

Intervention with Microenterprise for AIDS and Gender Equity

The IMAGE study

Fieldworker Training Manual

PART II

EXPANDED MICROFINANCE **PROGRAMME** **IMPACT ASSESSMENT**

The Senior Female Questionnaire

RADAR

Rural Aids and Development Action Research Programme

Head Office

Health Systems Development Unit
P.O. Box 2
Acornhoek 1360

Tel: 013 797 0076

Field Office

616 Tubatse Township

Postal Address: P.O. Box 741
Burgersfort 1150
Mpumalanga

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SECTION I: INTRODUCTION

The first part of the field worker manual outlined the reasons why communities in South Africa are especially vulnerable to HIV/AIDS. Issues such as poverty, unemployment and gender inequality are all very important in creating conditions where HIV transmission can easily occur. Addressing these 'root causes' of the epidemic is the core objective of the RADAR-SEF HIV prevention strategy.

In the baseline survey, attitudes towards sex and HIV, and the patterns of sexual relationships were explored in detail among young people. These are the things that 'directly' put people at risk of HIV infection. However, the Intervention with Microfinance for AIDS and Gender Equity (IMAGE) programme will attempt to influence the 'environment' in which people make decisions about their sexual lives. It tries to explore other factors in people's lives that determine how they make decisions. Therefore, it will try and influence HIV transmission through more 'indirect' means.

This part of the manual is dedicated to the evaluation of the expanded microfinance programme (EMP). This evaluation will take place among women who take out loans with SEF and participate in the gender awareness/HIV education programme. It will compare the changes that occur in the lives of these women, with the lives of similar women who live in villages where SEF is not operating. As well as the sensitive questions that have previously been part of the study, we will also be asking questions about sensitive subjects such as the vulnerability of women to violence in the home.

The two groups of women and their households will be followed over the course of 3 years. Questionnaires will be conducted at baseline (at the time the loan is first taken out), again 1.5 years later, and finally after 3 years. We will be looking at a variety of different factors – including economic changes, how the women participate in their communities, the dynamics in their household and their ability to make decisions on many levels. In this part of the study we will be using 3 questionnaires – the Household and Young Person Questionnaires you have used previously, and a new Senior Female Questionnaire.

The information collected in questionnaires will provide us with quantitative information that which is measured by numbers and statistics to help us understand how things are changing over time. This kind of information is important for the National Department of Health and other policy makers who want to measure the impact of the work in communities. The quantitative evaluation is your core responsibility and the focus of this Part II of the Field Worker Manual.

However, there are limitations to quantitative information. The codes and numbers we use have difficulty in painting a picture of someone's life. You may know a person's age, their family size and what they do for a living, but the 'story' behind this person is also important. Because of this, a *qualitative* evaluation will be occurring at the same time. This is a way of following the 'stories' of a few individuals, to get a better sense of the changes that are more difficult to evaluate with a questionnaire. This qualitative work is being conducted by an anthropologist, who studies cultural and social issues in the community. While not directly responsible for this work, you may be asked to assist him or perform other assessments from time to time.

The evaluation of the impact of microfinance on households is therefore quite different than the baseline reproductive and sexual health survey. Its emphasis is on gaining an in-depth understanding, using quantitative and qualitative information, of the ways in which women; their

households and their communities are interconnected and support one another. It is about understanding the way that an intervention which hopes to improve social and economic relationships might expand the opportunities and life choices for households more generally. We hope that these choices might lead to more informed decision-making and action that will protect communities from HIV transmission.

Sensitivity Of Research Topic

At the start of the study you may feel that talking about household relationships, poverty, sexuality or HIV are topics too sensitive to be explored in a survey such as this, and that people will not disclose their experiences to you. However, similar research has already been conducted in many different parts of Africa and the world. These studies show that when interviewed in a sensitive and non-judgmental manner, in private, many people will discuss their experiences of relationships, including domestic violence. In fact, many women find participation beneficial.

During the training, you will discuss a lot about what it means to be a woman in society, issues of gender, and violence against women. You will also practice using the questionnaire. This includes a number of questions that may be sensitive because of the nature of the study topic, such as use of contraceptives and sexual experiences.

It is important that you become comfortable talking about these issues. If the respondent can sense that you feel embarrassed or uncomfortable, they may be reluctant to discuss these issues. A good way to become more comfortable with the questions is to practice reading them. Use the exact words that are written. Pay attention to your tone of voice, and your body language.

Some of the questions ask directly about the respondent's personal experiences with violence. During the training, think about what your attitudes are towards women who experience violence.

- Do you tend to think that many women must have done something wrong for this to happen to them?
- Do you think that women should endure, no-matter what?
- Do you think that domestic violence only happens to poor women?

These are all common misconceptions about domestic violence. If you believe these, and if you act judgmentally towards a respondent who say, has left a violent relationship, she will be able to sense this. For this reason, during the interviewer selection process, those people who are judged as having inappropriate attitudes, or who have difficulty asking the sensitive questions will not be hired as interviewers.

Study Regulations and Interview Conduct

This part of the manual is intended to supplement Part I of the Field Worker Manual. Most of the general principles to conducting interviews remain the same for this part of the programme. Once again, the interview must be conducted in a way that is courteous, respectful and professional. The same interviewer regulations and codes of conduct apply for this part of the evaluation, as did for the baseline survey (see Part I, Section I & II). Please take time to re-read this material.

SECTION II: FIELD PROCEDURES

The Expanded Microcredit Programme Impact Assessment work differs from the Baseline Survey. You will spend more time in the office, and office work will be a core component of your job. You will plan your fieldwork from the office each week in conjunction with the Field Supervisor. You will be a part of a field office team, as described in the job description you have received, and will be bound by the regulations of the field office.

During this phase of work we will have a smaller team of four interviewers, and this phase of work will run for over a year. During the baseline survey we did over 5000 interviews during 10 weeks!! This doesn't mean there's less work to do but you will be much more involved in other RADAR activities, and in planning, managing and analysing the data you collect.

Nevertheless there are some key similarities between the Baseline Survey and fieldwork during the Impact Assessment that are covered in the Baseline Survey Manual. You have not finished with this Manual – you will need it constantly.

This section of Section II of the manual deals with field procedures that differ a lot from the baseline survey – in particular Eligibility of Households and the Job Sheet for this work.

However, the text below often refers to some field procedures that are exactly the same as in the baseline survey. In particular, you should read again the sections

- Obtaining Supplies Required for Fieldwork
- Contact Procedures: Households
- Contact Procedures: Young Persons
- Scheduling Call back
- Checking completed Questionnaires
- Supervision of Interviews

Issues such as working hours will be dealt with in your contract and will be discussed with the Field Supervisor during the Impact Assessment phase. Additionally, you will be less required to document your field hours as you were with the Assignment Sheet during the baseline survey. You will be more likely to be asked to discuss such issues with your supervisor and to present your progress in field office meetings.

