survey will be successful only if each member of the team understands and follows correct field procedures. The following sections review these procedures and describe the proper procedures for field work.

### **Supplies and documents needed for fieldwork**

Before starting fieldwork each morning, verify that you have everything you need for the day's work. Some necessary supplies include:

- A sufficient number of questionnaires
- Interviewer manual
- Your personal identification
- Something hard to write on
- Blue ink pens
- A bag to carry questionnaires and materials

### **Arrival at the survey area**

There are a number of general procedures that should be followed by a team when they visit any of the survey villages. It is very important that the team gets clearance from the authorities—including village authorities.

Proper planning and dispatch of the field interviewers will ensure timely completion of fieldwork. It is important that the established standard procedures are adhered to. These include: looking for sampled households, substitution of households, and selection of respondents. At the beginning of each day in the field, the supervisors will distribute blank questionnaires to you. They will also collect completed returns as these accumulate during the day. As soon as possible after the interview, and **WHILE STILL WITHIN THE** village, the supervisor will go through **every return** item by item to make sure that it is complete. S/he will check for missing data and if there are missing data or other inconsistencies, the supervisor may send you back to **revisit the respondent** to correct all problems before leaving the area.

## Tracking assignments and locating sampled households

We will use household lists that were compiled at the beginning of this study. It is from these lists that we have sampled the households that you are to visit. By definition, a *household* consists of a person or group of persons, related or unrelated, who live together in the same dwelling unit, who acknowledge one adult male or female as the head of household, who share the same living arrangements, and are considered as one unit. 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.

## Conducting individual interviews

Successful interviewing is an art and should not be treated as a mechanical process. Each interview is a new source of information, so make it interesting and pleasant for you and for the interviewee. The art of interviewing develops with practice but there are certain basic principles that are followed by every successful interviewer. In this section you will find a number of general guidelines on how to build rapport with a respondent and conduct a successful interview.

- ***Building rapport with the respondent:*** As an interviewer, your first responsibility is to establish good rapport with a respondent. At the beginning of an interview, you and the respondent are strangers to each other. The respondent's first impression of you will influence their willingness to cooperate with the survey. Be sure that your manner is friendly as you introduce yourself.
- ***Make a good first impression:*** When you arrive at the household, do your best to make the respondent feel at ease. With a few well-chosen words, you can put the respondent in the right frame of mind for the interview. Open the interview with a smile and greeting such as "good afternoon" and then proceed with introducing yourself. Be conscious of how you are dressed.
- ***Obtain respondent(s) consent to be interviewed:*** You must obtain a respondent's informed consent for participation in the survey before you begin the interview. You must read out the consent/assent form verbatim to the potential respondent in the language of their preference (also the language in which the questionnaire will be administered). You may not just give the consent form to the potential respondent to read for themselves. The consent form assures the respondent that participation in the survey is completely voluntary and that it is their right to refuse to answer any questions or stop the interview at any point. Be sure to give the potential respondent an opportunity to ask any questions about the study.
- ***Always have a positive approach:*** Never adopt an apologetic manner and do not use words such as "Are you too busy?" Such questions invite refusal before you start. Rather, tell the respondent, "I would like to ask you a few questions" or "I would like to talk with you for a few moments."
- ***Maintain confidentiality of responses:*** If the respondent is hesitant about responding to the interview or asks what the data will be used for, explain that the information you

collect will remain confidential, no individual names will be used for any purpose, and all information will be grouped together to write a report.

- ***Answer any questions from the respondent frankly:*** Before agreeing to be interviewed, the respondent may ask you some questions about the survey or how she was selected to be interviewed. Be direct and pleasant when you answer. The respondent may also be concerned about the length of the interview. If she asks, tell her that the respondent's interview usually takes about 40 minutes.
- ***Interview the respondent alone:*** The presence of a third person during an interview can prevent you from getting frank, honest answers from a respondent. Having another person also violates the principle of confidentiality. It is, therefore, very important that the individual interview be conducted privately and that all questions be answered by the respondent. Ask the respondent where they would want to be interviewed. Ask them if they would like for you to come back another time if a husband or another family member insists on being around.
- ***Safety and Security:*** It is your duty to maintain your security and safety. Therefore be conscious of your environment all the time. While respondents may choose the places to be interviewed, never agree to go to a place where your personal safety/security may be threatened

### **Tips for conducting the interview**

- ***Be neutral throughout the interview:*** Most people are polite and will tend to give answers that they think you want to hear. It is, therefore, very important that you remain absolutely neutral as you ask the questions. Never, either by the expression on your face or by the tone of your voice, allow the respondent to think that she has given the "right" or "wrong" answer to the question. Never appear to approve or disapprove of any of the respondent's replies.

The questions are all carefully worded to be neutral. They do not suggest that one answer is more likely or preferable to another answer. If you fail to read the complete question, you may destroy that neutrality.

If the respondent gives an ambiguous answer, try to probe in a neutral way, asking questions such as the following:

- "Can you explain a little more?"
- "I did not quite hear you; could you please tell me again?"
- "There is no hurry. Take a moment to think about it."