Questionnaires to be used

In this section of the study we will once again be interviewing in households. However, selection to be included in the study is more complex than in the original part of the work and will be described below. At baseline we selected households at random from all the villages, and then interviewed the household head and all the young people with the young persons interview.

In this part of the study we will be interviewing LOAN RECIPIENTS (LRs) and their households, and NON-LOAN RECIPIENTS (NLRs) and their households. NLRs are women who are like the women who receive loans from SEF, but who are living in villages where SEF will not be operating for the next three years.

Remember that the villages are PAIRED as below:

Intervention Village	Comparison Village
Makofane	Alverton
Ga Motodi	Mabotsha
Bothashoek	River Cross
Driekop	Motlolo

During this phase of the study, in all HOUSEHOLDS of LRs and all selected households of NLRs we will be doing:

- A Household Interview with the household head
- Young Person's Interviews with all the young people who live in selected households
- A Senior Female Interview with the Loan Recipient or Non-Loan Recipient

Note: if a loan recipient and her MATCHED non-loan recipient fall into the age group 14-35 then we will do both a Senior Female and a Young Persons Questionnaire with those women.

Below is described how we decide WHICH household and WHICH people to interview.

Sampling And Eligibility

In the second part of the study, we will have different procedures for deciding who is to be interviewed from the baseline study – and this also differs slightly between the INTERVENTION and the COMPARISON villages. In this part of the evaluation, we will be examining the impact of the Expanded Microcredit Programme (EMP) intervention on Loan Recipients (LR) and their households. Remember from the Participatory Wealth Ranking (PWR) that SEF’s programme targets poor households – with the level of poverty determined by a collective village ranking process. Households that fall below a certain level are the ones that are eligible to take out loans.

In an evaluation like this, it is very important to compare people that are similar. We achieve this by *matching*. Comparing a rich household headed by a young woman with a poor household headed by an older woman will not help us understand the impact of an intervention like our RADAR-SEF initiative. Households that are very different from one another have a variety of things that might affect their well-being.

The PWR process has occurred in 8 villages, but the EMP will only be offered in 4 during the next three years. We will be comparing what happens among households that get involved in the EMP programme, with households from the 4 villages without the EMP (comparison villages).

These households will also be categorized as ‘poor’ by the PWR process. Both will be followed together over time.

Practically what this means is that for each loan recipient we will need to find a MATCHED COMPARISON woman. This comparison woman we will find by a combination of random selection and investigation in the field. For any Loan Recipient who has joined SEF, we will find a woman who is:

- A) Staying in the PAIRED village to the village where the loan recipient is from and
- B) Currently sleeping in her home and;
- C) Of the same AGE GROUP as the woman.
- D) Eligible to receive SEF loans

The Age groups are as follows:

- 1 = 18-25 yrs,**
- 2 = 26 – 35 yrs**
- 3 = 36 – 45 yrs**
- 4 = 46-55 yrs**
- 5 = 56+ yrs**

During this phase work will be assigned to you in the form of a Job Sheet that contains details of the loan recipient household and the “starting” comparison household. This sheet will largely replace the supervision sheets we used in the baseline survey. The Job sheet is described in a bit more detail below.

Eligibility and selection of loan recipients (LRs) and their households

- 1) Each week the FIELD SUPERVISOR will receive from SEF a list of women who have newly joined the loan groups (have passed SEF Group Recognition). We intend to interview ALL of these women and their households.
- 2) We must interview this woman and her household. The *Contact Procedures* for this household and the young people and loan recipient in it will be the same as in the baseline survey (see Baseline Survey Training Manual) p. 21 –24.

In this household we will do;

- i) A Household Interview with the household head
- ii) Young Person's Interviews with all the young people who live in selected households
- iii) A Senior Female Interview with the Loan Recipient
 - a) If the LR is in the age group 14 – 35 she will do both a Senior Female AND a Young Person's Questionnaire.

3) There is one EXCEPTION to this. If the household was visited during the baseline survey, then we will not repeat the Household and Young Person's baseline interviews. The FIELD SUPERVISOR or the FIELDWORKER will mark on the Job Sheet whether this household has already been interviewed.

The fieldworker will check the records for this household and will visit the household to complete:

- a) A senior female questionnaire with the LR
- b) Young person's questionnaires with any young people that were not seen during the baseline survey, or have newly moved into the house since it was last visited.

Eligibility and selection of NON - loan recipients and their households

- a) On the job sheet the Field Supervisor will give the household number of a STARTING household.
- b) This Starting Household is the selected household to provide the appropriate comparison woman (NLR) for the loan recipient mentioned in the top part of the Job Sheet. This household will be from the comparison village assigned to the village from which the loan recipient is from.
- c) It is called the starting Household because often this household will prove NOT to be eligible for inclusion in the study. In this case, we use this household as a Starting Point to decide which household we visit instead.
- d) You must now take a number of steps to identify whom to correctly interview for this part of the survey. You will need the VILLAGE ELIGIBLES sheet provided to each field worker and kept in the office. This sheet gives a list of all ELIGIBLE households identified by the PWR process.

Identifying an eligible NLR and her household.

Check if the Starting Household was selected in the Baseline Survey. If YES, follow Process 1. If No, follow Process 2.

Process 1: Examining the Starting Household in the office

If the household was visited in the baseline survey:

- 1) Find the questionnaire in the Field Office filing system and check the following:

Among the listed household members are there any WOMEN who are:

- a) **Currently sleeping in the home?**
- b) **In the same AGE GROUP bracket as the Loan Recipient?**

If YES – there is a matched woman, and then this household may be suitable for this part of the study because it contains a MATCHED WOMAN.

- 2) In the office find out how many MATCHED WOMEN there are.
- 3) If there is only ONE then you must visit this household using the guidelines for Contact Procedures as described in the Baseline Survey Manual. When you manage to contact the household, you must check if the MATCHED WOMAN is still there.
- 4) If there is MORE THAN ONE woman, you must RANDLOMLY select (with dice / coins) from all the young women in the household (see later selection on On-the-spot Random Selection).
 - a) In either case if a MATCHED WOMAN is present and selected the household is ELIGIBLE, then we must visit the household intending to do the following with the selected woman:
 - A Household Interview with the household head
 - Young Person's Interviews with all the young people who live in selected households
 - A Senior Female Interview with the Loan Recipient
 - b) If the woman is no longer in the household, or is no longer sleeping there then you must select a new household to visit. Move to *Process 3*.

Process 2: Visiting the Starting Household

If the household was **NOT** visited in the baseline survey then you must visit this household to assess whether there is a suitable **MATCHED WOMAN** living in the home.

- 1) Visit the household and take with you a new Household Questionnaire. Remember to also take your list of eligible households from the village.
- 2) When you reach the household you will start by doing a **BRIEF Household Interview**.
 - a) For the brief household interview you must still do the **INTRODUCTION** (see above). However, you will wait before doing the **INFORMED CONSENT PROCEDURE**.
 - b) During the **INTRODUCTION** explain that you need to get a list of the household members (as defined on page 37 of the Baseline Survey Fieldwork Manual), their sexes, ages and whether they are staying in the household. Explain that when you have a full list of this you will then decide whether the household qualifies for the full interview process.
 - c) Fill out the Front Page, then the Household Name and Individual names of all the household members. Also fill out the columns (A) Sleeping here, (B) Relation to Household Head, (C) Sex, and Year of Birth.
- 3) When you have finished this you must assess the answer to the following question;

Among the listed household members are there any **WOMEN who are**

- a) **Currently sleeping in the home?**
- b) **In the same **AGE GROUP** bracket as the **Loan Recipient**?**

If YES, then this household is suitable for this part of the study because it contains a **MATCHED WOMAN**.

In this household we will ask for consent to do:

- 1) A **FULL** Household Interview with the household head
 - 2) Young Person's Interviews with all the young people who live in selected households
 - 3) A Senior Female Interview with the Loan Recipient
- a) Complete the Household Interview and
 - b) Then, find out how many **MATCHED WOMEN** there are.
 - c) If there is only **ONE** then you must recruit her for the Senior Female Interview

- d) If there is **MORE THAN ONE** woman, you must **RANDLOMLY** select (with dice / coins) from all the young women in the household (see later selection on On-the-spot Random Selection) for the Senior Female Interview.
- e) If **NO MATCHED WOMEN**, then this household is not suitable for this part of the study and you must go to the next household as described in *Process 3*.
- f) We must make every effort to include the starting household. **ONLY** if the Starting Household has been fully checked through Process 1 or Process 2 will we consider moving to a second household on the list.

Process 3: *What to do if the Starting Household contains no MATCHED WOMEN*

- a) Take your **ELIGIBLES LIST** for the relevant comparison village
- b) Locate the Starting Household on the list.
- c) If the starting household has been checked through the above processes to see that there are no matched women in that household, then we will go to the **NEXT HOUSEHOLD** on the list.
- d) Check if this next household was visited in the baseline survey. If so, repeat Process 1. If the household was not visited in the baseline survey, repeat Process 2.
- e) The list has been designed so that often this household should be near the Starting Household. In a day's fieldwork you will need to keep visiting households from the Starting Household, until you find a household that is suitable.

Preparatory work in the office will be very important. It is worth knowing for the starting household **AND** each of the next 3 households whether they were included in the baseline survey.

The Job Sheet

1. The Job Sheet (see next page) contains information on:
 - New SEF clients,
 - Progress with completion of the interviews to be conducted in this household
 - Progress with completion of the interviews to be conducted in Matched Woman for SEF clients.
2. You will be assigned a Job sheet by the Field Supervisor. Receiving a Job Sheet means that you have been assigned to complete interviews with the Loan Recipient and Non Loan recipient households.
3. When you receive the Job Sheet, certain fields will already be completed. These will include the Village and Household Number of the Loan Recipient and the Starting Household, and the full name and age of the loan recipient.
4. You will then be required to keep this sheet appropriately and to work from it. Using the processes described above you will interview the loan recipient and her household, and will also enroll and interview a matched woman and her household.
5. Details of progress with interviews are also kept on the job sheet and are to be kept up to date by the fieldworker, as in the baseline survey.

IMAGE Study: EMP Baseline Assessment Job Sheet

Loan Recipient

Village and Section	Household Number	Full Name	Age (Age group) 1 = 18-25, 2 = 26 – 35, 3 = 36 – 45, 4=46-55, 5 = 56+	Household Interviewed in Baseline Survey (1 = Yes, 2 = No)
<i>This information should be filled out from the CLIENT HANDOVER form</i>				<i>From Database</i>

Date first visited	Result for HH interview	Date completed HH interview	Individual No. from HH sheet of LR	Result for SF interview	Date Senior Female Interview completed	How many young people in the HH	Code for Young Person's Interviews						Date Final YP interview completed
							1	2	3	4	5	6	

Non – Loan Recipient

	Village	Household Number	Household Interviewed in Baseline Survey (1 = Yes, 2 = No)	Result for HH interview	No. of women currently sleeping in household of age group of woman selected above	Does a matched woman agree to take part in the study? (1 =Yes, 2 = No)	Household Enrolled? (1 = Yes, 2 = No)
1		<i>Starting HH</i>					
2							
3							
4							

Row 1 to be filled out from the Database before going to the field. Other rows to be filled out as required, using the next ELIGIBLE household from the village sheet until a suitable Household is found.

Date first visited	Date completed HH interview	Individual No. from HH sheet of selected SF	Result for SF interview	Date Senior Female Interview completed	How many young people in the HH	Code for Young Person's Interviews						Date Final YP interview completed
						1	2	3	4	5	6	

Codes for Household Interview:

1= Interview completed, 2 = No competent respondent at home, 3 = Entire Household absent for extended period, 4 = Postponed, 5 = Refused, 6 = Dwelling vacant / not a dwelling, 7 =Dwelling destroyed, 8 = Not found

**Codes For Young Person:
And Senior Female Interviews**

1 = Completed, 2 = Not completed. Person coming back much later in year, 3 = Not completed. Person not found. 4 = Not completed. Not going to be completed because of refusal, incapacitation or other reason.

On-The-Spot Random Selection

During this phase of the study you will occasionally be faced with the situation where you have a number of potential candidates for the Senior Female interview, and you need to select one to interview. In this case you will use On-the-spot random selection.

1. Write down the Individual Numbers of all the Eligible Women in the household on separate scraps of paper.
2. Fold the papers up.
3. Ask a member of the Household in which you want to perform random selection to select a single paper from out of your hand or a hat or any container.
4. The name selected will be who is selected to be interviewed.
5. **Even if the selected person is not present and may be more difficult to locate, we must use Contact Procedures described in the first part of the manual to try and enrol this woman to the study. NEVER decide through any other process other than Random Selection which woman is to be interviewed.**

SECTION IV: THE SENIOR FEMALE QUESTIONNAIRE

The purpose of the Senior Female Questionnaire is to gather information on the social and economic well-being of households, household decision-making, relationships, and the ways in which these factors might influence the vulnerability of women to violence and HIV infection.

Setting up the Senior Female Interview

This interview will be administered to all loan recipients from villages where the EMP is operating. In comparison villages, senior females will be selected from eligible (poor) households when they match the age criteria as discussed above in Section II.

Interview Introduction

In general, it would be useful to complete the Household Head questionnaire before starting the Senior Female interview, though this may not always be possible. Also, at times, the Senior Female may be the household head.