- **Never suggest answers to the respondent:** If a respondent's answer is not relevant to a question, do not prompt her by saying something like "I suppose you mean that. . . Is that right?" In many cases, he/she will agree with your interpretation of her answer, even when that is not what she meant. Rather, you should probe in such a manner that the respondent herself comes up with the relevant answer. You should never read out the list of coded answers to the respondent, even if she has trouble answering.
- **Probing/clarification versus giving leading answers:** There is no wrong answer in the survey. We want to know what the participants know, think and do. Consequently, never lead a respondent into giving you a particular answer. However, part of good interviewing is being able to explain questions that a respondent may not understand. On sections where respondents are allowed to provide an answer not on the list, be sure to probe to clearly understand what they are referring to
- **Do not change the wording or sequence of questions:** The wording of the questions and their sequence in the questionnaire must be maintained. If the respondent has not understood the question, you should repeat the question slowly and clearly. You may explain what the question is about only after reading it again. Provide only the minimum information required to get an appropriate response.
- **Handle hesitant respondents tactfully:** There will be situations where the respondents simply say, "I don't know," give an irrelevant answer, act very bored or detached, or contradict something they have already said. In these cases, you must try to re-interest them in the conversation. For example, if you sense that they are afraid, try to remove their fear before asking the next question. Spend a few moments talking about things unrelated to the interview (for example, their town or village, the weather, their daily activities, etc.).

If the woman or man is giving irrelevant or elaborate answers, do not stop them abruptly or rudely, but listen to what they have to say. Then try to steer them gently back to the original question. A good atmosphere must be maintained throughout the interview. The best atmosphere for an interview is one in which the respondent sees the interviewer as a friendly, empathetic, and responsive person who does not intimidate them and to whom they can say anything without feeling shy or embarrassed. As indicated earlier, a major problem in gaining the respondent's confidence may be one of privacy. This problem can be prevented if you are able to obtain a private area in which to conduct the interview.

- **Do not form expectations:** You must not form expectations of the ability and knowledge of the respondent. For example, do not assume women and men from rural areas or those who are less educated or illiterate do not know about certain issues.
- **Do not hurry the interview:** Ask the questions slowly to ensure the respondent understands what is being asked. After you have asked a question, pause and give the respondent time to think. If the respondent feels hurried or is not allowed to formulate their own opinion, they may respond with "I don't know" or give an inaccurate answer. If you feel the respondent is answering without thinking just to speed up the interview, say

to the respondent, “There is no hurry. Your opinion is very important, so consider your answers carefully.”

**NOTE:** Always end an interview by thanking the respondent for their co-operation. There will be instances when a respondent asks questions about some of the issues you have discussed. When answering these questions **do not be judgemental**. If you are unable to answer any of the questions, be honest and if appropriate advise them to ask a health worker.

### **Checking completed questionnaires**

It is the responsibility of the interviewer to review each questionnaire when the interview is finished. This review should be done before you leave the household so that you can be sure every appropriate question was asked, that all answers are clear and reasonable, and that your handwriting is legible. Also check that you have followed the skip instructions correctly. You may be able to make minor corrections yourself, but in many cases you will need to talk further with the respondent. Simply explain to the respondent that you made an error and ask the question(s) again.

Anything out of the ordinary should be explained either in the margins near the relevant question or in the comments section at the end. These comments are very helpful to the supervisor and quality controller in checking questionnaires. Comments are also read in the office and used to resolve problems encountered during data entry. Should you have any doubts about how to record an answer, write a note on the questionnaire and consult your supervisor for clarification at the earliest opportunity.

The questionnaire will require you to circle a number on the questionnaire that is consistent with the respondent’s answers. Make sure that the circled choice is clear. For questions where the “other” option is the most consistent choice, be sure to specify in the designated space, the interviewer’s exact response. Please make sure that all writing is legible.

**\*\*Do not re-copy questionnaires.** Every time you transfer responses to a fresh questionnaire you increase the chances of making an error. For this reason you are not allowed to use work sheets to collect information. Record the information directly on the questionnaires you have been provided. Always use the pen you have been provided. DO NOT USE A PENCIL. If you need to make any calculations either use the margins or the back of the questionnaire. If you need to explain anything unusual about the interview please use the margin next to the relevant question. This information is extremely helpful when the supervisor is examining the data.

As long as the answers are clear and readable, it is not necessary that the questionnaire itself be neat.

## Returning work assignments

At the end of fieldwork each day, check that you have filled out the cover sheet of all your questionnaires for each household assigned to you, whether or not you managed to complete the interview. Check also that you have completed the cover sheet of the Questionnaire for each respondent identified, whether you were able to interview them or not.

## Ethical considerations

- **Institutional Review Board approval:** This study will involve interviewing human subjects and therefore, ethical approval to conduct the study has been obtained from the University of Rhode Island's Institutional Review Board.
- **Consent process and documentation:** At the initial contact with each respondent, before interviewing begins, verbal informed consent should be obtained using consent forms inserted at the beginning of the survey. The objective of the study, confidentiality measures, risks and benefits of participating, rights, and complaint processes should be explained to the respondents to enable them to give their verbal informed consent to participate.
- **Confidentiality and privacy:** The study has a number of measures to protect the respondents' confidentiality. Personal identifiers will not be collected from participants. Only a survey code will be included on the questionnaire to identify the respondent. Second, all interviews should be conducted in a private area chosen by the participant.

Interviewers should ensure that the interviews are conducted in an open, but confidential setting, which is one-on-one with a respondent and where no one can hear the respondent's answers. They should assure respondents that their participation is voluntary and that they can choose to stop the interview at any time.

## Risks

The study presents minimal risks to the participants as they will not undergo any invasive procedures. As indicated above, the study will not include any identifying information. In addition, the study will carry a relatively low burden because respondents will not be interviewed for more than one hour. Respondents also will not incur transportation or other costs as a result of participating in this study.



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