When you have completed the Household Head questionnaire, let the head know that you would like to interview the eligible senior female and the young people in the household. Explain that you would like to discuss issues of their health and HIV/AIDS, and that it would be best if these were conducted privately and confidentially.

When you have arranged a suitable situation for the interview, you should formally introduce yourself and the program to the interviewee. Once again, follow the broad guidelines given earlier. In particular you will need to cover the following information:

- Describe HSDU and RADAR
- Check suitable, confidential surroundings
- Explain why we are working in this area
- Explain that taking part is entirely voluntary
- Briefly describe what will be asked in the questionnaire
- Explain information will be confidential
- Tell the interviewee how long the interview will take.
- Ask and allow time for any questions they might have – and answer questions

Once again, after all these points have been covered then you should explicitly ask the respondent for consent by asking “Are you happy to take part in this part of the study?” If the answer is YES, you should mark the box on the cover page of the interview and proceed.

Confidentiality

Much of the information provided by the participants will be extremely personal. If a woman is in an abusive relationship, even the act of revealing the painful details of abuse to someone outside the family could provoke another violent episode. Because of this, confidentiality of the information collected during the survey is of fundamental importance.

For this reason:

- You must not share any information collected through this study with anyone, including your family and friends, other fieldworkers, or with another respondent.
- No interviewer should conduct an interview in their own community, or with people that they know. If you discover that you know the people in a certain household, you should not proceed with the interview, and instead contact your supervisor, who will assign that household to another interviewer.
- No names will be written on the questionnaires. Instead, households will be identified using code numbers.
- Care will be taken during the presentation of the research findings to ensure that no one community or individual can be identified.
- You should only conduct interviews in a private setting. Only very young children (under 2) will be permitted to be present. Where necessary, locations outside the household where the interview can be conducted in private will need to be identified (such as in nearby fields, or at a local clinic, church or temple). If necessary, you can also ask another interviewer or supervisor to help you to maintain privacy. For example, you may need someone to look after a respondent's children whilst you conduct an interview, or to distract another member of the household.
- You should never give a questionnaire to anyone to look at – even before an interview has been conducted. This includes not giving it to the driver, the local leader, a policeman, the household head, the husband, mother in law, and the respondent.
- You should follow the respondent's advice about when and where she wants to be interviewed. Remember, she knows best what she needs to do to ensure her safety. For this reason, you should not try to pressurize a respondent into starting or continuing with an interview when she does not want to – even if the respondent wants to arrange the interview to another time that is not convenient for the study schedule.
- You should not continue with an interview if it is interrupted. If this happens, you should try to obtain privacy, or change the subject of discussion. In some instances you may need to terminate the interview. Strategies to do this are discussed below.
- When you leave an interview, you should be careful to double-check that you have not left any documents behind

REMEMBER, WE ARE PROMISING CONFIDENTIALITY, AND THIS IS HOW WE GAIN PEOPLE'S TRUST. IT IS MANDATORY THAT WE ARE CAREFUL ABOUT THE INFORMATION THAT WE GATHER.

When conducting the Senior Female questionnaire, the interview will need to be conducted in a fully confidential manner. It will be important, when conducting the Household Head interview to

make sure that the people in the household know you will want to do confidential interviews with the Loan Recipient or comparison senior female - and all the young people in the household.

When you settle down to do the Senior Female interview you must be sure that the situation is right. You must be sure the respondent is fully comfortable with the place you choose – check with them before and during the interview that they are happy and comfortable. A good place will be quiet and away from the house if other people are around. Do not be scared to stop the interview half way through if you feel there are problems with the place you have selected.

At the start of the interview, assure the respondent that **all their answers will be strictly confidential**. Confidentiality means:

- That you, the interviewer, will not discuss their answers with anyone *in the household or community*,
- That you, the interviewer, will not discuss his or her answers with anyone *in the research team*.
- The information they give will be used for research purposes only.
- The questionnaire does not hold their name.
- The questionnaire will be kept in a locked cupboard in the research office.

Half way through the interview, when more sensitive issues are to be discussed,

- Stop the interview
- Check the respondent is happy and comfortable
- Again re-assure them about confidentiality

Explain again that they **do not have** to answer any of the questions, BUT that their answers will be extremely useful for the programme.

The Link to the Small Enterprise Foundation

As you are now aware as a member of the IMAGE study team, the work that you are involved in is a partnership between RADAR and SEF in testing the Expanded Microcredit Programme (EMP).

The Baseline Survey work “sampled” households from the villages, and had little to do directly with SEF, although the information we collected then, and that we collect in 3 years time, will be used to look at the impacts of the EMP between the different villages, before SEF expands to work into those villages.

However, the work in this second phase of the IMAGE study is much more directly linked to SEF. As the Impact Assessment team however, we must be aware that we must try to act as independently as possible during the questionnaires. There are some important factors that need to be considered when interviewing Loan Recipients, and also when interviewing Non-loan Recipients and their households.

The link to SEF – Interviewing Loan Recipients and their households

The Impact Assessment team SHOULD NOT be LINKED conceptually in any way to SEF's processes or a woman's participation in the EMP. This is potentially a big problem. You will

have noticed already during the Baseline survey that some people do not tell you the truth when they think that the answers they give you may affect their lives in some way. The loan recipients that we interview **will** know that you have come to see them because they are involved in SEF, but we must be very, very clear to them that RADAR and SEF are different organizations and the answers they give to us will not be seen by SEF, will not be used by SEF and will have *no effect at all* on their participation with SEF. The information we collect is CONFIDENTIAL FROM SEF OPERATIONAL STAFF as well.

It will be very important to strike a balance in these interviews between making it clear that SEF will not see the data you collect, but also trying to make the person as relaxed as possible. The best situation would be if SEF didn't come up at all and if the respondent does not make any link between you and SEF. However, this is unlikely, so we need to be clear, but quickly move to the important issues we wish to discuss.

The link to SEF – Interviewing Non - Loan Recipients and their households

Perhaps even more sensitive than interviewing SEF clients will be interviewing non-loan recipients. In the Interview Introduction we will explain to people broadly that we are working as part of a partnership with the Department of Health, SEF and others to measure the impact of our work in improving poverty, preventing HIV and understanding the link between the two.

We wish to ask her to be part of the study because she is living in villages where VCT is operating, where we have done our baseline survey – but also because she lives in a village where SEF will expand to in 3 years time.

Once again sensitivity will be important. We do not want the woman to feel like we have just come to interview her because she **isn't** getting any loans from SEF! This will be difficult for people and will make them more likely to refuse, as well as creating tension in the communities. We will also be unlikely to get the important, accurate information we need to make this project a success.

During the introductory processes in communities by SEF and RADAR, it was explained that SEF would only come to operate in some villages later. This is a commitment on the part of SEF. Once again you will need your skills as an interviewer to make the woman you interview aware of the study needs, and goals – but also to make sure she is comfortable and does not feel “used” by the study. Once again, we have a responsibility to make sure individuals are clear that they will get no personal gain from taking part in the study, that they will take part entirely voluntarily but that we hope the results will be important for the village, region and even the whole country in the long run.

Informed Consent Statement

Before beginning the Senior Female questionnaire, it is important that you obtain informed consent from the woman. In order to do this, the following should be made clear to the respondent:

“As part of an HIV control programme, we are trying to understand the impact of poverty on people’s lives and the ways in which it puts women at risk of HIV infection. In order to do this, we will be conducting interviews with women from your village and the surrounding villages in order to document your experiences of poverty and the ways in which it effects your ability to make life decisions - for yourself and your family. The interviews will be conducted once when the work begins, again after a year-and-a –half, and finally at the end of 3 years. Interviews will be approximately a half hour long. Your participation in this interview is entirely voluntary and you are under no obligation. All information will be kept confidential. This means that your name will never be used to describe what we find through the interviews.

Do you give your consent to participate in the interview process?

If informed consent, you should mark the box on the cover page of the interview and proceed.

SECTION V: THE QUESTIONS

F100 Background Information

Age

Mark the age of the respondent. Check that this agrees with what is recorded on the HH questionnaire. If the respondent gives a different answer, probe to ensure that you have the right answer and adjust whichever questionnaire is necessary.

Noting if the age of the respondent as 35 or less OR more than 35 is important. This is because later in the questionnaire, some of the questions about HIV will only be asked to the older women. Remember that all women 35 or less will also be asked to take part in the Young Person's Questionnaire.

Nationality, First language

Mark the Nationality of the individual, and then their first language.
Mark only one answer for each.

Marital Status

Ask if the person has EVER been married at any time in their lives and code the answer appropriately.

If the respondent has been separated/divorced, mark the month and year that this occurred. Using this date, calculate how many months ago they were separated or divorced. If they have been separated/divorced within the past 12 months, they should still qualify for questions F1000 onwards (in other words, you should still ask them these questions about their relationship with this recent partner)

Mark the age at which the respondent was first married.
Note the age of her spouse at that time.

How many children have you had up to now in your life?

For WOMEN only – ask how many children the woman has had up to now in her life.

Include all children that were *born alive*.

Do **not** include stillbirths or abortions.

Do include any children that have now died, or are now living away from home

Do you want to have any more children during your life?

Code YES if the respondent wants to have more biological children in her life, irrespective of her spouse/relationship at the moment.

Length of stay in village

Mark the number of years the respondent's permanent home has been in the village where her current household is.

The years to be counted are those in which the respondent would have been recorded as a household member.

For example, if a person has been away at school for the past 2 years, but their permanent residence has always been the current household, include these 2 years in your calculation of years of permanent residence.

If they lived in another village for 2 years and then moved back, give the number of years *during this stay in the village*.

Family's place of stay when born

Mark the appropriate code for where the respondent's family had their permanent home when the respondent was born.

Mark only one answer

For how many months of the last year were you staying here?

This question is an attempt to capture how many months of the last year the person was actually sleeping in the house.

The maximum answer is 12.

This question requires some calculation. You must subtract from 12 months all the nights they have been sleeping away from home, including – time away because of work, time away visiting relatives, time away studying, time away because they have only just moved into the house.

You only need to estimate this. Some examples are as follows;

- a) A person who generally comes home only at month ends would be at home for only 1 month of the year
- b) A person who comes home mainly at weekends would be at home for 3 months of the year
- c) A person who moved into the house 6 months ago, and has been staying there ever since would be coded as 6 months.

If less than 7 months, How was the pattern of your visits home in the last year?

This question tries to get additional information on the general pattern of a person's absence from the home if they have been away for > 6 months of the year.

During the past 12 months, how many months has your partner been staying at this house?

Note that for purposes of this questionnaire, the person she is married or living as married to will be referred to as her "partner". There are some questions that will only be answered by women who have partners.

For this question code the number of months the partner physically stays in the home in a way similar to that above for the respondent.

If less than 7 months, How was the pattern of your partners visits home in the last year?

This question tries to get additional information on the general pattern of a person's absence from the home if they have been away for > 6 months of the year.

Do either of your partner's parents live in the same household as you?

Code YES if the if the partner's parents reside in the household for more than 6 months of the year

F200 Group Membership

This question examines the number of groups or civic organizations the respondent is involved in, the 'quality' of that membership, and the value she places upon it. The most commonly represented groups are listed in the left column. The question should be introduced by reading the introductory statement.

Read each name from the list of groups in the left column to determine if the respondent belongs to the group.

The STATUS of membership should be coded as it applies to the individual for each group in what ways they are a member. This is not always easy to determine and the interviewer will have to determine which code best applies after talking to the respondent about the nature of their membership. Use the following statement to guide you, and code only one response for each group membership:

Some people attend meetings now and then and would be considered 'members', whereas others are considered 'active' and attend regularly. Also, some are considered 'leaders' in these groups – such as the leader of a prayer group.

Frequency

Note the frequency that the woman attends meetings of the group ON AVERAGE. Some groups meet almost every day, whereas others meet only very occasionally. Which code best describes the pattern of the woman's attendance at group meetings.

'Most important' groups:

For respondents that are members in more than one group you must ask them to rank the most important groups. For the purposes of this questionnaire, this will be defined as the groups to which the respondent 'feels the closest, derives the most support, and in which there is a sense of togetherness'. For example, a health committee that meets regularly though where the members argue a lot and there is no feeling of closeness, solidarity or support would rank below a burial society that may meet less often but where there is a common sense of purpose or togetherness among the group members.

Rank each of the groups, with the 'most important' being number 1. If there are more than 3 groups that they belong to, only rank the top 3. If there are only 2 groups, you should still rank them accordingly.

F300 Community Participation

This group of questions attempts to get at the levels of trust and solidarity in the community.

Suppose a friend of yours in this village/neighborhood faced the following alternatives, which one would s/he prefer most?

This examines the preference of the respondent to own and farm a small plot of land by herself (or with the help of her family) OR own and farm a larger plot of land together with someone else (who is not a family/household member).

If someone responds to the question by saying 'depends who the person is' - ask them to decide based on if the other person were their nearest non-related neighbour.

*If a **community project** does not directly benefit your neighbor but has benefits for others in the village/neighborhood, then do you think **your neighbor** would contribute **time** for this project? (If the community project is not ordered by the chief)*

The word neighbour in this question refers to a general perception about others in their village who are not related to them. Asking this question about their neighbour is a way of asking how they think others in the village might contribute to projects that benefit the community as a whole.

If people ask for examples of projects, you might have to think of small community projects that commonly occur – like building a structure, mending a fence or laying water pipe, etc. By saying 'not ordered by the chief' we are asking about things people would contribute to 'not because they have to' but rather because they want to make a contribution to the community well-being.

*If a community project does not directly benefit your neighbor but has benefits for others in the village/neighborhood, then do you think your neighbor would contribute **money (say about 10R)** for this project?*

This is the same as the above, though instead of contributing time, we are asking if they would contribute a small amount of money for community projects. Because we are interviewing poor households, R10 was chosen as a small but important contribution.

*If there were a problem that affected the entire **village/neighborhood**, for instance crop disease or floods, which scenario do you think would best describe who would work together to deal with the situation?*

This question asks about a 'crisis' affecting EVERYONE.

Describe the examples given in the question (crop disease or floods). Would people in the village work one by one to repair things, would it be left to government, or would people rally together to help each other out.

This may require some probing to get a response. It generally helps to pick a concrete scenario or real example of things that have happened. Try your best to fit it into the codes from 1-5.

F400 Household Dynamics

This section looks at the value placed on the women's work in the household by herself and others.

Have you personally ever worked for pay?

Working for pay is very broad and includes any paid (monetary) employment outside the household – from self-employed piece-work (such as making crafts or selling fruit) or domestic labour to a full-time job. This does NOT include pensions, government grants or being paid in ways other than money (food or other goods). It still counts as yes, if the business is family owned, as long as the payment is in money. Code YES if any of these apply.

If the respondent has never worked for pay, move to the last question in this section – F404.

Have you personally worked for pay during the last 12 months?

Has the respondent done any of this paid work in the past 12 months?

*Think about the **money** that you bring into the household. How is your contribution viewed by...*

Money, again, refers to paid work as defined above.

We are asking about perceptions as to the value of this money to the contribution to the household as a whole. Different people may have different opinions about this contribution. We are asking the respondent for her opinion of how she feels others view things – first her partner, then others in the home (such as in-laws or parents), and finally how the respondent herself views things. Score 1 if the contribution is felt to be most important, 2 if in the middle, and 3 if not very important at all.

Think about all the unpaid work you do to support the household, such as all the household chores you do (cooking, cleaning, fetching water). How is your contribution viewed by...

Many women do a lot of 'work' that contributes in major ways to the household, but does not formally contribute money to the household. This question is similar to the one above, and asks about how her contribution to the household (in non-economic terms) is viewed by others. Is it something completely taken for granted, or is it well appreciated by others? How does the respondent herself see things in relation to the value of her contribution to supporting the household?

F500 Fire Scenarios

This question asks about an imaginary crisis that every respondent should be able to relate to. Ask them to imagine there has been a fire in their home. Luckily, no one was killed, however everything that they owned was lost. We want to find out if such a crisis were to actually occur, where could they go for support - family, neighbours, acquaintances (people you have contact with but don't know well), or complete strangers.

The kind of support we are looking for is *shelter* and *money* – which in this case is R50.

For each group, code YES, NO, or DON'T KNOW.

*How confident are you that you **alone** could raise enough money to feed your family for four weeks? – This could be for example by working, selling things that you own, or by borrowing money (from people you know or from a bank or moneylender)*

This question again relates to the fire. This time we are asking the respondent to assess their own ability to cope with a crisis. Would they be able to raise money to feed their family for 4 weeks? Are they CONFIDENT, is it POSSIBLE (even if it would be difficult), or are they NOT CONFIDENT at all. Code 9 if the respondent just doesn't know.

Would you say that your household's ability to survive this kind of crisis is better, the same or worse as it was 3 years ago?

This question asks the respondent to reflect back to 3 years ago. Is their household now better able to cope with such a crisis, is it the same as it was back then, or worse now than before.

F600: Shortages

For many households, conditions of poverty are reflected as shortages in essential goods – such as food or clothing. For many women, when they are poor, their children also suffer. This question asks about shortages over the past year of things most households need. Ask about the following items: food, new clothing (includes second-hand clothing that is bought), school uniforms, school fees, basic household items (such as soap or paraffin), and health care. Did the respondent or her children have a shortage of these items because of poverty? If so, how often – NEVER, ONCE ONLY, A FEW TIMES, or OFTEN.

If there are no children of school age in the house – school fees or school uniforms will be NOT APPLICABLE.

For health care, ask about money for transport to get to a clinic, or a consulting fee for a hospital Out Patients Department.

While living in this house during the past year has anyone from your household gone to another house to ask for food or money because of a shortage?

This is a sensitive question and asks about whether the respondent has had to rely on the charity of others for food or money because of shortage. Code YES, NO or NO RESPONSE.

F700: HIV/AIDS

This section is an attempt to understand some of the direct impacts of HIV/AIDS on women and their households – do they know anybody with the disease or who has died from it; and is there anybody in their household currently who is living with it.

Do you know of anyone who is infected with HIV or who has died of AIDS?

I don't want to know who, but to your knowledge, is anybody in your household living with HIV?

If there is someone, because of confidentiality, do not ask the respondent to name who this person is.

In the past year, have you discussed issues of sexuality or HIV/AIDS with your children?

Having heard about HIV, it is possible that women will try and educate their family about HIV/AIDS. Has this happened in the past year?

Are there currently any orphans living in your household whose parents possibly died of AIDS?

If there are children living in the home who are not the biological children of women in the household, they may be orphans, and their parents may have died of AIDS. It is possible that the respondent may not know what the parents died from, but we are interested in whether they suspect it might have been due to AIDS.

Code the total number of suspected AIDS orphans in the household.

ASK THE FOLLOWING QUESTIONS ONLY TO WOMEN OLDER THAN 35 YEARS.

These questions have been taken directly from the Young Person's questionnaire. Therefore, if the respondent is 35 or less, these will be asked in the YP questionnaire and should be skipped.

The questions in this section are trying to assess whether the respondent has made any response to the epidemic of HIV that is happening in their community.

In the last 12 months have you felt like you wanted to do anything to decrease your risk of infection with HIV?

Ask the respondent whether, given what they have learnt about HIV over the past few months / years they have ever considered that they may wish to change their behaviour in order to put themselves at less risk of becoming infected.

A respondent may say "Yes, but I haven't done anything about it". Code this answer "Yes"

In the last 12 months have you tried to do anything to decrease your risk of infection with HIV?

Ask the respondent whether actually tried to make any changes to their lives in order to decrease their risk of HIV infection.

A respondent may say, "Yes, but my life didn't actually change very much (for other reasons)". Code this answer "Yes"

If YES, What did you try to do?

Do not read out the list given in the questionnaire

Ask the respondent what they tried to do, and mark all the responses they give from the list without suggesting anything to them.

Code 5 - tried to get partner to change – if she has done things like tried to talk about his other partners, asked him to use a condom with other partners, asked him to be faithful, or suggested he go for HIV counseling or testing.

How successfully do you feel you were able to change your life in the ways that you wanted?

Ask the respondent whether they feel they actually changed their life in the way they were trying to.

Read the possible answers to the respondent and ask them to pick the one they feel best describes the situation.

If NO, Why not?

Ask this question to women who have NOT tried to do anything in the past 12 months to reduce their risk of HIV.

Code 1 – Hadn't thought about it – relates to women who didn't know or acknowledge the fact they were at risk

Code 2 – Don't think it's necessary - are those who know about HIV but are either not sexually active, have already been using condoms regularly, or those who are convinced that their partner is faithful.

Code 3 - Find it difficult to change behaviour – Are women who know about HIV, know they are at risk, but feel unable to act on this. These women may, for example, be embarrassed, fear violence in their relationship, or worry about their partner leaving or kicking them out of the household.

The following questions about efforts made by women to do something in their community to raise awareness against HIV/AIDS, and whether they have taken a leadership role in organizing such a campaign.

Have you ever participated in a march, rally or meeting around HIV/AIDS awareness?

Have you ever been involved in the organization of such a meeting or gathering?

I don't want to know the result, but have you had an HIV test in the past year?

As VCT is being made available in all the clinics, and we will be doing HIV awareness with women, it is important to know if respondents have presented voluntarily for counseling and testing in the past year.

F800: Societal Norms

The next series of questions compares the opinions of Senior Female respondents with those in her culture or community. Often, they will be similar, though at times they will disagree.

In this community and elsewhere, people have different ideas about families and what is acceptable behaviour for men and women in the home. I am going to read you a list of statements, and I would like you to tell me whether you generally agree or disagree with the statement. There are no right or wrong answers.

For something to be ‘culturally acceptable’ we are referring to what people think and do in the *rural village the respondent comes from* – not the country as a whole.

When asking these questions, first read the statement. Then ask whether, in her culture, people would generally AGREE or DISAGREE with the statement. After she responds, then ask ‘in your opinion, do you agree that...’

Move from statement to statement and get responses to both parts of the question.

C = “It is culturally accepted that...”

Y = “In your own opinion, do you agree that...”

C Y

A woman should do most of the household chores (cooking, cleaning), even if the husband is not working

If a man has paid lobola, it means that his wife must always obey him.

If a woman asks her husband to use a condom, she is being disrespectful to her husband

If a woman asks her husband to use a condom it means that she must be sleeping around with other men

1=Agree
2=Disagree
9=Don't Know

A man needs to have many sexual partners, and the wife must just tolerate this

A woman should never divorce her husband, no matter what happens

Go through the same process to ask and get responses for the questions below.

Note that the question is asked in the affirmative – ‘It **IS** acceptable to refuse sex if...’

It is acceptable for a married woman to refuse to have sex with her husband if:

C Y

She doesn't want to

1=Agree
2=Disagree
9=Don't Know

He refuses to use a condom

She is angry because he has other girlfriends

She is worried he may have AIDS

F900 Decision Making in the Home

This series of questions explores decision making in the home. It asks about a variety of small and medium sized decisions that most rural households have to make – such as making purchases or taking a child to a clinic. We recognize that with most decisions, there is some consultation and sharing of opinion that occurs – with a woman’s spouse, her parents or in-laws, and so forth. What this question is asking about is who is the MAIN DECISION MAKER. Does the respondent REQUIRE someone’s PERMISSION or is she largely able to make the decision herself – even if she has consulted with others and there is some disagreement.

Note that in each situation presented, there may be a different process and main decision maker. Also, we are asking what happens ‘most often’ or ‘in general’.

For example, if the partner is the main decision maker about some things but works away from the home for much of the year, leaving the respondent to make most of the decisions herself, then Code E – Don’t need anyone’s permission.

Note that for ‘partner’ we mean the person to whom the respondent is ‘married or living as married’.

*For the following activities, do you need to obtain anyone’s permission, or can you decide to do them yourself? Code the one that applies **most often**:*

- Make small purchases for yourself (e.g. some clothes)
- Make larger purchases for yourself (e.g. a cell phone)
- Make small purchases for the household (e.g. a chicken)?
- Make medium sized purchases for the home (child clothing)?
- Make large purchases for the home (furniture, fridge)
- Take your children to the clinic or hospital
- Visit your birth family
- Visit your friends in the village
- Visit friends or relatives outside of the village
- Join a credit group or other organisation involved with money

Answer for each of the following using the codes provided

PARTNER – PARENT –PARTNER’S PARENT – OTHER HOUSEHOLD MEMBER – NO PERMISSION

F1000: Partner Relationships

This section is only relevant for respondents who are currently 'married or living as married' or who have become separated/divorced in the past 12 months. If this does not apply, proceed to the Interview Closure.

If a woman has one main boyfriend who doesn't live with her, she should not be considered to be living as married, and therefore should NOT be asked these questions.

When two people marry or live together, they usually share both good and bad moments. I would now like to ask you some questions about your current and relationship and how your husband / partner treats you.

This section asks about the vulnerability of women to emotional, physical and/or sexual abuse in the home. It is important that the respondent be comfortable before continuing:

If anyone interrupts us I will change the topic of conversation. I would again like to assure you that your answers will be kept secret, and that you do not have to answer any questions that you do not want to. May I continue?

If the respondent agrees to continue, ask the following questions about her current partner. For those who respond Yes, you will also ask whether this has happened in the past 12 months (need to add the new column to the example below)

Has your current partner

Encouraged you to participate in something outside of the home that was only for your benefit (i.e. women's group, burial society, church group)

'Something outside the home that is only for your benefit' would be something that the respondent would do purely for her own personal betterment or enjoyment – not something 'productive' for the household. It might include a prayer group, a stokvel, or visiting a friend in another village. You will have to provide examples that you think would apply in your village.

The question is asking about her partner's willingness to provide support to the respondent and her emotional and social needs.

Asked your advice about a difficult issue or decision

'Ask advice about a difficult issue or decision' - This would be something of importance to the household or the partner - such as a problem at work, problem with his friends or family, household renovations, etc. This question is trying to highlight whether a woman is consulted and her presence in the relationship valued by her partner.

Tried to keep you from seeing your friends?

Tried to restrict your contact with your family of birth?

Insisted on knowing where you are at all times?

Expected you to ask his permission before seeking health care for yourself?

The last 4 questions examine the kind of limits a partner may place on a woman, the degree of trust in a relationship, and the respondent's personal autonomy.

Has your husband / partner ever taken your earnings or savings from you against your will?

IF YES: Has he done this once or twice, several times or many times?

Are you able to spend your money/savings how you want yourself, or do you have to give all or part of the money to your husband/partner?

In some relationships, when a woman has earnings, those earnings immediately go over to the husband. The woman has very little or no say in how that income is used. Does this happen often or rarely. Does the woman herself have control over resources or are they handed over to the partner.

The following questions ask about various forms of emotional abuse:
Has it happened – YES or NO. If so, has it happened in the past 12 months?

*Insulted or humiliated you in front of other people?
Boasted about girlfriends or brought them home?
Tried to evict you from the home?*

The following questions are very sensitive and ask about a woman's experience of physical or sexual abuse. Note that some women do not consider unwanted sex in a married relationship to be abuse. Try to ask the questions as objectively and as matter a fact as possible. Despite the fact these questions are emotionally charged. For some women the experience of violence in a relationship is extremely common, and she may not consider it abnormal. For others, however, this may be the first opportunity to talk about the issue. They may look to you for advice or emotional support. This will be dealt with later in the section SUPPORT AND REFERRAL.
Again, add 12 months column

I want you to tell me if any of the following things have ever happened to you with your current husband / partner?

*He pushed you or shoved you?
He hit you with his fist or with something else that could hurt you?
He physically forced you to have sexual intercourse when you did not want to?
You had sexual intercourse when you didn't want to, because you were afraid of what he might do if you said no?*

F1100: Response to Experience of Abuse

This final section tries to examine the ways in which women have responded to their experience of abuse – who have they spoken to? Where have they turned for support? Have they left their partner? If so, for how long? Therefore only those who answer Yes (in first column) to questions _ and _ (pushed/shoved or hit with fist...) should be asked these questions. If they answer Yes, but this has not happened in the past 12 months, you should still go on to ask them these questions

You might have taken a number of actions in response to the things you have just told me about, and I want to ask you now about what you did

In the past 12 months who have you told about the physical violence?

Do not read out the list of responses.

If a respondent mentions only one or two, probe gently to see if there are others.

Write all codes that apply in the last column.

*During the time you have been with your current partner, have you ever left, even if only overnight, because of what he did to you? **IF YES**, How many times in the past year?*

It does not matter where the respondent went to – only whether she slept somewhere else for the night because of the abuse.

Code the number of times this has occurred. Code 00 if it has never happened.

***IF YES**, Where did you go the last time?*

Do not read the list.

Code the appropriate response.

How long did you stay away the last time?

This applies only to those who answered YES to having left their partner.

Code the number of days if a short period or the number of months if a longer period

Put 99 next to the word CODE if the respondent permanently left their partner.

***If returned**, Why did you return?*

Do not read out the list. However, you may prompt the respondent if she is having difficulty answering. Prompt with response 1 – the children.

Write all the codes that apply in the last column

SECTION VI: INTERVIEW CLOSURE

The Senior Female Interview Closure

The interviews we are conducting with people in the IMAGE study provide a great opportunity for us to help people understand a little more about HIV. As part of your training as an interviewer for this study you will go through training on issues related to gender, sexuality and HIV. You should feel comfortable discussing such issues without any embarrassment, and you should feel comfortable sharing this information with others. If you have any queries about these issues, or if at any time during your fieldwork you feel like you need to get an update on information – ask your supervisor who will arrange for someone to help you.

During the Senior Female Interview the respondent may have had some questions. During the interview it is best to say to the person “Can we come back to that at the end of the interview when we will have a bit more time.”

In addition to addressing these questions you are going to spend time at the end of every interview going through a number of specific points. There are 3 sections to this.

a) HIV/AIDS awareness

Concerns and misunderstandings about HIV/AIDS can be discussed at the end of the interview – similar to after the young person’s questionnaire. This interview is an important opportunity to educate people about HIV/AIDS.

b) VCT

Everybody who goes through the senior female interview should be made aware about the availability of VCT services in their area.

c) Experiences of Domestic Violence (Read Section VIII. Support and Referral, and Training)

SECTION VII: HANDLING INTERRUPTIONS

During the training you will practice how to handle interruptions. If an interview is interrupted, you should use your judgement about whether to terminate the interview or not. If an interview is interrupted by a child under two, you will be able to continue the interview. If the interview is interrupted by a slightly older child, ask whether there is anyone who could look after the child, until you are finished. If necessary, you may need to ask another member of your team to look after the children whilst you complete the interview. If the respondent needs to take a break from the interview for other reasons (such as to feed her children), be patient, and if possible, wait for her to finish this task, and then continue with the interview.

If an interview is interrupted by an older child or an adult, you have several options. You could:

1. Explore ways to obtain privacy, so that you can continue with the interview

For example, you could say the person who interrupted: 'I am conducting an interview about women's health and life experiences. Some of the questions are about sensitive women's issues, and so I need to conduct this interview in private. Would you like us to go somewhere else to finish the interview, or would it be possible for us to stay alone here for a little while longer?'

2. Re-schedule the remaining section of the interview

You could stress to the respondent that it is important that you talk to her in private, and see if there is anywhere that you could go together to complete the interview. If this is not possible you will need to reschedule the interview.

SECTION VIII: SUPPORT AND REFERRAL

A. Your Role As An Interviewer

When you conduct an interview, your goal is to build a relationship with the respondent. You will be asking difficult questions, and they may cause difficult emotions or questions. It is important that you respond kindly, appropriately and professionally.

During your training you will discuss basic counseling techniques, and how to respond when women become upset during an interview. This training will help you become a good interviewer, and to handle situations where a woman either becomes distressed, reports a crisis situation, or requests assistance.

You should remember that this training does NOT train you as a counselor. At times during an interview you may be tempted to give advice, or to stop the interview, so that you can discuss the woman's problems. Refrain from doing this. If the woman requests assistance, refer her to your supervisor at the end of the interview, who will identify appropriate resources.

B. Responding To Women Becoming Distressed

During the interview, some respondents may be very sad, and even cry. During these times the interviewer should:

- Be willing to take time to talk with sensitivity, kindness and patience.
- Be patient and composed. Remember that people often find it helpful to express their feelings.
- Make natural comments expressing sympathy, such as 'I know this is difficult', 'I appreciate your help with these questions', or 'I'm so sorry'. If she is crying, you may want to hand her a tissue. But remain calm and refrain from getting overly involved.

C. Referral to IMAGE Study / Information Sheet / Other Issues

The Field Office will have a counselor available on site on Tuesday Afternoons as detailed in the Information Sheet

The Information sheet also contains details of other potential organizations that the woman can contact.

The Field Office may be able to act in some cases to help people access services such as social services. We are building links with these services and should have information on how best to contact them.

Other issues must be discussed with your supervisor who will discuss it with the RADAR management team to come. You must never disclose information about an individual to other sources unless you have the express consent of the individual.

D. Ongoing Support to and from your colleagues

This is a core part of being part of the team and will be discussed in the training.